

**RESOURCE MATERIAL**  
**CLASS XII**  
**ENGLISH CORE 2022-23**

**CONTENTS**

- CBSE Question pattern 2022-23
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- (With Marking Scheme)
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  - Formal & Informal Invitations
  - Letter Writing

M.Rajendran

TA(Eng)

ZIET,Mysore

ENGLISH CORE CODE NO. 301  
CLASS – XII  
QUESTION PATTERN 2022-23

Section A  
Reading Skills

**Reading Comprehension through Unseen Passage**

**20 Marks**

**I.** One unseen passage to assess comprehension, interpretation and inference. Vocabulary and inference of meaning will also be assessed. The passage may be factual, descriptive or literary.  
(10x1=10 Marks)

**II.** One unseen **case-based** passage with verbal/visual inputs like statistical data, charts etc.(10x1=10 Marks)

Note: The combined word limit for both the passages will be 700-750 words. Multiple Choice Questions / Objective Type Questions will be asked.

**Section B**

**III.**

**Creative Writing Skills**

**20 Marks**

The section has Short and Long writing tasks.

- i. Notice up to 50 words. One out of the two given questions to be answered. **(5 Marks:** Format : 1 / Organisation of Ideas: 1/Content : 2 / Accuracy of Spelling and Grammar : 1 ).
- ii. Formal/Informal Invitation and Reply up to 50 words. One out of the two given questions to be answered. **(5 Marks:** Format : 1 / Organisation of Ideas: 1/Content : 2 / Accuracy of Spelling and Grammar : 1 ).
- iii. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job with bio data or resume. Letters to the editor (giving suggestions or opinion on issues of public interest) . One out of the two given questions to be answered . **(5 Marks:** Format : 1 / Organisation of Ideas: 1/Content : 2 / Accuracy of Spelling and Grammar : 1 ).
- iv. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be . **(5 Marks:** Format : 1 / Organisation of Ideas: 1/Content : 2 / Accuracy of Spelling and Grammar : 1 ).

### Section C

**This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, analysis, interpretation and extrapolation beyond the text.**

**IV. the Context** **Reference to  
40 Marks**

- i. One Poetry extract out of two from the book **Flamingo** to assess comprehension, interpretation, analysis and appreciation. **(6x1=6 Marks)**
  - ii. One Prose extract out of two from the book **Vistas** to assess comprehension, interpretation, analysis and appreciation. **(4x1=4 Marks)**
  - iii. One prose extract out of two from the book **Flamingo** to assess comprehension, interpretation and analysis. **(6x1=6 Marks)**
- V. Short answer type question (from Prose and Poetry from the book Flamingo), to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. Five questions out of the six given are to be answered.**
- (5x2=10 Marks)**
- VI. Short answer type question, from Prose (Vistas), to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. Any 2 out of 3 questions to be done. (2x2=4 Marks)**
- VII. One Long answer type question, from Prose/Poetry (Flamingo), to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student. Any 1 out of 2 questions to be done. (1x5=5 Marks)**
- VIII. One Long answer type question, based on the chapters from the book Vistas, to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. (1x5=5 Marks)**

## Prescribed Books

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

### (Prose)

- The Last Lesson
- Lost Spring
- Deep Water
- The Rattrap
- Indigo
- Poets and Pancakes
- The Interview
- Going Places

### (Poetry)

- My Mother at Sixty-Six
- Keeping Quiet
- A Thing of Beauty
- A Roadside Stand
- Aunt Jennifer's Tigers

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

- The Third Level
- The Tiger King
- Journey to the end of the Earth
- The Enemy
- On the Face of It
- Memories of Childhood
  - o The Cutting of My Long Hair
  - o We Too are Human Beings

### INTERNAL ASSESSMENT

Assessment of Listening Skills - 05 marks.  
Assessment of Speaking Skills – 05 Marks  
Project Work - 10 Marks

**Question Paper  
Design 2022-23  
Code No. 301  
English CORE XII**

| Section  | Questions   | Marks   |
|--|---|---|
| <b>Reading Skills</b>  | Reading Comprehension (Two Passages) <ul style="list-style-type: none"> <li>• Unseen passage (factual, descriptive or literary)</li> <li>• <b>Case Based</b> Unseen Passage with verbal/visual inputs like statistical data, charts etc.</li> </ul>   | <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">             10<br/>             10<br/>             }           </div> <div style="margin-left: 20px;"> <b>20</b> </div> </div>  |
| <b>Creative Writing Sills</b>                                | <ul style="list-style-type: none"> <li>• Notice Writing</li> <li>• Formal/Informal invitation &amp; reply</li> <li>• Application for a job with Bio-data/Letter to the Editor</li> <li>• Article/Report Writing</li> </ul>  | <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">             5<br/>             5<br/>             5<br/>             5<br/>             }           </div> <div style="margin-left: 20px;"> <b>20</b> </div> </div>  |
| <b>Literature Text Books and Supplementary Reading Texts</b> | <ul style="list-style-type: none"> <li>• One Poetry extract out of two from the book <b>Flamingo</b></li> <li>• One Prose extract out of two from the book <b>Vistas</b></li> <li>• One prose extract out of two from the book <b>Flamingo</b></li> <li>• Short answer type question (<b>from Prose and Poetry from the book Flamingo</b>)</li> <li>• Short answer type question, from <b>Prose (Vistas)</b></li> <li>• One Long answer type question, from <b>Prose/Poetry (Flamingo)</b></li> <li>• One Long answer type question, based on the chapters from the book <b>Vistas</b></li> </ul> | <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">             6<br/>             4<br/>             6<br/>             10<br/>             4<br/>             5<br/>             5<br/>             }           </div> <div style="margin-left: 20px;"> <b>40</b> </div> </div> <p style="margin-top: 10px;">Flamingo: 27<br/>Vistas :13</p> |
|  | <b>TOTAL</b>  | <b>80</b>   |
|  | Internal Assessment <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Speaking Skills</li> <li>• Project Work</li> </ul>   | <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;">             5<br/>             5<br/>             10           </div> </div>   |
|  | <b>GRAND TOTAL</b>  | <b>100</b>  |

**CBSE SAMPLE QUESTION PAPER  
(2022-23) ENGLISH – CORE (301)**

**CLASS-XII**

**Time allowed: 3 Hrs.**

**Maximum Marks: 80**

**General Instructions:**

1. 15-minute prior reading time allotted for Q-paper reading.
2. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
3. Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.

|          | <b>Section A: READING SKILLS (20 marks)</b>   | <b>Marks</b> |
|----------|---|--------------|
| <b>I</b> | <b>Read the passage given below.</b>  | <b>10</b>    |
| 1        | Ghost nets aren't supernatural, but they are legitimately scary. A ghost net is a fishing net that's been lost or abandoned in the ocean. They are one particularly appalling part of the global ghostfishing problem, which includes fishing gear abandoned in the water. Any net or line left in the ocean can pose a threat to marine life. Just because a net is no longer used by fishers doesn't mean it stops working. These nets continue to trap everything in their path, presenting a major problem for the health of our oceans and marine life.              |              |
| 2        | Ghost nets entangle sea turtles, dolphins and porpoises, birds, sharks, seals and more, apart from catching fish. The nets keep animals from moving freely, cause injuries and keep mammals and birds from rising to the surface for air. Since hundreds of animals can be caught in a single net, this threat is monumental. The ghost nets harm coral reefs too—breaking corals, exposing them to disease and even blocking the reefs from needed sunlight.   |              |
| 3        | Ghost nets are also a major contributor to the ocean plastics' crisis. Most modern nets are made of nylon or other plastic compounds that can last for centuries. According to a 2018 study in Scientific Reports, ghost nets make up at least 46 percent of the Great Pacific Garbage Patch. Those abandoned fishing lines and nets that do breakdown never go away; they just become smaller pieces of plastic. Marine animals mistake this microplastic for food and eat it, which can harm internal organs, keep them from eating and expose them to toxic chemicals. |              |
| 4        | Exorcising ghost nets from our oceans will require commitment, cooperation and innovation. Many groups are working to remove ghost nets from the sea and are collaborating with local fishers and governments around the world to identify target areas and remove as many nets as possible. In 2015, a single World Wildlife Fund for Nature (WWF)-led mission in the Baltic Sea hauled up 268 tons of nets, ropes and other material.   |              |

|            |  |             |
|------------|--|-------------|
| 5          | To stop these nets from becoming ghosts in the first place, conservation organizations advocate for fishing gear that can be traced to its owner so anyone dumping nets can be fined and refundable deposits on nets to encourage returning or recycling rather than littering. Tools like sonar reflectors that can make ghost nets easier to find and working with small-scale fisheries to develop more sustainable fishing gear and practices are other suggestions. It is only by attacking |             |
|            | this problem from all sides, together with conservation partners, fishers and supporters, can we banish ghost nets and protect our oceans.   |             |
|            | (437 words)<br>Adapted— <a href="https://www.worldwildlife.org/stories/our-oceans-are-haunted-by-ghost-nets-why-that-s-scary-and-what-we-can-do—24">https://www.worldwildlife.org/stories/our-oceans-are-haunted-by-ghost-nets-why-that-s-scary-and-what-we-can-do—24</a>  |             |
|            | <b>Based on your understanding of the passage, answer the questions given below.</b>   | <b>1x10</b> |
| <b>i</b>   | Complete the sentence by choosing an appropriate option. Ghost nets have been named so because they _____<br><br>A. cause much harm to the marine life.<br>B. are functional though not in use by fishers.<br>C. are not owned by anyone.<br>D. act as a snare for all animals in oceans.  | <b>1</b>    |
| <b>ii</b>  | Comment on the writer’s reference to the ghost nets in paragraph one, as a health problem for the oceans.  | <b>1</b>    |
| <b>iii</b> | List the two ways being entangled in a ghost net is likely to impact a walrus.<br><br>(Clue: Think about the type of animal a walrus is)   | <b>1</b>    |
| <b>iv</b>  | Select the option that conveys the opposite of ‘negligible’, from words used in paragraph two.<br><br>A. unimpressive<br>B. monumental<br>C. exposing<br>D. threat   | <b>1</b>    |
| <b>v</b>   | The writer would agree with the given statements based on paragraph three, EXCEPT:<br><br>A. Most ghost nets take a few years to completely disintegrate.<br>B. Ghost nets contribute to the Great Pacific Garbage Patch.<br>C. Most ghost nets provide nutrition to marine animals, upon disintegration.<br>D. Ghost nets can curtail freedom of marine animals.  | <b>1</b>    |
| <b>vi</b>  | Some records share that fishing nets used to be made of common rope using natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times.   | <b>1</b>    |

|                        |  |           |
|------------------------|--|-----------|
| <b>vii</b>             | Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets?  | <b>1</b>  |
| <b>vii</b><br><b>i</b> | Complete the given sentence with an appropriate inference, with respect to the following:<br>The writer quotes the example of the WWF-led mission in the Baltic Sea (Paragraph 4), in order to.....<br>.....   | <b>1</b>  |
| <b>ix</b>              | How can the solutions, suggested in paragraph five, best be described?<br><br>A. practical<br>B. presentable<br>C. popular<br>D. prejudiced  | <b>1</b>  |
| <b>x</b>               | Select the most suitable title for the above passage.<br><br>A. The Scary Side of Ghost Nets<br>B. Ghost Nets – A Result of Human Dominance<br>C. Ghost Nets – A Menace to Marine Life<br>D. Ways to Tackle the Problem of Ghost Nets  | <b>1</b>  |
| <b>II</b>              | <b>Read the passage given below.</b>   | <b>10</b> |
| 1                      | It is generally accepted that leadership development should be a part of the education system's responsibility for preparing individuals to participate in a democratic and progressive society.<br>Many schools, colleges and universities, across nations, provide their students with leadership courses, curricular programs and co-curricular programs that are designed to develop students' formal knowledge about leadership as well as opportunities and experiences to develop students as leaders and actually practise leadership. Yet, only a handful of studies have sought to understand leader development from the students' point of view, with students describing their own experiences and what they learned from them in their own words.  |           |
| 2                      | A 2014 descriptive study sought to understand student leadership with research through key events via the following research questions:<br><b>Research Question 1:</b> What key events do student leaders in college, report as significantly impacting their development as a leader?<br><b>Research Question 2:</b> What lessons do student leaders in college, report learning as a result of the key events they have experienced?<br><b>Research Question 3:</b> Are certain key events more likely to be linked to particular lessons? Approximately 130 students were contacted and the 72 interested, were interviewed. Two members of the research team were present for each 15–45-minute interview. One member served as the primary interviewer while the second ran the audio equipment.<br>The results for lessons learned (Table 1), were varied, but there were a few that were frequently quoted. |           |



Table 1

| Lessons learned                      | Responses |
|--------------------------------------|-----------|
| <b>Identity</b>                      |           |
| Self Identity                        | 58        |
| Leadership Identity                  | 54        |
| Professionalism                      | 30        |
| Balancing Roles                      | 19        |
| <b>Individual Competencies</b>       |           |
| Delegation                           | 17        |
| Decision Making                      | 15        |
| Adaptability/Flexibility             | 38        |
| Resilience/Persistence/Hard Work     | 18        |
| Taking Initiative                    | 36        |
| Accountability/Responsibility        | 29        |
| Big Picture                          | 27        |
| Learning to Teach/Learn              | 18        |
| <b>Support Systems</b>               |           |
| Developing and Using Support Systems | 36        |
| Being a Support System               | 28        |
| <b>Working with Others</b>           |           |
| Communication                        | 59        |
| Teamwork                             | 26        |
| Conflict                             | 21        |
| Diversity                            | 32        |
| Inspiring and motivating others      | 17        |
| Other working with others            | 30        |
| <b>Getting the job done</b>          |           |
| Task skills                          | 55        |
| Environment                          | 34        |

3 This study described the rich array of leadership lessons that students are learning through their experiences. It revealed that student leaders are learning foundational leadership skills and competencies that have positively impacted how to accomplish work, how to work with others and how to be both supported by and support others.

(295 words) Adapted

[https://www.researchgate.net/publication/264696744 Key Events in Student Leaders' Lives and Lessons Learned from Them](https://www.researchgate.net/publication/264696744_Key_Events_in_Student_Leaders'_Lives_and_Lessons_Learned_from_Them)

**Based on your understanding of the passage, answer the questions given below.**

**1x10**

**i** Does the following statement agree with the information given in paragraph 1?

**1**

*The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.*

Select from the following:

**True** - if the statement agrees with the information **False** - if the statement contradicts the information **Not Given** - if there is no information on this

|                  |  |          |
|------------------|--|----------|
| <b>ii</b>        | Do you think the researchers of the study aimed to change the students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text.  | <b>1</b> |
| <b>iii</b>       | <p>Select the option that displays the most likely reason for including Research Question 3 in the 2014 study.</p> <p>In order to find out if...</p> <ul style="list-style-type: none"> <li>A. learning opportunities shape students' overall personality.</li> <li>B. leadership lessons are the result of the designed learning opportunities.</li> <li>C. all learning opportunities cater to a specific lesson.</li> <li>D. certain lessons are common in more than one learning opportunity.</li> </ul>                               | <b>1</b> |
| <b>iv</b>        | <p>Complete the sentence based on the following statement.</p> <p><i>More than 50% of the identified student respondents were keen to participate in the 2014 study.</i></p> <p>We can say this because_____.</p>  | <b>1</b> |
| <b>v</b>         | <p>Select the option that displays the key event designed with "Balancing Roles" (Table 1) as the objective.</p> <ul style="list-style-type: none"> <li>A. Students will be able to debate the issue at hand, with different teams.</li> <li>B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.</li> <li>C. Students will be able to surmount minor problems and focus on the final goal.</li> <li>D. Students will be able to explain concepts and clarify them for peers.</li> </ul> | <b>1</b> |
| <b>vi</b>        | <p>Complete the given sentence by selecting the most appropriate option.</p> <p>The 2014 study attempts to understand student leadership by focussing on_____.</p> <ul style="list-style-type: none"> <li>A. experiences that shaped students' overall personality.</li> <li>B. lessons gained by students as they grew up.</li> <li>C. relationship of key events with particular lessons.</li> <li>D. students in leadership roles.</li> </ul>   | <b>1</b> |
| <b>vii</b>       | <p>The lessons for 'Individual competencies' had a range of responses. Give one reason why having the least number of responses for 'Decision Making', is a matter that needs attention.</p>   | <b>1</b> |
| <b>vii<br/>i</b> | <p>Complete the given sentence by selecting the most appropriate option.</p> <p><i>The concluding sentence of the text makes a clear case for_____by listing it as a core competency for student leadership.</i></p> <ul style="list-style-type: none"> <li>A. collaboration</li> <li>B. flexibility</li> </ul>  | <b>1</b> |

|   |   |           |
|---|---|-----------|
|   | C. hard work<br>D. observation  |           |
| <b>ix</b>   | Complete the sentence appropriately with one/ two words.<br>In the context of “Working with Others” in Table 1, the lesson of ‘Conflict’ refers to _____.   | <b>1</b>  |
| <b>x</b>  | Based on the reading of the text, state a point to challenge the given statement.<br><br><i>When theoretical knowledge about leadership suffices, it is a waste of funds by educational organisations, to organise leadership camps and programmes.</i>   | <b>1</b>  |
| <b>III</b>  | <b>SECTION B – CREATIVE WRITING SKILLS</b>  | <b>20</b> |
| <i>All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.</i> |   |           |
| <b>1.</b>   | Attempt <b>ANY ONE</b> from A and B given below.  | <b>5</b>  |
| <b>A</b>  | You are Josely Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause. |           |
| <b>OR</b>   |   |           |
| <b>B</b>  | As the House Captain of A.B.M Public School, Telangana, draft a notice in not more than 50 words for the school notice board, informing House members from X-XII about the change in topic and submission dates for Round 1 of ‘Discovery’ - the upcoming Inter- House Research-based Paper Presentation Competition. Do not forget to issue an apology for the above. You are Kruthika Reddy.      |           |
| <b>2.</b>   | Attempt <b>ANY ONE</b> from A and B given below.  | <b>5</b>  |
| <b>A</b>  | You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2023 at 11 a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation in about 50 words.  |           |
| <b>OR</b>   |   |           |
| <b>B</b>  | Draft an invitation in about 50 words, on behalf of your aunt, Meghna Menon, which she has to share to invite prior work colleagues to the inaugural event of her own investment consultancy firm, in the Acer mall, Kozhikode, Kerala.   |           |
| <b>3.</b>   | Attempt <b>ANY ONE</b> from A and B given below.  | <b>5</b>  |

**A** You are Minu Sen, an intern in a software company in Hyderabad. You feel that the growing relationship of companies with non-profit organisations have made Corporate Social Responsibility (CSR) the buzzword today. Your own involvement in one such project for your company has convinced you that CSR looks beyond the company profits and focuses on benefiting the greater community.

Write a letter to the editor of a national daily in about 120-150 words, sharing your

opinion about CSR and its advantages and provide suggestions to make it an integral

part of every organisation. Use the given cues along with your own ideas to compose

this letter.

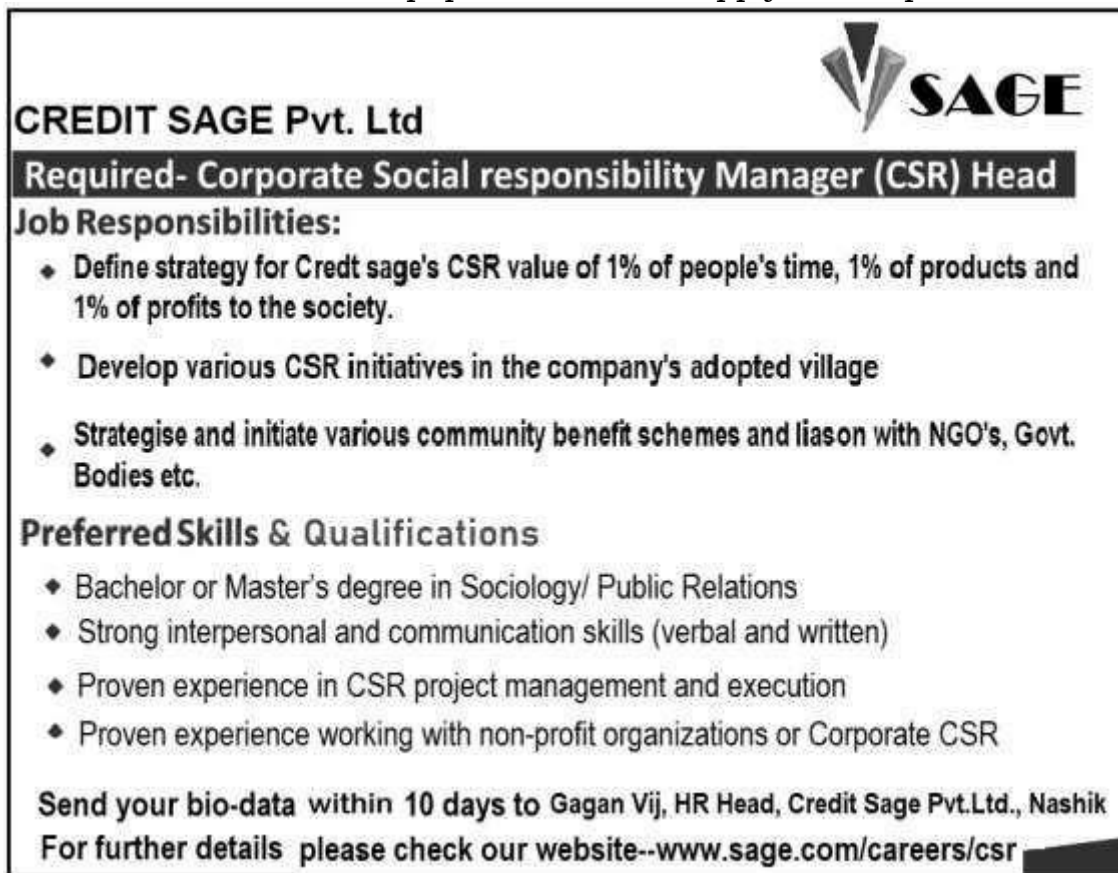
4 types of CSR efforts:-

- environmental initiatives
- charity work
- ethical labor practices
- volunteer projects




OR

**B** You are Minu Sen, employed as an Asst. Manager for Corporate Social Responsibility (CSR) in your current company in Hyderabad. You saw the given advertisement in the newspaper and wish to apply for the position advertised.



**CREDIT SAGE Pvt. Ltd**



**Required- Corporate Social responsibility Manager (CSR) Head**

**Job Responsibilities:**

- ◆ Define strategy for Credit sage's CSR value of 1% of people's time, 1% of products and 1% of profits to the society.
- ◆ Develop various CSR initiatives in the company's adopted village
- ◆ Strategise and initiate various community benefit schemes and liason with NGO's, Govt. Bodies etc.

**Preferred Skills & Qualifications**

- ◆ Bachelor or Master's degree in Sociology/ Public Relations
- ◆ Strong interpersonal and communication skills (verbal and written)
- ◆ Proven experience in CSR project management and execution
- ◆ Proven experience working with non-profit organizations or Corporate CSR

Send your bio-data within 10 days to Gagan Vij, HR Head, Credit Sage Pvt.Ltd., Nashik  
For further details please check our website--[www.sage.com/careers/csr](http://www.sage.com/careers/csr)

Write a a letter to Credit Sage Pvt. Ltd. along with your bio-data, expressing your interest in the situation vacant.

**4.** Attempt **ANY ONE** from A and B given below.

**5**

**A** The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries because apart from other causes, stakeholders in this sector tend to ignore safety regulations.  
As a columnist for an e-zine, draft an article in about 120-150 words, on the theme of the importance of worker safety in construction zones. Explore possible reasons for the prevailing situation and include suggestions for addressing it. Support your ideas with cues given below.

|            |   |              |
|------------|---|--------------|
|            | <b>Headlines</b>  |              |
|            | <p>* CONSTRUCTION WORKERS: RISK OF ACCIDENT DUE TO FATIGUE</p> <p>* CONSTRUCTION WORKFORCE HEALTH CHALLENGES IN EXTREME WEATHER CONDITIONS</p> <p>* CONSTRUCTION WORKER FATALITY: BURIED UNDER SOIL HEAP</p> <p>* ARE CONSTRUCTION MANAGERS FROM MARS AND WORKERS FROM VENUS?</p> <p>* WILL TRAINING PROGRAMMES REVAMP THE SAFETY STANDARDS?</p>  |              |
|            | <b>OR</b>   |              |
| <b>B</b>   | <p>The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries. A safety fair was organised by 'Building Safely', an NGO in Mysuru, Karnataka with the overarching theme pertaining to the importance of worker safety in construction zones. You were asked to cover this event as the junior correspondent of a local daily. Write a report covering this event in about 120-150 words. Support your ideas with outline cues given below, to craft your newspaper report.</p>   |              |
|            | <b>Safety Fairs: Programmes</b>   | <b>40</b>    |
|            | <p>Toolbox talks      Video dedication for the deceased      Speeches      Safety games</p> <p>Safety demonstrations      Inaugurating special insurance programme</p> <p>Emergency response drill      Vote of thanks      Picnic lunch with the bosses</p>  |              |
|            | <b>SECTION C - LITERATURE</b>   |              |
| <b>IV</b>  | <b>Read the given extracts to attempt the questions with reference to context.</b>  |              |
| <b>1</b>   | <b>Attempt ANY ONE of two extracts given.</b>   | <b>1*6=6</b> |
| <b>1.A</b> | <p>It is in the news that all these pitiful kin<br/>         Are to be bought out and mercifully gathered in<br/>         To live in villages, next to the theatre and the store,<br/>         Where they won't have to think for themselves<br/>         anymore, While greedy good-doers, beneficent beasts of<br/>         prey, Swarm over their lives enforcing benefits<br/>         That are calculated to soothe them out of their wits,<br/>         And by teaching them how to sleep they sleep all day,<br/>         Destroy their sleeping at night the ancient way.</p> <p style="text-align: right;"><i>(A Roadside Stand)</i></p> |              |
| <b>i.</b>  | <p>What is the tone of the poet in the above lines?</p> <p>(i) aggressive</p> <p>(ii) Tolerant</p> <p>(iii) sarcastic</p> <p>(iv) resigned</p> <p>(v) Sentimental</p>   | <b>1</b>     |

|             |   |          |
|-------------|---|----------|
|             |   |          |
|             | <p>Choose the most appropriate option.</p> <p>A. Only (i)<br/> B. (ii) and (iii)<br/> C. (i), (iv) and (v)<br/> D. Only (iii)</p>   |          |
| <b>ii.</b>  | <p>Identify the phrase from the extract, that suggests the following:</p> <p>No one bothers to take ‘their’ consent before pushing the promise of a better life, their way.</p>   | <b>1</b> |
| <b>iii.</b> | <p>What quality of the villagers can be inferred through these lines?</p> <p>A. gullible<br/> B. futuristic<br/> C. hypocritical<br/> D. ambitious</p>  | <b>1</b> |
| <b>iv.</b>  | <p>Complete the following analogy correctly. Do NOT repeat from used example.</p> <p>greedy good doers: alliteration : .....oxymoron</p>  | <b>1</b> |
| <b>v.</b>   | <p>On the basis of the extract, choose the correct option with reference to (1) and (2) given below.</p> <p>(1) The city dwellers make promises for the betterment of the villagers.<br/> (2) The city dwellers have ulterior motives.</p> <p>A. (1) is true but (2) is false.<br/> B. (2) is true but (1) is false.<br/> C. (2) is the reason for (1).<br/> D. Both (1) and (2) cannot be inferred from the extract.</p> | <b>1</b> |
| <b>vi.</b>  | <p>Fill the blank with an appropriate word, with reference to the extract.</p> <p>‘... calculated to soothe them out of their wits’ implies that ‘them’ are being_____.</p>   | <b>1</b> |
| <b>OR</b>   |   |          |
| <b>1.B</b>  | <p>A thing of beauty is a joy forever<br/> Its loveliness increases, it will never<br/> Pass into nothingness; but will keepA<br/> bower quiet for us, and a sleep<br/> Full of sweet dreams, and health, and quiet<br/> breathing. Therefore, on every morrow, are we<br/> wreathing<br/> A flowery band to bind us to the earth</p> <p style="text-align: right;"><i>(A Thing of Beauty)</i></p>                        |          |
|             |   |          |

|             |  |          |
|-------------|--|----------|
| <b>i.</b>   | <p>Choose the option that displays the same poetic device as used in the first line of the extract.</p> <p>A. I'm as happy as I can be.<br/> B. Life is a roller coaster ride.<br/> C. Nature is God's gift to us.<br/> D. The dazzling divas enchanted all.</p>   | <b>1</b> |
| <b>ii.</b>  | <p>What does the phrase 'a bower quiet' indicate?</p> <p>A. serenity<br/> B. morality<br/> C. superiority<br/> D. diversity</p>  | <b>1</b> |
| <b>iii.</b> | <p>The benefits of a thing of beauty for humans include____.</p> <p>(i) healthy body<br/> (ii) calm mind<br/> (iii) struggle-free life<br/> (iv) better relationships<br/> (v) hope to carry on</p> <p>Choose the most appropriate option.</p> <p>A. Only (v)<br/> B. (i), (ii) and (v)<br/> C. (i), (iii) and (iv)<br/> D. (ii) and (iv)</p>  | <b>1</b> |
| <b>iv.</b>  | <p>Answer in ONE word.</p> <p>When the poet says that 'a thing of beauty' will never pass into nothingness, he means that it is.</p>   | <b>1</b> |
| <b>v.</b>   | <p>On the basis of the extract, choose the correct option with reference to the two statements given below.</p> <p>(1) We are surrounded by beautiful things.<br/> (2) Beautiful things provide us joy.</p> <p>A. (1) can be inferred from the extract but (2) cannot.<br/> B. (2) can be inferred from the extract but (1) cannot.<br/> C. Both (1) and (2) can be inferred from the extract.<br/> D. (2) is the reason for (1) and can be inferred from the extract.</p> | <b>1</b> |



|             |  |              |
|-------------|--|--------------|
| <b>vi.</b>  | Which of the following is an apt title for the extract?<br>A. Full to the Brim with Joy<br>B. Beauty Galore<br>C. Live Life King Size  | <b>1</b>     |
|             | D. Hope Floats   |              |
| <b>2</b>    | <b>Attempt ANY ONE of two extracts given.</b>  | <b>1*4=4</b> |
| <b>2.A</b>  | <p>DERRY: You're... peculiar. You say peculiar things. You ask questions I don't understand.</p> <p>MR LAMB: I like to talk. Have company. You don't have to answer questions. You don't have to stop here at all. The gate's open.</p> <p>DERRY: Yes, but...</p> <p>MR LAMB: I've a hive of bees behind those trees over there. Some hear bees and they say, bees <i>buzz</i>. But when you listen to bees for a long while, they humm..... and hum means 'sing'. I hear them singing, my bees.</p> <p>DERRY: But....I like it here. I came in because I liked it when I looked over the wall.</p> <p>MR LAMB: If you'd seen me, you'd not have come in.</p> <p>DERRY: No.</p> <p style="text-align: right;"><i>(On the Face of It)</i></p> |              |
| <b>i.</b>   | List the playwright's purpose of using ellipses (...) in this extract.   | <b>1</b>     |
| <b>ii.</b>  | <p>Select the option that best describes Derry and Mr. Lamb in the extract.</p> <p>A. Derry: introvert; Mr. Lamb: friendly<br/>B. Derry: fearful; Mr. Lamb: domineering<br/>C. Derry: friendly; Mr. Lamb: weird<br/>D. Derry: open minded; Mr. Lamb: charming</p>  | <b>1</b>     |
| <b>iii.</b> | <p>Which of the following best summarises Mr. Lamb's attitude towards the bees?</p> <p>A. Beauty is being true to yourself.<br/>B. There is a kind of beauty in imperfection.<br/>C. Beauty is the promise of happiness.<br/>D. The beauty of the world lies in the details.</p>   | <b>1</b>     |
| <b>iv.</b>  | <p>Derry says, "I came in here because I liked it ...." What was the one significant thing Derry might have liked about the place, as per the extract?</p>   | <b>1</b>     |
| <b>OR</b>   |  |              |

|             |   |              |
|-------------|---|--------------|
| <b>2.B</b>  | <p><i>Students on Ice</i>, the programme I was working with on the <i>Shokalskiy</i>, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With <i>Students on Ice</i>, he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.</p> <p style="text-align: right;"><i>(Journey to the End of the Earth)</i></p>  |              |
| <b>i.</b>   | <p>Complete the sentence appropriately, with reference to the extract.<br/>The writer refers to the educational opportunities as 'inspiring' because.</p>   | <b>1</b>     |
| <b>ii.</b>  | <p>Which of the following would NOT be 'a life changing experience'?</p> <p>A. Being given the lead role in a play.<br/>B. Going on an adventure trip.<br/>C. Playing a video game.<br/>D. Meeting a great leader, you admire.</p>  | <b>1</b>     |
| <b>iii.</b> | <p>Select the most suitable title for the given extract.</p> <p>A. Adventure with a Mission<br/>B. Adventure – The Spice of Life<br/>C. The Wanderlust<br/>D. Students of the Future</p>  | <b>1</b>     |
| <b>iv.</b>  | <p>Why does the writer refer to 'act' as more important than 'absorb' or 'learn'?</p>   | <b>1</b>     |
| <b>3</b>    | <p><b>Attempt ANY ONE of two extracts given.</b></p>  | <b>1*6=6</b> |
| <b>3.A</b>  | <p>A girl from the countryside, she hadn't gone through all the stages of worldly experience that generally precede a position of importance and sophistication that she had found herself catapulted into. She never quite recovered from the terror she felt that day. That was the end of a brief and brilliant acting career — the legal adviser, who was also a member of the Story Department, had unwittingly brought about that sad end. While every other member of the Department wore a kind of uniform — <i>khadi</i> dhoti with a slightly oversized and clumsily tailored white <i>khadi</i> shirt — the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail.<br/>Often, he looked alone and helpless ...</p> <p style="text-align: right;"><i>(Poets and Pancakes)</i></p> |              |

|           |  |   |
|-----------|--|---|
| i.        | <p>Select the option that completes the given sentence appropriately.</p> <p>‘Stages of worldly experience’ in the given context would refer to ____.</p> <p>A. good education to gain knowledge.<br/> B. situations that require one to be street smart.<br/> C. smaller, not so important roles in acting.<br/> D. training in soft skills.</p>  | 1 |
| ii.       | <p>Select the suitable word from the extract to complete the following analogy:</p> <p>sealed: closed :: propelled: _____</p>  | 1 |
| iii.      | <p>Select the correct option to fill in the blank.</p> <p>The harm done to the actress was a/an ____</p> <p>A. well-planned act.<br/> B. unintentional act.<br/> C. act of jealousy.<br/> D. act of male dominance.</p>  | 1 |
| iv.       | <p>Based on the above extract, choose the statement that is <b>TRUE</b> for the legal adviser.</p>   | 1 |
|           | <p>A. He disliked the actress from the countryside.<br/> B. He acted after thinking through things carefully.<br/> C. He did not gel well with others in the Department.<br/> D. He was always dressed smartly.</p>  |   |
| v.        | <p>Identify the textual clue that allows the reader to infer that the writer is sympathetic towards the professional fate of the actor. <i>(Clue: a phrase)</i></p>  | 1 |
| vi.       | <p>Complete the sentence with an appropriate explanation, as per the extract.</p> <p>The writer uses the word ‘uniform’ to refer to the outfits of the Department members because just like a uniform _____.</p>   | 1 |
| <b>OR</b> |  |   |
| 3.B       | <p>Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person’s soul.</p> <p style="text-align: right;"><i>(The Interview)</i></p> |   |

|                    |  |                      |
|--------------------|--|----------------------|
| <p><b>i.</b></p>   | <p>What is the most likely reason some people consider the practice of interview to be an art?</p> <p>This could be because it requires-</p> <p>A. fluency of words.<br/> B. sensitive and careful handling.<br/> C. creativity and imagination.<br/> D. probing and focusing on details.</p>  | <p><b>1</b></p>      |
| <p><b>ii.</b></p>  | <p>Rewrite the sentence by replacing the underlined phrase with its inference.</p> <p>Celebrities feel that an interview <u>diminishes them</u>.</p>   | <p><b>1</b></p>      |
| <p><b>iii.</b></p> | <p>On the basis of the extract, choose the correct option with reference to the two statements given below.</p> <p>(1) Celebrities don't consent to be interviewed.<br/> (2) Interviews intrude the privacy of celebrities.</p> <p>A. (1) Can be inferred from the extract but (2) cannot.<br/> B. (1) cannot be inferred from the extract but (2) can.<br/> C. (1) is true but (2) is false.<br/> D. (2) is the reason for (1).</p> | <p><b>1</b></p>      |
| <p><b>iv.</b></p>  | <p>Rationalise, to support the given opinion:</p> <p>To say that an interview, in its highest form, is a source of truth, is an extravagant claim.</p>   | <p><b>1</b></p>      |
| <p><b>v.</b></p>   | <p>Replace the underlined word with its antonym from the extract.</p> <p>Some celebrities hate the idea of having to give an interview because it makes them feel like <u>supporters</u>.</p>  | <p><b>1</b></p>      |
| <p><b>vi.</b></p>  | <p>The author's views on interview, in the extract, can best be described as statements based on ____.</p> <p>A. facts<br/> B. hypothesis<br/> C. beliefs<br/> D. superstitions</p>  | <p><b>1</b></p>      |
| <p><b>V</b></p>    | <p><b>Answer ANY FIVE of the following in about 40-50 words each.</b></p>  | <p><b>5*2=10</b></p> |
| <p><b>i.</b></p>   | <p>“You realise the true value of a thing only on losing it.” Comment on this statement in the light of the story, <i>The Last Lesson</i>.</p>   | <p><b>2</b></p>      |

|             |   |              |
|-------------|---|--------------|
|             |   |              |
| <b>ii.</b>  | State the common issue faced by most of the aged in the current times, with reference to the poem <i>My Mother at Sixty-six</i> .   | <b>2</b>     |
| <b>iii.</b> | What do we come to know about the author of <i>Lost Spring</i> , Anees Jung, through her interactions with Saheb and Mukesh?  | <b>2</b>     |
| <b>iv.</b>  | Give two reasons why, according to Pablo Neruda, is 'keeping quiet' essential to attaining a better, more peaceful world. ( <i>Keeping Quiet</i> )  | <b>2</b>     |
| <b>v.</b>   | If the Christmas spirit is about selflessness, forgiveness and becoming 'better' versions of ourselves amongst other things, Edla Willmansson is the epitome of this spirit.<br>Justify with two points of evidence from <i>The Rattrap</i> .   | <b>2</b>     |
| <b>vi.</b>  | How can we say that marriage was a compromise for Aunt Jennifer? Support your response with two justifications. ( <i>Aunt Jennifer's Tigers</i> )   | <b>2</b>     |
| <b>VI</b>   | <b>Answer ANY TWO of the following in about 40-50 words each.</b>   | <b>2*2=4</b> |
| <b>i.</b>   | 'It's easy to judge others and give advice, but much more difficult to apply it to ourselves.' Elaborate with reference to the character of Sam in <i>The Third Level</i> .   | <b>2</b>     |
| <b>ii.</b>  | Comment on any one aspect of the writing style of the author, Kalki in <i>The Tiger King</i> .  | <b>2</b>     |
| <b>iii.</b> | How do we know that Dr. Sadao was conscientious as well as loyal? ( <i>The Enemy</i> )  | <b>2</b>     |
| <b>VII</b>  | <b>Answer ANY ONE of the following in about 120-150 words.</b>  | <b>1*5=5</b> |
| <b>i.</b>   | The prose selections, <i>Deep Water</i> and <i>Indigo</i> , bring out the importance of overcoming fear, in order to be able to lead our lives successfully.<br><br>Imagine yourself to be a motivational speaker who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of overcoming fear. | <b>5</b>     |
|             | You may begin like this ...<br><i>Good morning, students!</i><br><i>We all know what it's like to be afraid. Fear is our body's natural response to a perceived threat or danger. But when ...</i>  |              |
|             | <b>O</b><br><b>R</b>  |              |

|                         |  |                          |
|-------------------------|--|--------------------------|
| <p><b>ii.</b></p>       | <p><i>‘Their mother sighed.<br/>Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings.’</i><br/>The prose selection, <i>Going Places</i> includes this telling comment about Sophie’s mother.<br/>In <i>Aunt Jennifer’s Tigers</i>, we are told that - <i>‘The massive weight of Uncle’s wedding band Sits heavily upon Aunt Jennifer’s Hand.’</i></p> <p>Imagine a conversation between Sophie’s mother and Aunt Jennifer. Create this exchange with reference to the two extracts given above.</p> <p>You may begin the conversation like this ...<br/><i>Sophie’s mother: Your embroidery is so beautiful. Do you love tigers?</i></p> | <p><b>5</b></p>          |
| <p><b>VII<br/>I</b></p> | <p><b>Answer ANY ONE of the following in about 120-150 words.</b></p>  | <p><b>1*5<br/>=5</b></p> |
| <p><b>i.</b></p>        | <p>On returning home, Tishani Doshi writes her thoughts reflecting on how her decision to enrol for the <i>Students on Ice</i> programme has been the single most important decision of her life that has completely transformed her.</p> <p>Imagine yourself to be Tishani and express these thoughts.</p> <p>You may begin like this:<br/><i>I can’t thank my stars enough for having cashed in on the opportunity of.....</i></p>   |                          |
| <p><b>O<br/>R</b></p>   |  |                          |
| <p><b>ii.</b></p>       | <p>Both Bama and Zitkala Sa experienced the harsh reality of discrimination in their childhood. Instead of letting it pull them down, they both found a way to overcome it. You wish to include a cameo* of both in your upcoming blog post.</p> <p>As a part of the research, compare and contrast the experiences faced by the two and their response/s to these experiences, in 120-150 words.<br/><i>[Clue: Include the similarities and differences in the discrimination they faced - their feelings - determination to overcome – success]</i></p> <p>*a short description that neatly encapsulates someone or something</p>  | <p><b>5</b></p>          |

**Section A: READING SKILLS**  
**(20 marks)**

**Note:**

- (i) 15-minute prior reading time allotted for Q paper reading.
- (ii) The Reading Section focuses on testing a candidate's ability to comprehend.
- (iii) **Marks to be awarded** only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.

I. Based on your understanding of the passage, answer the questions given below.

i. Ghost nets have been named so because they

- A. cause much harm to the marine life.
- B. are functional though not in use by fishermen.
- C. are not owned by anyone.
- D. act as a snare for all animals in oceans.

(1 mark)

**Value Points**

C. are not owned by anyone.

ii. Comment on the writer's reference to the ghost nets as a health problem for the oceans, in paragraph one?

(1  
mark)

**Value Points**

The ghost nets are the reason the marine life is frequently sick. If not addressed, this 'health issue' would soon be chronic.

iii. List the two ways being entangled in a ghost net is likely to impact a walrus.

(Clue: Think about the type of animal a walrus is)

(1 mark)

**Value Points**

[walrus is a mammal]

- 1. entangle and cause injuries
- 3. entangle and prevent resurfacing, leading to death by drowning

iv. Select the option that conveys the opposite of 'negligible', from words used in paragraph two.

- A. unimpressive
- B. monumental
- C. exposing
- D. threat

(1 mark)

**Value Points**

B. monumental

v. The writer would not agree with the given statements based on paragraph three, EXCEPT:

- A. Most ghost nets take a few years to completely disintegrate.
- B. Ghost nets contribute to the Great Pacific Garbage Patch.
- C. Most ghost nets provide nutrition to marine animals, upon disintegration.
- D. Ghost nets can curtail freedom of marine animals.

(1 mark)

**Value Points**

C. Most ghost nets provide nutrition to marine animals, upon disintegration.

vi. Some records share that fishing nets used to be made of common rope made of natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times.

(1 mark)

**Value Points**

Used to be bio-degradable/ easily disintegrated, as compared to artificial fibre nets that do not disintegrate.

vii Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets?  
(1 mark)

**Value Points**

Commitment—This task will require perseverance/a long time to accomplish  
Innovation—Creative ideas and strategies would be needed to address this problem

viii. Complete the given sentence with an appropriate inference, with respect to the following: The writer quotes the example of the WWF led mission in the Baltic Sea (paragraph 4), in order to.....

(1 mark)

**Value Points**

--draw attention to the magnitude of the problem  
--indicate that Governments need to collaborate with such groups for addressing the problem of ghost nets  
--share evidence of human apathy/ carelessness towards natural resources  
(Any 1 OR similar)

ix. How can the solutions suggested in paragraph five best be described?

- A. practical
- B. presentable
- C. popular
- D. prejudiced

(1 mark)

**Value Points**



A. practical

x. Select the most suitable title for the above passage.

- A. The Scary Side of Ghost Nets
- B. Ghost Nets – A Result of Human Dominance
- C. Ghost Nets – A Menace to Marine Life
- D. Ways to Tackle the Problem of Ghost Nets

(1 mark)

**Value Points**

C. Ghost Nets – A Menace to Marine Life

**II. Based on your understanding of the passage, answer the questions given below.**

i. Does the following statement agree with the information given in paragraph 1?

*The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.*

Select from the following:

- True** - if the statement agrees with the information
- False** - if the statement contradicts the information
- Not Given** - if there is no information on this

(1 mark)

**Value Points**

FALSE

[the researcher indicates that educational institutions have opportunities and programmes to inculcate leadership skills]

ii Do you think the researchers of the study aimed to change students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text. (1 mark)

**Value Points**

- No
- The aim of seeking students' perspectives was to enable a better designing/ creation/ of the leadership programmes in educational institutions

**OR**

promote higher efficacy / betterment of leadership programmes

iii. Select the option that displays the most likely reason for including Research Question 3 in the 2014 study.

In order to find out if...

- A. learning opportunities shape students' overall personality.
- B. leadership lessons are the result of the designed learning opportunities.
- C. all learning opportunities cater to a specific lesson.
- D. certain lessons are common in more than one learning opportunity.

(1 mark)

**Value Points**

D. certain lessons are common in more than one Learning opportunity.

iv. Complete the sentence based on the following statement:

More than 50% of the identified student respondents were keen to participate in the 2014 study.

We can say this because\_\_\_\_\_.

**Value Points**

72 of 130 students consented and were interviewed

**Note**-72 out of 130 is more than half / 50%.

v. Which key event has been designed with "Balancing Roles" (Table 1) as the objective?

- A. Students will be able to debate the issue at hand with different teams.
- B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.
- C. Students will be able to surmount minor problems and focus on the final goal.
- D. Students will be able to explain concepts and clarify them for peers.

(1 mark)

**Value Points**

B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.

vi. The 2014 study attempts to understand student leadership by focussing on (Choose the correct option.)

- A. experiences that shaped students' overall personality.
- B. lessons gained by students as they grew up.
- C. relationship of key events with particular lessons.
- D. students in leadership roles.

(1 mark)

**Value Points**

C. relationship of key events with particular lessons.

vii. The lessons for 'Individual competencies' had a range of responses.  
Give one reason why having the least number of responses for 'Decision Making', is a matter that needs attention. (1 mark)

**Value Points**

This needs attention because it clearly indicates that the lessons created / student experiences do not allow sufficient opportunity for development of this crucial skill.

viii. Complete the given sentence by selecting the most appropriate option.

*The concluding sentence of the text makes a clear case for \_\_\_\_\_ by listing it as a core competency for student leadership.*

- A. collaboration
- B. flexibility
- C. hard work
- D. observation

(1 mark)

**Value Points**

- A. collaboration

ix. Complete the sentence appropriately with one/ two words.  
In the context of "Working with Others" in Table 1, the lesson of 'Conflict' refers to \_\_\_\_\_. (1 mark)

**Value Points**

Being able to amicably and effectively resolve matters/conflict resolution  
(Any other / Similar relevant)

x. Based on the reading of the text, state a point to challenge the given statement.  
*When theoretical knowledge about leadership suffices, it is a waste of funds by educational organisations, to organise leadership camps and programmes.* (1 mark)

**Value Points**

I disagree because no amount of theoretical knowledge can aid students to actually apply their learning about leadership and develop various skills.

**III SECTION B – CREATIVE WRITING SKILLS**

**1. NOTICE**

**Format – 1    Content -2    Organisation of ideas -1    Accuracy 1**

**FORMAT – 1 mark**

Box, NOTICE (centre), name of issuing authority- organisation/ agency (centre), date of issue(aligned left), Authorisation name, designation & signature (bottom left)

**NOTE**-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.

**NOTE FOR GIVEN DESCRIPTORS**---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.

**CONTENT – 2 marks**

(As listed in value points) --- ½ mark \*4=2 marks

**ORGANISATION OF IDEAS -1 mark**

**1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a notice viz. opening line to indicate the target audience, details/ information to be shared, mention of last date (if the Q lends itself to it), Line about contacting the undersigned etc.
- Carefully structured content with organised information presented cohesively in an aligned manner.
- Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout of the notice, barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing.

**ACCURACY -1 mark**

**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**1.A**

**Value Points**

- Correct format ( as listed above)
- Drawing attention—students of X-XII
- Mentioning the event
- Giving details -D,T,V
- Sharing how donated books would benefit a charitable cause + urging them to contribute
- Line with reference to the undersigned

**OR**

**1.B**

**Value Points**

- Correct format ( as listed above)
- Drawing attention—House members of X-XII
- Sharing the changes—giving context
- Giving details -D,T,V
- Line of polite apology/ inconvenience regretted etc.
- Line with reference to the undersigned

**2. INVITATION**

**Format – 1    Content -2    Organisation of ideas -1    Accuracy 1**

**2 A. Features:**

**Letter type -Formal reply**

- Acknowledge the invitation express gratefulness
- Express thanks in third person (if someone else is replying for the invited / first person – if the invited is replying themselves)
- Mention acceptance or regret- (give reason)
- Use formal and polite language

**Layout usually pertains to the format of a formal letter.**

**2 B. Features:**

**Card type-formal invite**

- a single sentence presentation in third person / end line punctuations skipped
- Use the simple present tense
- answers the questions who, whom, when, where, what time and for what

- includes name and address of the organiser /host and name/s of special invitees (if any)
- No signatures

**Layout usually pertains to the following--**

- ✓ Name of host /hosts
- ✓ Formal standard expression-cordial
- ✓ Purpose of invitation
- ✓ Date /time of event
- ✓ Venue (address)
- ✓ Name of special guest (if any)
- ✓ RSVP
- ✓ Contact detail/ number

**FORMAT – 1 mark**

**A.** Reply to formal invite--- Letter type & **B.** Formal invite to many ---Card type

**NOTE**-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.

**CONTENT – 2 marks**

(As listed in value points) --- ½ mark \*4=2 marks

**ORGANISATION OF IDEAS -1 mark**

**1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout [Reply to formal invite--- Letter type] & [Formal invite to many ---Card type]
- Carefully structured content with organised information presented cohesively in an aligned manner.
- Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout, barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing.

**ACCURACY -1 mark**

**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**2.A** You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2023 at 11 a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation.

**Value Points**

- Reference to invitation
- Acceptance of invitation
- Confirmation of date, time and venue
- Comment on looking forward to attending (if at all)

**2.B** Draft an invitation in about 50 words, on behalf of your aunt, Meghna Menon, which she has to share to invite prior work colleagues to the inaugural event of her own investment consultancy firm, in the Acer mall, Kozhikode, Kerala.

**Value Points**

Refer to **Features**, listed above.

**3. LETTER**

**Format – 1    Content -2    Organisation of ideas -1    Accuracy 1**

**Format**

Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted –*Yours truly* for letter to editor & in business circuits -*Yours sincerely*)

**FORMAT – 1 mark**

**NOTE**-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.

**NOTE FOR GIVEN DESCRIPTORS**---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at a **level lower**.

**CONTENT – 2 marks**

**2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

**1½ marks**

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

**1 mark**

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

**½ mark**

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

**ORGANISATION OF IDEAS -1 mark**

**1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.

**ACCURACY -1 mark**

**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**3.A Value Points**

- Opinion—CSR looks beyond company profits & benefits community – reference to first- hand experience + CSR efforts(cues)
- Advantages (reference --cues)
- Importance of making it an integral part of every organisation
- Suggestions-awareness, laws to mandate companies include CSR, privileges or offers of some kind to companies that show some positive change in society via CSR, special rebates for students who take up CSR projects in collaboration with such companies etc.

OR

**Value Points**



**Content**

- Covering Letter
- Reference to the advertisement
- Conveying suitability for the position-CSR (Head) / CSR Manager (as advertised)
- Submission of application

Bio data as separate enclosure

- Profile of self
- Educational Qualifications (include advertised requirements)
- Work experience/s (if relevant)- include as it is a senior post
- References

Any other relevant information

**4. ARTICLE / REPORT**

**Format – 1    Content -2    Organisation of ideas -1    Accuracy 1**

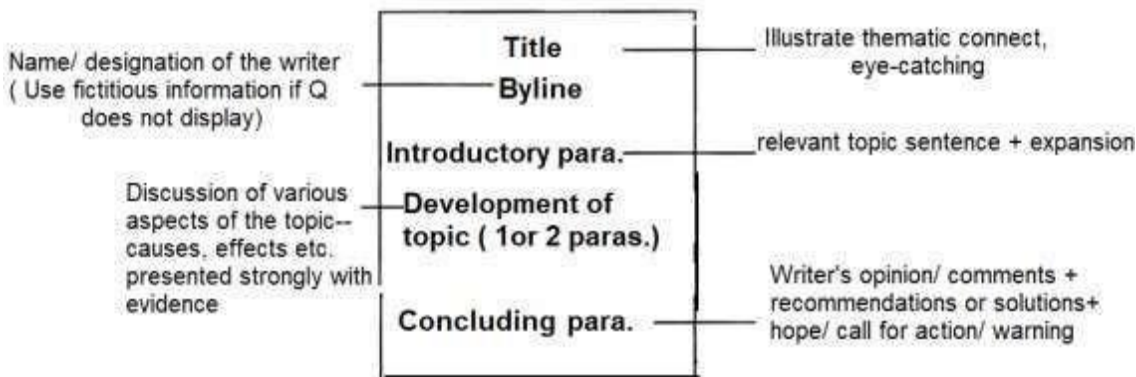
**Article: Assessment Parameters**

**Format**

- Title & By line

**Organisation & Content:**

The article should be crafted in this manner:



**Note:** An article is not boxed. A box has been used here, as a tool for clear illustration.

**FORMAT – 1 mark**

**NOTE**-full credit if both aspects included. Partial credit (½ mark) if one aspect is missing or erroneous. No credit if both aspects are missing or erroneous.

**NOTE FOR GIVEN DESCRIPTORS**---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at a **level lower**.

**CONTENT – 2 marks**

**2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

**1½ marks**

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

**1 mark**

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

**½ mark**

- ✓ Most of the points of the given task not incorporated
- ✓ Limited awareness of task development

**ORGANISATION OF IDEAS -1 mark****1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout, barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.
- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.

**ACCURACY -1 mark****1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**OR****Report: Assessment Parameters**

**Format**

- Headline & By line
- Reporting place and date
- Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

**Organisation & Content:****FORMAT – 1 mark**

**NOTE**-full credit if all aspects included. Partial credit (½ mark) if any one aspect is missing or erroneous. No credit if more than one aspect is missing or erroneous.

**NOTE FOR GIVEN DESCRIPTORS**---Dedicated marks at a level are to be awarded only if **ALL** descriptors match. If one or more descriptors do not match, the marks are awarded at **a level lower**.

**CONTENT – 2 marks****2 marks**

- ✓ All points included
- ✓ Well-developed with sustained clarity

**1½ marks**

- ✓ Almost all points incorporated
- ✓ Reasonably well-developed

**1 mark**

- ✓ Some points incorporated
- ✓ Fair attempt at developing ideas with some impact on clarity of response

**½ mark**

- ✓ Most of the points of the given task not incorporated

Limited awareness of task development

**ORGANISATION OF IDEAS -1 mark****1 mark -- Consistent to frequent display of the listed parameters.**

- Highly effective style capable of conveying the ideas convincingly with appropriate layout of a newspaper report viz. headline and by-line, place, date.
- Carefully structured content with organised paragraphing presented cohesively.
- Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.

**½ mark – Limited display of listed parameters.**

- Inconsistent style, expression sometimes awkward, layout of the newspaper report barely accurate.
- Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.

- Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.

**ACCURACY -1 mark**

**1 mark**

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

**½ mark**

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

**No credit**

- Frequent errors in spelling, punctuation and grammar, impeding communication.

**4.A** The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries because apart from other causes, stakeholders in this sector tend to ignore safety regulations. As a columnist for an e-zine, draft an article in about 120-150 words, on the theme of the importance of worker safety in construction zones. Explore possible reasons for the prevailing situation and include suggestions for addressing it. Support your ideas with cues given below.

**Value Points**

- Explain the hazardous nature of the construction sector and write why --refer to the importance of worker safety
- Examine the issue with **Reasons** (any 2)–
  - ✓ Stakeholders ignore safety regulations -exploitation
  - ✓ Fatigue of workers (cues) –overworked
  - ✓ Extreme weather conditions (cues) –work doesn't stop—accidents/ health problems
- Provide **Suggestions** (any 2) ---
  - ✓ Awareness
  - ✓ Stricter laws and penalties
  - ✓ Bridge gap between managers and workers (cues)
  - ✓ Frequent training programmes for workers

**OR**

**4.B** The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries. A safety fair was organised by 'Building Safely', an NGO in Mysuru, Karnataka with the overarching theme, 'Worker Safety Needs to be a Priority in Construction Zones'. You were asked to cover this event as the junior correspondent of a local daily. Write a report covering this event in about 120-150 words. Support your ideas with outline cues given below, to craft your newspaper report.

**Value Points**

Reason **why** the safety fair was organised—by **whom? When? Who** attended?Event details –(refer to cues)  
Conclude including witness/ participant account/s

**SECTION C – LITERATURE**

**IV Read the given extracts to attempt the questions with reference to context**

**1.A**

**Value Points**

D. Only (iii)

**II) Value Points**

enforcing benefits

**lii) Value Points**

A. Gullible

iv. Complete the following analogy correctly. Do NOT repeat from used example.

greedy good doers: alliteration:: ..... oxymoron

(1 mark)

**Iv) Value Points**

beneficent beasts of prey

**V) Value Points**

C. (2) is the reason for (1).

vi. Fill the blank with an appropriate word, with reference to the extract.

The line '... calculated to soothe them out of their wits' implies that 'them' are being\_\_\_\_\_.

(1 mark)

**Vi) Value Points**

manipulated / fooled / duped  
[one word only]

**OR**

**1. B**

*A thing of beauty is a joy forever  
Its loveliness increases, it will  
never Pass into nothingness; but  
will keep A bower quiet for us, and  
a sleep  
Full of sweet dreams, and health, and quiet  
breathing. Therefore, on every morrow, are we  
wreathing  
A flowery band to bind us to the earth*

**I) Value Points**

B. Life is a roller coaster ride.

ii. What does the phrase 'a bower quiet' indicate?

- A. serenity
- B. morality
- C. superiority
- D. diversity

(1 mark)

**ii) Value Points**

- A. serenity

iii. The benefits of a thing of beauty for humans include\_\_\_\_\_.

- (i) healthy body
- (ii) calm mind
- (iii) struggle-free life
- (iv) better relationships
- (v) hope to carry on

Choose the most appropriate option.

- A. Only (v)
- B. (i), (ii) and (v)
- C. (i), (iii) and (iv)
- D. (ii) and (iv)

**iii) Value Points**

- B. (i), (ii) and (v)

**iv) Value Points**

immortal/ everlasting/ eternal / undying

v. On the basis of the extract, choose the correct option with reference to the two statements given below.

- (1) We are surrounded by beautiful things.
- (2) Beautiful things provide us joy.

- A. (1) can be inferred from the extract but (2) cannot.
- B. (2) can be inferred from the extract but (1) cannot.
- C. Both (1) and (2) can be inferred from the extract.
- D. (2) is the reason for (1) and can be inferred from the extract.

(1 mark)

**v) Value Points**

- B. (2) can be inferred from the extract but (1) cannot.

**vi) Value Points**

D. Hope Floats

**2.A**  
DERRY: You're ... peculiar. You say peculiar things. You ask questions I don't understand.  
MR LAMB: I like to talk. Have company. You don't have to answer questions. You don't have to stop here at all. The gate's open.  
DERRY: Yes, but...  
MR LAMB: I've a hive of bees behind those trees over there. Some hear bees and they say, bees *buzz*. But when you listen to bees for a long while, they humm... and hum means 'sing'. I hear them singing, my bees.  
DERRY: But....I like it here. I came in because I liked it when I looked over the wall.  
MR LAMB: If you'd seen me, you'd not have come in.  
DERRY: No.

i. List the playwright's purpose of using ellipses (...) in this extract. (1 mark)

**2 .A Value Points**

l) To indicate to the character to pause for thought/ to act showing gathering of thoughts

ii. Select the option that best describes Derry and Mr. Lamb in the extract. (1 mark)

- A. Derry: introvert; Mr. Lamb: friendly
- B. Derry: fearful; Mr. Lamb: domineering
- C. Derry: friendly; Mr. Lamb: weird
- D. Derry: open minded; Mr. Lamb: charming

**li) Value Points**

A. Derry: introvert; Mr. Lamb: friendly

**lii) Value Points**

D. The beauty of the world lies in the details.

iv. Derry says, "I came in here because I liked it ... ." What was the one significant thing Derry might have liked about the place, as per the extract?

**lv) Value Points**

Away from prying eyes/ people

**2 B l) Value Points**

These educational opportunities would motivate them to work towards the good of the planet / allow them to observe first-hand that the planet needs to be respected /nurtured rather than abused

**li) Value Points**

C. Playing a video game.

iii. Select the most suitable title for the given extract.

- A. Adventure with a Mission
- B. Adventure – The Spice of Life
- C. The Wanderlust
- D. Students of the Future

(1 mark)

**ii) Value Points**

A. Adventure with a Mission

iv. Why does the writer refer to 'act' as more important than 'absorb' or 'learn'?

(1 mark)

**iv) Value Points**

Because having the right knowledge or inclination/ understanding is just half the job done. It fails to have an impact till it is applied/ practised/ put to use in our actions

**3 A I) Value Points**

B. situations that require one to be street smart.

ii. Select the suitable word from the extract to complete the following analogy: sealed: closed :: propelled: \_\_\_\_\_

(1 mark)

**ii) Value Points**

catapulted

iii. Select the correct option to fill in the blank.

The harm done to the actress was a/an \_\_\_\_\_

- A. well-planned act.
- B. unintentional act.
- C. act of jealousy.
- D. act of male dominance.

(1 mark)

**ii) Value Points**

B. unintentional act.

**iv) Value Points**

C. did not gel well with others in the Department.

v. Identify the textual clue that allows the reader to infer that the writer is sympathetic towards the professional fate of the actor.

(Clue: a phrase)

(1 mark)

**V) Value Points**



'sad end'

vi. Complete the sentence with an appropriate explanation, as per the extract.

The writer uses the word 'uniform' to refer to the outfits of the Department members because just like a uniform\_\_\_\_\_.

(1 mark)

**Vi) Value Points**

... is a common dress code for all, similarly, their apparel/dress was nearly the same - loose khadi shirt and khadi dhoti

**OR**

**3 B I) Value Points**

C. creativity and imagination.

**ii) Value Points**

Celebrities feel that an interview makes them appear ordinary.

[accept - negatively impacts OR weakens them/ their aura]

iii. On the basis of the extract, choose the correct option with reference to the two statements given below.

(1) Celebrities don't consent to be interviewed.

(2) Interviews intrude the privacy of celebrities.

A. (1) Can be inferred from the extract but (2) cannot.

B. (1) cannot be inferred from the extract but (2) can.

C. (1) is true but (2) is false.

D. (2) is the reason for (1).

(1 mark)

**lii) Value Points**

D. (2) is the reason for (1).

iv. Rationalise, to support the given opinion:

To say that an interview, in its highest form, is a source of truth is an extravagant claim.

(1 mark)

**iv) Value Points**

It is an extravagant claim as an interview cannot be a source of truth due to the following-

Interview may be scripted OR People may make false statements OR Certain questions may be left unanswered.

v. Replace the underlined word with its antonym from the extract.

Some celebrities hate the idea of having to give an interview because it makes them feel like supporters.

(1 mark)

**V) Value Points**

victims

**Vi) Value Points**

A. facts

**V** Answer ANY FIVE of the following in about 40-50 words each.

**5\*2=10**

Syllabus document – "Questions should elicit inferential responses through critical thinking."

i. "You realise the true value of a thing only on losing it." Comment on this statement in the light of the story *The Last Lesson*.

| Value Points   | Guidance  |
|--|---|
| <p>Prussians put a ban on the French language - People realized the importance of holding onto their mother tongue.</p> <p>OR</p> <p>M Hamel was considered strict and the classes / work given by him were not taken seriously - After he was ordered to leave the country, villagers realized the importance of his contribution to the society.</p> | <p><b>Content -</b><br/>Award <b>1 mark</b> for inclusion of both the loss and the impact of any one of the 2 value points given.<br/>Award <b>½ mark</b> if only the impact is listed.</p> <p><b>Expression –</b><br/><b>1 mark when both given aspects are included.</b><br/>✓ Answer organised effectively<br/>✓ usage of words for effect-cause (due to, as a result, owing to, therefore, etc.)<br/><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p> |

ii. State the common issue faced by most of the aged in the current times, with reference to the poem *My Mother at Sixty-six*.

| Value Points  | Guidance   |
|---|--|
| <p>Common issue: absence of supporting presence/ loneliness/alone when children move away<br/>– Explanation: the poet lived away from her mother.</p> | <p><b>Content -</b><br/>Award <b>1 mark</b> for writing the problem with the explanation.<br/>Award <b>½ mark</b> for only one thing being mentioned.</p> <p><b>Expression –</b><br/><b>1 mark when both given aspects are included</b><br/>✓ Answer organised effectively<br/>✓ The language usage needs to be display elaboration/comparison/ reasoning<br/><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p> |

iii. What do we come to know about the author of *Lost Spring* - Anees Jung, through her interactions with Saheb and Mukesh?

| Value Points | Guidance |
|--------------|----------|
|--------------|----------|

|   |   |
|---|---|
| <p>[have to be relevant with respect to BOTH boys]</p> <ul style="list-style-type: none"> <li>• Observed in detail – observant</li> <li>• Is moved by their plight - sensitive / empathetic</li> <li>• Feels helpless about her inability to do anything for them.</li> </ul> <p>(Any other relevant)</p> | <p><b>Content -</b><br/>Award <b>1 mark</b> for giving any two qualities with explanation.<br/>Award <b>½ mark</b> for mentioning the qualities only.</p> <p><b>Expression –</b><br/><b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ The language usage needs to be relevant and coherent.</li> </ul> |
|---|---|

|  |   |
|--|---|
|  | <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p> |
|--|---|

iv. Give two reasons why, according to Pablo Neruda, is 'keeping quiet' essential to attaining a better, more peaceful world?

| Value Points  | Guidance  |
|---|---|
| <ul style="list-style-type: none"> <li>• Makes us introspect and reflect upon our actions.</li> <li>• Helps us better understand ourselves and what we want.</li> <li>• Enables us to realise that many of our mindless actions are only harming us and not giving us happiness.</li> </ul> | <p><b>Content -</b><br/>Award <b>1 mark</b> for stating any two reasons.<br/>Award <b>½ mark</b> for just stating only one reason.</p> <p><b>Expression –</b><br/><b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ The language usage needs to display rationalisation.</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p> |

v. If the Christmas spirit is about selflessness, forgiveness and becoming 'better' versions of ourselves amongst other things, Edla Willmanson is the epitome of this spirit. Justify with two points of evidence from *The Rattrap*.

| Value Points | Guidance |
|--------------|----------|
|--------------|----------|

|   |  |
|---|--|
| <p>Edla-</p> <p>Despite knowing the truth about the peddler -</p> <ul style="list-style-type: none"> <li>gave him shelter and treated him with full respect. (forgiveness)</li> <li>even invited him for Christmas next year.(better version of herself)</li> </ul> | <p><b>Content -</b><br/>Award <b>1 mark</b> for 2 complete valid points<br/>Award <b>½ mark</b> for 1 valid point</p> <p><b>Expression –</b><br/><b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ The language usage needs to display inference (based on .... reveals that.... etc.)</li> </ul> <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p> |
|---|--|

vi. How can we say that marriage was a compromise for Aunt Jennifer? Support your response with two justifications.

| Value Points  | Guidance   |
|---|--|
| <ul style="list-style-type: none"> <li>Couldn't live the way she wanted to or do what she wanted to.</li> <li>Burdened by responsibilities.</li> <li>Oppressed by her husband.</li> </ul> | <p><b>Content-</b><br/>Award <b>1 mark</b> for any 2 valid points.<br/>Award <b>½ mark</b> if only one valid point is mentioned.</p> <p><b>Expression –</b><br/><b>1 mark when both given aspects are included</b></p> <ul style="list-style-type: none"> <li>✓ Answer organised effectively</li> <li>✓ The language usage needs to display justification</li> </ul> |
|   | <p><b>½ mark when either aspect is missing</b></p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>   |

**VI Answer ANY TWO of the following in about 40-50 words each. 2\*2=4**

Syllabus document –"Questions should elicit inferential responses through critical thinking."

i. 'It's easy to judge others and give advice, but much more difficult to apply it to ourselves.' Elaborate with reference to the character of Sam in The Third Level.

| Value Points | Guidance |
|--------------|----------|
|--------------|----------|

Told Charley that he was dissatisfied and looking for an escape – the Third level was his imagination.  
At the end, the same is revealed as true for Sam – he went in search of the Third level himself

**Content -**

Award **1 mark** for 2 complete valid points.  
Award **½ mark** for 1 valid point.

**Expression –**

1 mark when both given aspects are included

- Answer organised effectively
- The language usage needs to display reasoning ( reveals that.... etc.)

**½ mark when either aspect is missing**

Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

ii. Comment on the writing style of the author, Kalki in The Tiger King.

**Value Points**

- A satire on those in power – use of humour, exaggeration and harmony to criticize
- Conversational, narrative style

**Guidance**

**Content –**

Award **1 mark** for 2 valid points.  
Award **½ mark** for 1 valid point.

**Expression –**

1 mark when both given aspects are included

- Answer organised effectively
- The language usage needs to display analysis

**½ mark when either aspect is missing**

Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

iii. How do we know that Dr. Sadao was conscientious as well as loyal?

**Value Points**

- True to his profession (conscientious) – attended to the wounded soldier and saved his life

**Guidance**

**Content –**

Award **1 mark** for 2 valid points giving reasons.  
Award **½ mark** for 1 valid point.

**Expression –**

1 mark when both given aspects are included

- Informed the General about the prisoner and agreed to the plan of assassination. (loyal-to his country)

- Answer organised effectively
- The language usage needs to display reasoning ( reveals that.... etc.)

**½ mark when either aspect is missing**

Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).

**VII Answer ANY ONE of the following in about 120-150 words. 1\*5=5**

Syllabus document--Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student.

**Content 2 Expression 2 Accuracy 1**

**Note-**

- ✓ Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION
- ✓ If the response does not justify **all** points of a level, the response is **marked down**.

|  | <b>DESCRIPTORS FOR CONTENT (with reference to value points)</b>  | <b>MARKS</b> |
|--|--|--------------|
|  | <ul style="list-style-type: none"> <li>• Sustained, clear, well-developed personal response to the task</li> <li>• Well-developed and justified arguments/evidence for the characters</li> </ul>   | <b>2</b>     |
|  | <ul style="list-style-type: none"> <li>• Largely, a reasonably well-developed personal response to the task</li> <li>• Clear justification with arguments/evidence for the characters</li> </ul>   | <b>1 ½</b>   |
|  | <ul style="list-style-type: none"> <li>• Fairly competent personal response to the task</li> <li>• Clear justification with restricted arguments/evidence for the characters</li> </ul>  | <b>1</b>     |
|  | <ul style="list-style-type: none"> <li>• Limited awareness of the task</li> <li>• Limited justification or relevant arguments/evidence for the characters</li> </ul>   | <b>½</b>     |
|  | <b>DESCRIPTORS FOR EXPRESSION (Coherence &amp; Cohesion)</b>   | <b>MARKS</b> |
|  | <ul style="list-style-type: none"> <li>• Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li> <li>• Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul> | <b>2</b>     |
|  | <ul style="list-style-type: none"> <li>• Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>• Range of vocabulary suffices in large parts to convey the overall idea and meaning</li> </ul>   | <b>1 ½</b>   |
|  | <ul style="list-style-type: none"> <li>• Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li> <li>• Range of vocabulary is limited and conveys a basic idea of the overall meaning</li> </ul>   | <b>1</b>     |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>• Very limited expected/ topical vocabulary as per question asked</li> </ul> | ½ |
|---|---|

|                                 |              |
|---------------------------------|--------------|
| <b>DESCRIPTORS FOR ACCURACY</b> | <b>MARKS</b> |
|---------------------------------|--------------|

|  |          |
|--|----------|
| <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</li> </ul> | <b>1</b> |
| <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul>      | ½        |
| <p>No credit</p> <ul style="list-style-type: none"> <li>• Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>                                   | <b>0</b> |

i. The prose selections, *Deep Water* and *Indigo*, bring out the importance of overcoming fear, in order to be able to lead our lives successfully.

Imagine yourself to be a motivational speaker who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of overcoming fear.

You may begin like this ...

*Good morning, students!*

*We all know what it's like to be afraid. Fear is our body's natural response to a perceived threat or danger. But when ...*

#### Value Points

- Fear immobilizes us and prevents us from progressing – as in the case of William Douglas – due to his fear of water he could not lead a normal life – could not go fishing, canoeing, etc. Similarly, due to their fear of the Britishers, the peasants of Champaran could not take a stand for their rights.
- Need to face our fear, devise a plan and work through it – William Douglas worked through his fear rather than giving into it. When the peasants gathered around the courthouse in Motihari, it was a step towards overcoming their fear.
- Require determination – persistence – it took Douglas months to overcome his fear of water and learn swimming. It took nearly a year to get justice for the peasants in Champaran.
- strength in unity when fighting a common fear – only when the people in Champaran were they able to overcome their fear and fight for justice.
- But once overcome, one is free to live his / her life to the fullest.

(Any 4 points to be included) (Accept associated **relevant** points)

**OR**



ii *'Their mother sighed.*

*Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings.'*

The prose selection, *Going Places* includes this telling comment about Sophie's mother.

In *Aunt Jennifer's Tigers*, we are told that -

*'The massive weight of Uncle's wedding band*

*Sits heavily upon Aunt Jennifer's Hand.'*

Imagine a conversation between Sophie's mother and Aunt Jennifer. Create this exchange with reference to the two extracts given above.

You may begin the conversation like this ...

Sophie's mother: *Your embroidery is so beautiful. Do you love tigers?*

### Value Points

- Aunt Jennifer shares about her loss of identity; use of art as a means to express her deep-down desires and feelings.
- Sophie's mother shares information about her servile role – all her time is spent in meeting the needs of the family; has no life of her own. Sophie's mother stays home while all others go to witness Danny Casey's football match.
- Both feel burdened with responsibilities.
- Both have domineering husbands; They do not have a say in the family matters.
- There seems to be no likelihood of any change in their status.

(Any 4 points to be included)

**VIII Answer ANY ONE of the following in about 120-150 words. 1\*5=5**

Syllabus document--Questions to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points.

**Content 2**

**Expression 2**

**Accuracy 1**

**Note-**

- ✓ Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION
- ✓ If the response does not justify **all** points of a level, the response is **marked down**.

|  | <b>DESCRIPTORS FOR CONTENT (with reference to value points)</b>  | <b>MARKS</b> |  |
|--|--|--------------|--|
|  | <ul style="list-style-type: none"> <li>• Sustained, clear, well-developed personal response to the task</li> <li>• Well-developed and justified arguments/evidence for the characters</li> </ul> | <b>2</b>     |  |
|  | <ul style="list-style-type: none"> <li>• Largely, a reasonably well-developed personal response to the task</li> <li>• Clear justification with arguments/evidence for the characters</li> </ul> | <b>1 ½</b>   |  |
|  | <ul style="list-style-type: none"> <li>• Fairly competent personal response to the task</li> <li>• Clear justification with restricted arguments/evidence for the characters</li> </ul>          | <b>1</b>     |  |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Limited awareness of the task</li> <li>Limited justification or relevant arguments/evidence for the characters</li> </ul> | ½ |
|--|---|

| <b>DESCRIPTORS FOR EXPRESSION (Coherence &amp; Cohesion)</b>   | <b>MARKS</b> |
|--|--------------|
| <ul style="list-style-type: none"> <li>Carefully structured content with a beginning, middle and end with highly relevant ideas presented cohesively.</li> <li>Highly effective vocabulary usage, relevant and appropriate sentences for conveying the ideas precisely and effectively.</li> </ul> | <b>2</b>     |
| <ul style="list-style-type: none"> <li>Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas.</li> <li>Range of vocabulary suffices in large parts to convey the overall idea and meaning</li> </ul>   | <b>1 ½</b>   |
| <ul style="list-style-type: none"> <li>Ideas sequenced fairly well and related to the given topic, sometimes maintaining cohesion of ideas.</li> <li>Range of vocabulary is limited and conveys a basic idea of the overall meaning</li> </ul>   | <b>1</b>     |
| <ul style="list-style-type: none"> <li>Poor sequencing of ideas; though related to the given topic, expressed in a disjointed manner exhibiting a lack of coherence of ideas.</li> <li>Very limited expected/ topical vocabulary as per question asked</li> </ul>                                  | ½            |
| <b>DESCRIPTORS FOR ACCURACY</b>  | <b>MARKS</b> |

|  |          |
|--|----------|
| <ul style="list-style-type: none"> <li>Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.</li> </ul> | <b>1</b> |
| <ul style="list-style-type: none"> <li>Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.</li> </ul>      | ½        |
| <p>No credit</p> <ul style="list-style-type: none"> <li>Frequent errors in spelling, punctuation and grammar, impeding communication.</li> </ul>                                   | <b>0</b> |

i. On returning home, Tishani Doshi writes her thoughts reflecting on how her decision to enrol for the Students on Ice programme has been the single most important decision of her life that has completely transformed her.  
Imagine yourself to be Tishani and express these thoughts.

You may begin like this:  
*I can't thank my stars enough for having cashed in on the opportunity of.....*

**Value Points**

- An experience completely different than any other - to visit a landscape that is not inhabited by humans and so still relatively pristine.
- Provided an insight into the earth's past, present and the future.
- Made her delve deep into the threat faced by the environment and the earth itself due to human activities.
- Realised how little changes can have a major impact on the environment and therefore the need to take care of the small things.
- An eye opening experience – realised how everything on this earth is interlinked.
- The trip indeed had a life changing impact. (Any 4 points to be included.)

**OR**

**ii.** Both Bama and Zitkala Sa experienced the harsh reality of discrimination in their childhood. Instead of letting it pull them down, they found a way to overcome it. You wish to include a cameo\* of both in your upcoming blog post. As a part of the research, compare and contrast the experiences faced by the two and their response/s to these experiences, in 120-150 words. *[Clue: Include the similarities and differences in the discrimination they faced - their feelings - determination to overcome – success]*

\*a short description that neatly encapsulates someone or something

**Value Points**

- Both of them faced discrimination; Zitkala Sa was discriminated against because of cultural differences while Bama faced discrimination due to her caste.
- Zitkala sa rebelled and refused to get her hair cut. She put up a strong fight, though had to give in finally. Bama was enraged and wanted to go and touch the packet of *vadai* to teach a lesson to the landlord. But was guided by her elder brother to calm down. He showed her the path to overcome discrimination.
- Both of them worked hard to excel in education.
- Both succeeded as writers among other things; They have written much against discrimination and evils of oppression, thus continuing the fight for justice for their communities.

## Guidelines for Internal Assessment

### Classes XI-XII

ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

### Classes XI-XII      Total Marks: 20

#### Assessment of Listening and Speaking Skills: (5+5=10 Marks)

**i. Activities:**

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

**ii. Parameters for Assessment:** The listening and speaking skills are to be assessed on the following parameters:

- a. Interactive competence (Initiation & turn taking, relevance to the topic)
- b. Fluency (cohesion, coherence and speed of delivery)
- c. Pronunciation
- d. Language (grammar and vocabulary)

A suggestive rubric is given below:

|                      | 1.  | 2.  | 3.  | 4.  | 5.  |
|----------------------|---|---|---|---|---|
| <b>Interaction</b>   | <ul style="list-style-type: none"> <li>• Contributions are mainly unrelated to those of other speakers</li> <li>• Shows hardly any initiative in the development of conversation</li> <li>• Very limited interaction</li> </ul> | <ul style="list-style-type: none"> <li>• Contributions are often unrelated to those of the other speaker</li> <li>• Generally passive in the development of conversation</li> </ul> | <ul style="list-style-type: none"> <li>• Develops interaction adequately, makes however minimal effort to initiate conversation</li> <li>• Needs constant prompting to take turns</li> </ul>  | <ul style="list-style-type: none"> <li>• Interaction is adequately initiated and develop</li> <li>• Can take turn but needs little prompting</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Can initiate &amp; logically develop simple conversation on familiar topics</li> <li>• Can take turns appropriately</li> </ul> |
| <b>Pronunciation</b> | <ul style="list-style-type: none"> <li>• Insufficient accuracy in pronunciation; many grammatical errors</li> <li>• Communication is severely affected</li> </ul>   | <ul style="list-style-type: none"> <li>• Frequently unintelligible articulation</li> <li>• Frequent phonological errors</li> <li>• Major communication problems</li> </ul>          | <ul style="list-style-type: none"> <li>• Largely correct pronunciation &amp; clear articulation except occasional errors</li> <li>• Some expressions cause stress without compromising with understanding of spoken discourse.</li> </ul> | <ul style="list-style-type: none"> <li>• Mostly correct pronunciation &amp; clear articulation</li> <li>• Can be clearly understood most of the time; very few phonological errors</li> </ul> | <ul style="list-style-type: none"> <li>• Can pronounce correctly &amp; articulate clearly</li> <li>• Is always comprehensible ; uses appropriate intonation</li> </ul>  |

|                                 | 1.   | 2.  | 3.  | 4.  | 5.  |
|---------------------------------|--|---|---|---|---|
| <b>Fluency &amp; Coherence</b>  | <ul style="list-style-type: none"> <li>Noticeably/ long pauses; rate of Speech is slow</li> <li>Frequent repetition and/or self- correction</li> <li>Links only basic sentences; breakdown of coherence evident</li> </ul> | <ul style="list-style-type: none"> <li>Usually fluent; produces simple speech fluently, but loses coherence in complex communication</li> <li>Often hesitates and/or resorts to slow speech</li> <li>Topics partly developed; not always concluded logically</li> </ul> | <ul style="list-style-type: none"> <li>Is willing to speak at length, however repetition is noticeable</li> <li>Hesitates and/or self corrects; occasionally loses coherence</li> <li>Topics mainly developed, but usually not logically concluded</li> </ul> | <ul style="list-style-type: none"> <li>Speaks without noticeable effort, with a little repetition</li> <li>Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction</li> <li>Topics not fully developed to merit</li> </ul> | <ul style="list-style-type: none"> <li>Speaks fluently almost with no repetition &amp; minimal hesitation</li> <li>Develops topic fully &amp; coherently</li> </ul>   |
| <b>Vocabulary &amp; Grammar</b> | <ul style="list-style-type: none"> <li>Demonstrates almost no flexibility, and mostly struggles for appropriate words</li> <li>Uses very basic vocabulary to express view-points.</li> </ul>                               | <ul style="list-style-type: none"> <li>Communicates with limited flexibility and appropriacy on some of the topics</li> <li>Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas</li> </ul>                                 | <ul style="list-style-type: none"> <li>Communicates with limited flexibility and appropriacy on most of the topics</li> <li>Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points</li> </ul>           | <ul style="list-style-type: none"> <li>Can express with some flexibility and appropriacy on most of the topics</li> <li>Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary</li> </ul>             | <ul style="list-style-type: none"> <li>Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events</li> <li>Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself</li> </ul> |

**iii. Schedule:**

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

**Project Work + Viva: 10 Marks**

Out of ten marks, 5 marks will be allotted for the project report/script /essay etc. and 5 marks for the viva.

**I. Schedule:**

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.
- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

**II. Suggestions for Project Work:**

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- Such topics may be taken up that provide students with opportunities for listening and speaking.

Some suggestions are as follows:

**a. Interview-Based research: Example:**

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : “Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.
- The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
- The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He / She will then take a viva on the research project. The project can be done in individually or in pairs/ groups

**b. Listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.**

**c. Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:**

- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
- What are the elements that need to be part of the script?
- Will the video/audio have an interview with one or more guests?
- Would they prefer to improvise while chatting with guests, or work from a script?
- What would be the duration?
- How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?

**d. Write, direct and present a theatrical production, /One act play**

This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21<sup>st</sup> century critical thinkers.

**III. Instructions for the Teachers:-**

**1. Properly orient students about the Project work, as per the present Guidelines.**

**2. Facilitate the students in the selection of theme and topic.**

**3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:**

- Teachers need to familiarize themselves with the method of assessing students with the rubric-- a table with different criteria and a grading scale.
- Choose the criteria on which you will grade students and list them along the left side of the page.
- Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
- Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that a student would exhibit at each of the levels.
- The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting.

**{Sample Rubric is attached at the end for reference}**

**IV. Parameters for Overall Assessment:-**

**1. Pronunciation:**

- When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
- Assess the students for the pronunciation skills and determine at which level the student needs improvement.

**2. Vocabulary:**

- After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate **vocabulary** during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

**3. Accuracy:**

- Grammar has always been an important component of language skills. As students speak/ answer the questions

during the viva, listen to their **grammatical structures**. *Are they competent enough to use multiple tenses? Is their word order correct in a given sentence?* An effective speaker will automatically use the correct grammatical structures of his language.

#### 4. Communication:

- Assessing the **communication skills** of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

#### 5. Interaction:

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- Teachers need to observe how students answer the questions that are posed to them: *Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?*
- These elements of **interaction** are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

#### 6. Fluency:

- Fluency may be the easiest quality to judge in the students' speech: *How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?*
- **Fluency** is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that some **students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- **Finally**, teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL project**. Teachers must take note of a student's progress throughout the academic year.

### V. Project-Portfolio/ Project Report

The **Project-Portfolio/Project Report** is a compilation of the work that the students produce during the process of working on their ALS Project.

#### **The Project-Portfolio may include the following:**

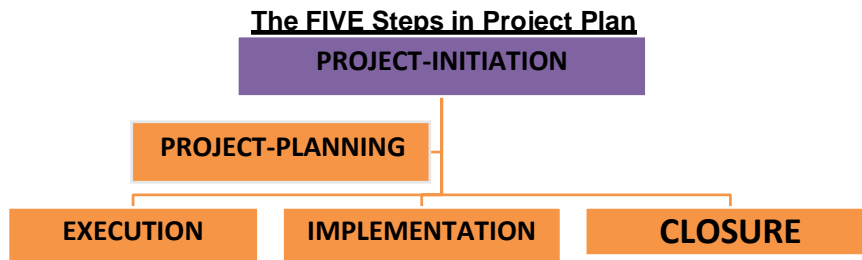
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography.

#### **The following points must be kept for consideration while assessing the project portfolios:**

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar ,punctuation)
- Clarity of thoughts and ideas

- Creativity
- Contributions by group members
- Knowledge and experience gained

**VI. Suggestive Timeline:**



| Month   | Objectives   |
|---|--|
| <b>Planning and Research for the Project Work</b><br><br><b>Preferably till November-December</b> | <ul style="list-style-type: none"> <li>• Teachers plan a day to orient students about the ALS projects, details are shared with all stakeholders.</li> <li>• Students choose a project, select team members and develop project- plan.</li> <li>• Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed.</li> <li>• Team leader apprises teacher-mentor.</li> <li>• Students working individually or in pairs also update the teachers.</li> <li>• A logical, deliverable and practical plan is drafted by the team/ pair/individual. Goals/objectives are clearly defined for all.</li> <li>• Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action.</li> <li>• Detailed project schedules are shared with the teacher.</li> </ul> |
| <b>December-January</b>   | <ul style="list-style-type: none"> <li>• Suggestions and improvements are shared by the teacher, wherever necessary.</li> <li>• Group members coordinate and keep communication channels open for interaction.</li> <li>• Gaps ( if any) are filled with the right skill sets by the Team Leader/ individual student.</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• The final draft of the project portfolio/ report is prepared and submitted for evaluation.</li> </ul>   |
| <b>January-February</b>   | <ul style="list-style-type: none"> <li>• Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.</li> </ul>  |
| <b>February-March or as per the timelines given by the Board</b>                                  | <ul style="list-style-type: none"> <li>• Marks are uploaded on the CBSE website.</li> </ul>  |



**SAMPLE RUBRIC FOR ALS Project Work**  
(For Theatre/Role Play/Oral presentation/Interview/Podcast)

| CATEGORY                                 | 1   | 2   | 3  | 4   | 5   |
|--|---|---|--|---|---|
| <b>TIME LIMIT</b>                        | Presentation is less than or more than 5 minutes long                                 | Presentation exceeded or less than specified time limit by 4 to 5 minutes | Presentation exceeded or less than specified time limit by 3 to 4 minutes        | Presentation exceeded or less than specified time limit by 2 to 3 minutes               | Student/ group adhered to the given time limit  |
| <b>CONTENT/SCRIPT/ QUESTIONNAIRE</b>     | Script is not related to topic or issue   | Well written script/ content shows little understanding of parts of topic | Well written script/ content shows good understanding of parts of topic          | Well written script/ content shows a good understanding of subject topic                | Well written script/ content shows full understanding of subject topic                      |
| <b>CREATIVITY</b>                        | No props/costumes/ stage presentation lack-lustre                                     | Some work done, average stage set-up and costumes                         | Well organized presentation, could have improved                                 | Logical use of props ,reasonable work done, creative                                    | Suitable props / honest effort seen/ considerable work done/ creative and relevant costumes |
| <b>PREPAREDNESS</b>                      | Student /group seems to be unprepared   | Some preparedness visible, but rehearsal is lacking                       | Somewhat prepared, rehearsal is lacking  | Good preparedness ,but need better rehearsal  | Complete preparedness/ rehearsed presentation   |
| <b>CLARITY OF SPEECH</b>                 | Lack of clarity in presentation many words mispronounced                              | Speaks clearly, some words are mispronounced                              | Speaks clearly 90% of the time/ a few mispronounced words                        | Speaks clearly and distinctly 95% of time/ few mispronounced words                      | Speaks clearly and distinctly 95% of time/ fluency in pronunciation                         |
| <b>USE OF PROPS ( Theatre/Role Play)</b> | Only 1/no relevant props used   | 1 to 2 relevant props used  | 2 to 3 relevant props used   | 3 to 4 relevant props used  | 4 to 5 relevant props used  |
| <b>EXPRESSION/ BODY LANGUAGE</b>         | Very little use of facial expressions/ body language, does not generate much interest | Little Use of facial expressions and body language                        | Facial expressions and body language are used to try to generate some enthusiasm | Facial expression and body language sometimes generate strong enthusiasm with the topic | Facial expression and body language generate strong enthusiasm with the topic               |
| <b>PORTFOLIO-PRESENTATION</b>            | Inadequate & unimpressive   | Somewhat suitable & convincing  | Adequate & relevant  | Interesting, enjoyable & relevant   | Brilliant, creative & exceptional   |

## CREATIVE WRITING SKILLS

### NOTICE WRITING

#### i) Notices - Tips:

1. Name of School / Organisation and **PLACE should be mentioned**
2. "NOTICE" in capital letters
3. Write the date on the left hand side (9<sup>th</sup> October 2022)
4. Give an appropriate heading
5. Avoid 'This is to inform you that....'
6. Beginning can be:
  - i) Our school is organizing a Blood Donation Camp.../Cultural Programme...
  - ii) The school is going to organize....
  - iii) Our school is holding / conducting an Elocution Competition...
  - iv) Captains and prefects are requested to attend a meeting
7. Only relevant information( to whom notice is written,purpose,date,venue,time)
8. For further details, contact.... /For more details, the undersigned may be contacted.
9. Signing Authority's Name and then Designation
10. Formal and simple language
11. No addressing, 'Dear Students/ Friends' etc.
12. No 'Thanking you / Yours sincerely' etc.
13. Put the notice in a box
14. Word limit:50 words
16. Neat presentation is all the more

**Marking Scheme:** (5 marks)      Format :1 Organisation of Ideas:

1 Content : 2

Accuracy of Spelling and Grammar : 1 ).

|                                      |
|--------------------------------------|
| Name of the School / Organization    |
| <b>NOTICE</b>                        |
| A suitable heading                   |
| Date _____                           |
| Content _____                        |
| Signature                            |
| Designation of the issuing authority |

**NOTICE (SOLVED EXAMPLE)**

You are Raja/Roja., President of the Cultural club of DAV School, Chennai. Your school is organising a speech competition. Write a notice in not less than 50 words giving all necessary details to be put up on the students notice board .

|  |
|--|
| <b>DAV SCHOOL ,CHENNAI</b>   |
| <b>NOTICE</b>  |
| 9 <sup>th</sup> October 2022   |
| <b>SPEECH COMPETITION ON “SAY NO TO PLASTICS”</b>  |
| Our school is organizing a speech competition on the topic “Say No To Plastics” for the students of classes IX to XII on 15 <sup>th</sup> October 2022 at 10 am in the CCA hall .Those who are interested in participating, are requested to give their names to their respective house captains on or before 13 <sup>th</sup> October 2022. For more details, the undersigned may be contacted. |
| Raja/Roja  |
| President  |
| Cultural Club  |

**NOTICES FOR PRACTICE (WORD LIMIT 50)**

1. You are Scout Master / Guide Captain of K.R. Sagar Public School, Mysore. You have decided to send a troop of scouts and guides of your school to the Jamboree to be held at Lucknow for a week. Draft a notice in not more than 50 words to be placed on the school notice board inviting the names of those

scouts and guides who are interested to participate in the jamboree. Give the necessary details.

2. Due to a sudden landslide and unfavourable weather, St. Francis School, Vasco has to be closed for a week. As the Principal of that school, draft a notice in not more than 50 words to be displayed at the school main gate notice board

3. You are Secretary of Gymkhana Club, Madurai. Write a notice in not more than 50 words informing the members to attend an extraordinary meeting of the governing body. Include details like date, time venue, etc sign as Prabhu / Pratibha.

4. You are Srinivas / Srinidhi of D.P. Public School, Nagpur . As a student Editor of your school magazine, draft a notice in not more than 50 words for your school notice board inviting articles / sketches from the students of all classes.

5. You are Rohit / Ritu , Secretary, Welfare Association, ABC Colony, Chennai, Write a notice in not more than 50 words to be placed on the notice board informing the residents that there would be no water supply for two days in your colony due to major pipeline repair work.

6. Your school is organizing a Health Mela where doctors, health counsellors and dietitians will speak to students on various health issues. As the head boy/girl of the school, put up a notice in 50 words informing the students about this gala event. Parents may also be invited for the Mela.

7. you are Ram/Rajani, Secretary, Social Service Club, Sun Public School, Nagpur. Your club is organizing a health awareness camp for your school students. There will be a special focus on obesity among children. Draft a notice for your school notice board giving all relevant information about the camp, in not more than 50 words.

8. You are Scout Master / Guide Captain of K.R. Sagar Public School, Mysore. You have decided to send a troop of scouts and guides of your school to the Jamboree to be held at Lucknow for a week. Draft a notice in not more than 50 words to be placed on the school notice board inviting the names of those

scouts and guides who are interested to participate in the jamboree. Invent the necessary details.

9. Due to a sudden landslide and unfavourable weather, St. Francis School, Vasco has to be closed for a week. As the Principal of that school, draft a notice in not more than 50 words to be displayed at the school main gate notice board.

10. You are Secretary of Gymkhana Club, Madurai. Write a notice in not more than 50 words informing the members to attend an extraordinary meeting of the governing body. Include details like date, time venue, etc sign as Prabhu / Pratibha.

11. You are Srinivas / Srinidhi of D.P. Public School, Nagpur . As a student Editor of your school magazine, draft a notice in not more than 50 words for your school notice board inviting articles / sketches from the students of all classes.

12. You are Rohit / Ritu , Secretary, Welfare Association, ABC Colony, Chennai, Write a notice in not more than 50 words to be placed on the notice board informing the residents that there would be no water supply for two days in your colony due to major pipeline repair work.

## **INVITATION**

### **INFORMAL INVITATIONS**

#### **Main Characteristics:**

Informal invitations follow the pattern of ordinary personal letters. These letters are written

to relatives, friends and acquaintances.

- It is written in the first person (I/We)
- The sender's address is written as usual but the receiver's address is not mentioned.
- The date of writing the invitation is given.
- The salutation is 'Dear + name'.
- The complimentary close is Yours sincerely



But I regret that I will not be able to attend the function due to a prior engagement.

I extend my best wishes to Suman.

Yours sincerely

M.K.Mishra

### **Informal Refusal**

94/12,Perambur

Chennai

10<sup>th</sup> October 2022

Dear Mr.Gupta

Thank you very much for inviting me to join a party being arranged on the occasion of the 18<sup>th</sup> birthday of your son,Suman on 15<sup>th</sup> October 2022 at Hotel President,Annanagar. But I regret that I will not be able to attend the function due to a prior engagement.

I extend my best wishes to Suman.

Yours sincerely

M.K.Mishra

## **FORMAL INVITATIONS**

### **Important Points to Remember:**

Formal invitations are sent to relatives, friends, acquaintances, etc. on social occasions.

Formal invitations are written in third person.(Mr.Mrs.Gupta request the pleasure of the company of Mr.& Mrs.Mishra)

Each main point is given in different line, with different font and character of letters.

-Name(s) of the host(s) issuing the invitation

-the standard expression” request the pleasure of the company of...”

-the purpose and occasion for the invitation

-the time and date of the event

-the venue of the event

-the name of the Chief Guest (In case a VIP is to be invited at any official function, his/her name appears prominently)

No punctuation is required at the end of a line.

There is no signature of the writer at the end of the invitation

The simple present tense

**M/S SHYAM LAL & SONS  
announce the opening of  
GALAXY NOVELTIES  
a general store  
in Geetanjali Enclave, Dwarika, Delhi**

**INAUGURATION**

**On**

**SUNDAY, THE 9<sup>TH</sup> OF OCTOBER, 2022**

**At 11 a.m.**

**All are cordially invited**

**Visit for all kinds of Grocery & Domestic items**

**AVAIL INAUGURAL DISCOUNT OF 10% ON ALL  
GOODS**

**RSVP**

**Galaxy Novelties**

**Phone: 011-27543201**

1. Draft a formal reply accepting Mr. Sharma's wedding invitation to his daughter's marriage.

### **FORMAL INVITATION**

M/s Shyamal & Sons are opening a new general store 'Galaxy Novelties' in Geetanjali Enclave, Dwaraka, Delhi. The inauguration Ceremony is fixed for Sunday, the 9<sup>th</sup> of October, 2022 at 11 am. Prepare a draft of Formal Invitation for the purpose.



Mr.& Mrs. Sharma  
request the pleasure of your company  
on the occasion of the marriage of their daughter  
DIVYA  
with  
PRASAD  
(s/o Mr.&Mrs.Raghav,Mysore)  
on Sunday,9 October 2022 at 10.00a.m.  
at Kala Bhavan ,Palace Road, Mysore.  
Reception : Lalita Mahal,Mysore.  
(7.00p.m to 9.00p.m.)

R.S.V.P.

Ph:9145683490

FORMAL REPLY-ACCEPTANCE

7<sup>th</sup> October 2022

Mr.Sudhir Kumar and family thank Mr.& Mrs.Sharma for their invitation to their daughter Divya's wedding on 9 October 2022 at 10.00a.m at Kalabhavan, Mysore, and has great pleasure in accepting it.

With regards  
Mr.Sudhir

2. Draft a reply declining Mr.Sharma's wedding invitation to his daughter's marriage.

FORMAL REPLY-DECLINING

8<sup>th</sup> January 2018

Mr. & Mrs. Anil thank Mr. & Mrs. Sharma for their kind invitation to their daughter Divya's wedding on 9<sup>th</sup> October 2022 at 10am at Kalabhavan, Mysore, but regret their inability to attend the function due to a prior engagement. They wish Divya a happy married life.

With regards

Mr. Anil

3. Draft an informal reply declining Mr. Sharma's invitation to his daughter's marriage.

Door No. 48  
MG Road  
Bangalore

6<sup>th</sup> October 2022

Dear Mr Sharma

I am pleasantly surprised to receive your invitation to Divya's marriage. My God, has she grown so big? How time flies!

I have to attend a conference in New Delhi on the same day.

I feel bad I won't be there to bless Divya and join you on the happy occasion personally, but believe me, the loss is entirely mine.

Please convey my best wishes to Ammu.

Yours

Shankari

**FORMAL INVITATION – LETTER**

1. The literary club of your school is putting up the play 'Waiting for Godot'. As secretary of the club, draft an invitation inviting the famous writer Sudheesh Gupta to be the guest of honour at the function. Write the invitation in not more than 50 words. You are Govind/ Gouri.

Answer:

ABC School  
MG Road  
Bangalore

28 August, 2022

Mr.Sudheesh Gupta  
Flat No.A/12  
Skyline Apartment  
Bangalore

Sub: Invitation to witness the play Waiting for Godot as guest of honour.

Sir

Our school literary club is putting up the play 'Waiting for Godot' on 30<sup>th</sup>August, 2022. The programme will commence at 5pm and the venue is the school auditorium. We shall be highly obliged if you would grace the occasion as a guest of honour at the function. Kindly confirm your acceptance.

Yours faithfully,

Govind  
Secretary

**FORMAL INVITATION ACCEPTANCE – LETTER**

Flat No.A/12  
Skyline Apartment  
Bangalore

28th August, 2022

The Secretary  
Literary Club  
ABC School  
MG Road  
Bangalore

Sub: Acceptance of invitation

Sir

Thank you very much for inviting me as a guest of honour on the occasion of the staging of the play Waiting for Godot on 30<sup>th</sup>August, 2022. I am glad to accept your invitation and will surely attend the function.

Yours faithfully,  
Sudheesh Gupta

**FORMAL INVITATION REFUSAL- LETTER FORM**

Flat No.A/12  
Skyline Apartment  
Bangalore

28 August, 2022

The Secretary  
Literary Club  
ABC School  
MG Road  
Bangalore

Sub: Inability to accept invitation

Sir

Thank you very much for inviting me as a guest of honour on the occasion of the staging of the play Waiting for Godot on 30<sup>th</sup>August, 2022. But I regret that I will not be able to attend the function due to a prior engagement. I extend my best wishes for the successful conduct of the programme.

Yours faithfully,  
Sudheesh Gupta

2.As the Principal of reputed college you have been invited to inaugurate a Book Exhibition in your neighbourhood. Draft a reply to the invitation in not more than 50 words, expressing your inability to attend the function. You are Tarun/ Tanvi.

**Answer**

ABC College  
Subhash Road  
Chennai

28 August, 2022

The Secretary  
Young Readers Mind  
Anna Colony  
Chennai

Sub: Inability to attend the function.

Sir

Thank you very much for inviting me to inaugurate the Book Exhibition on 30 August, 2022. But I regret that I will not be able to attend the function due to a prior engagement. I extend my best wishes for the successful conduct of the programme.

Yours faithfully  
Tarun  
Principal

**FORMAL INVITATION ACCEPTANCE – LETTER**

ABC College  
Subhash Road  
Chennai

28 August, 2022

The Secretary  
Young Readers Mind  
Anna Colony  
Chennai

Sub: Acceptance of Invitation

Sir

Thank you very much for inviting me to inaugurate the Book Exhibition on 30 August, 2022. I am glad to accept your invitation and will surely attend the function.

Yours faithfully  
Tarun  
Principal

**FORMAL INVITATION-LETTER**

Young Readers Mind  
Anna Colony  
Chennai

28 August, 2022

Mr. Tarun, Principal  
ABC College  
Subhash Road  
Chennai

Sub: Invitation to inaugurate Book Exhibition.

Sir

Young Readers Mind of our colony would like to invite you to inaugurate a Book Exhibition on 30<sup>th</sup> August, 2018. The programme will commence at 5pm and the venue is Tagore Auditorium, Anna Colony. We shall be highly obliged if you would grace the occasion with your kind presence. Kindly confirm your acceptance.

Thank You

Yours faithfully,

Govind

Secretary

### **INVITATIONS & REPLIES (50 words/4marks each)**

1.You are the Director of Akash Institute, New Delhi. You wish to invite two of the toppers trained by your institute to attend the Student Counselling Programme free of cost. Write a letter of invitation to the principals of their schools in about 50 words.

2.You are Sachin Bhansal, the Head Boy of Springdales Public School, Gurgaon. Write a formal letter of invitation to Sh.B.S. Bedi, the legendary cricketer, to inaugurate an Inter-School T-20 Cricket Championship to be held at your school.

3.You are Leena Sen. Draft an informal invitation to your friend Vinita inviting her to the Wedding Reception of your sister to be held at Hotel Lake View, Jaipur on 16<sup>th</sup> August.

4.You are Anil Tiwari. Draft an informal invitation to your friend Rakesh Patel living in hostel to join you at your home for Raksha Bandhan Celebrations.

5.You are Neetu/Navin, Secretary, Youth Club of your locality. Draft a formal letter of invitation to a prominent musician to act as one of the judges at an Inter school Group Song Competition to be held on the occasion of India's 71<sup>st</sup> Independence Day Celebration.

6.Draft an invitation inviting your friends for a party you are hosting to celebrate your entry into IIT, Chennai. (50 words)

7.Draft a reply of acceptance to an invitation to the marriage of your family friend (50 words)

8.You are the President of the Literary Club of KV IIT Kanpur. You would like to create awareness of the importance of voting in an election. You wish to invite Mrs.Neelima Sharma, a local MLA to speak to the members of the club. Draft a formal invitation in about 50 words. Give all the necessary details. You are Rohan/Seema.



## **JOB APPLICATION**

These are formal letters written generally in response to the job vacancies published in the newspapers or posted on the net.

### **Important points to remember :**

- These letters are generally accompanied by a biodata of the applicant
- The biodata includes the name, date of birth, current address, contact number, marital status, educational qualification, experience, if any, salary expected and reference.
- These letters are extremely formal, to the point and specific.

You are Sakeena, personal assistant to the G. M. in a private company. You come across an advertisement for a lady secretary in a reputed multinational company, offering attractive packages. Since your qualifications and experience match the required ones, you decide to write an application for job in response to it. Write your letter in not more than 125-150 words, using appropriate format. Also include your recent bio-data.

You are Ram/Rajani, living at 1, Raja Ram Marg, New Delhi. Read the following advertisement and apply for the job that suits your qualification, giving your bio-data.

Sun University requires Readers and Professors in Mathematics, English, Hindi, History and Political Science for their new campus at Panipat. Candidates with a minimum of 5 years of experience alone can apply. Excellent command of English is a must. Excellent salary for experienced persons. Those interested may e-mail to [sununiversityjobs@gmail.com](mailto:sununiversityjobs@gmail.com) or mail their response to: Box no. 123, 'The Harbinger' New Delhi

### **Letter to the Editor**

ABC Nagar  
XX month YY

The Editor  
Indian Express

Mumbai

Sub: Increase in the number of accidents in the city

Sir

As a regular reader of your newspaper, I have been coming across through your esteemed newspaper the alarming rise in the number of accidents in our city in the past few months. What's more distressing is the indifference of the government authorities and the public towards it.

Underage driving, delayed schedules, drink and drive and use of mobile phones are a few of the culprits behind this plague. Loss of life and property, grievous injuries, untold misery and unwarranted hassles are a few of the consequences of the accidents.

The responsibility of solution lies not just with the government but with the public as well. Planned schedules, responsible parents, vigilant police and more disciplined public together can tackle the problem. Let all us of get together in this noble mission of minimizing the accidents and saving lives.

Yours truly

XYZ

As a regular commuter by bus from Noida to Delhi, you have been witnessing rash driving by the mini van drivers daily without an exception. Write a letter to the Editor, 'The Times of India' drawing the attention of the General Manager, Delhi Transport Corporation to this problem. Your are Raja/Roja, 15 Annanagar, Chennai.

15 Annanagar

Chennai.

9<sup>th</sup> October 2022

The Editor

The Times of India,

Chennai.

Sub. : Concern Regarding rash driving by private mini van Drivers.

Sir

Through the columns of your esteemed daily. I would like to highlight the issue of rash and reckless driving by the bus drivers on the city roads, I am a regular commuter by bus from Tambaram to Annanagar, Chennai. I have been witnessing rash driving by van drivers daily without an exception. Most

of the mini vans plying on these routes are private owned. These people are in a continuous fight for the passengers. They drive very fast in order to take over others and most of the time end up having quarrels and fights. Only last weekend the bus I was in met with an accident. It was shocking to know that the van driver did not possess a valid driving license. Drunken driving cases, by these drivers are also on a rise.

It's a time to take certain measures to rectify the prevailing conditions. The licenses of the

defaulters should be withdrawn. Check posts should be deployed in different places to keep a tab on them. Applying a strict regulations for the vans will certainly end the fight for passengers. This is my request to the concerned authorities to take a note of situation.

Hope my letter gets published in your newspapers.

Yours faithfully

Raja

### **For Practice:**

Children these days are not leading a healthy lifestyle. They mostly resort to junk foods instead of home-cooked food and they hardly spend time for any physical activity. Hence most of them end up with problems of skin, teeth, eyesight, obesity etc. Write a letter to the Editor of a national daily advising people on how to insist on their children's correct food habits and exercise.

You are Ram/Rajani, a resident of Nagpur. You feel students should use the Internet mostly for gaining knowledge rather than wasting away time merely on entertainment. Write a letter in 120-150 words to the Editor, 'The Harbinger', 9, Bund Marg, Hyderabad, pointing out how schools can control students' net surfing at school and enable them to use internet fruitfully.

You are Ram/Rajani. You feel that India, with its rich and varied heritage, linguistic and cultural diversity is an excellent destination for tourism. Promoting tourism will surely promote our economy. Write an article titled, 'Promoting Tourism is Promoting Ourselves', in 120-150 words, specifying the advantages of promoting tourism and how it can be accomplished.

Akshara of B-5, Shalom Housing Society, Malkangiri, Hyderabad is disturbed by the growing craze for MS in the USA among the younger generation. She writes a letter to the Editor of Hyderabad edition of 'The Hindu' pointing out the disadvantages of this trend and highlighting the various options available

to the youngsters in India itself. Write the letter for her in about 120-150 words.

### **Article Writing**

You can master the art of writing articles/speeches by practice. In addition to reading and observing, you must develop the habit of thinking. You should be aware of the incidents taking place in society.

#### **Process of Writing an Article**

- a. *Introduction*: State what the situation is
- b. *Analyse*: Why the situation has risen (reason)
- c. Suggestion/action required to meet the situation
- d. Conclusion

Now, read the following guidelines:

1. Give a title to the article.
2. The article can be divided into three to four paragraphs.
3. The beginning of the article should be striking, relevant and original. It should catch the attention of the reader. (Not always, beginning with Now-a-days,...)
4. The middle of the article should contain appropriate facts, arguments, reflections, causes and effects etc.
5. The conclusion may include your suggestions / new ideas on the issue / topic.
6. Every sentence should be linked with the rest into a single whole. Write coherently.
7. Always use a simple and a grammatically correct language.
8. Unnecessary explanations, stories, incidents mentioned as examples must be avoided.
9. Do not exceed the word limits.

You are Sunil/Sunita. You come across a news report about a group of children who were trying to imitate the stunts of the cartoon characters and even their heroes. They pounced; they boxed and hit each other violently in a mindless manner. You get disturbed by this and decide to write an article on the issue of growing violence in children by watching TV indiscriminately and imitating their heroes thoughtlessly. Write the article in about 120-150 words

### **Report Writing**

#### **Sample Report:**

Chennai, 2 March 2015: Reporter (The Times of India)

Another railway accident jolted the city of Hosur. The tall claims of the Railway Minister to make railways safer and secure have only proved mere empty words. In the wee hours, 3 boggies of the train got derailed. The train came to a grinding halt. The train was heading towards Ernakulam from Bangalore. Near Hosur, the accident took place. It was around 7 am when the boggies of the train got derailed. All the passengers were awakened from their slumber. For some moments they couldn't decide what had happened. Suddenly things became clear. They realized that their lives were in danger. Co-passengers from other boggies immediately came to the rescue of the trapped passengers. It was a heart-rending sight. Men, women and children were crying for help. Soon a big crowd of local people assembled there, while the rescue team reached there only an hour later, the delay attributed to lack of access. Those who were trapped inside were taken out to safety. Nine of the passengers died on the spot while nineteen seriously injured were taken immediately to the hospital. Contrary to the initial belief that boulders on the track could have caused the accident, sources in the railway said a defect in the track could have been the reason.

**For Practice:**

Lions Club of Hyderabad has organized an "Interschool Quiz Competition" which was hosted by the famous Quiz Master 'Derek O Brian.' RAJA a student of Lotus International School, Hyderabad who had participated in the competition, has been asked to write a report of the the Competition to be published in the School Newsletter. Write the report for him in about 120-150 words