

1. New Syllabus and the new areas that have been added in it.

**English Special
Class - XI**

**One Paper
Time : 3.00Hours**

M.M.=100

Unit wise weight age

S.N.	Unit	Topics	Marks	
1.	Unit 1	Reading and comprehension	15	28 Periods
2.	Unit 2	Text for detailed study	40	45 Periods
3.	Unit 3	Drama	10	18 Periods
4.	Unit 4	Fiction } Non detailed		
5.	Unit 5	Writing	15	28 Periods
6.	Unit 6	Grammar	10	18 Periods
Total			100	

1. Reading Comprehension ; An Unseen Passage and a Poem 15

- (a) Literary or discursive passage of about 300-400 words **10**
 (b) A poem of about 8 to 10 lines **05**

2. Texts for detailed study 40

A. Prose 25

- (a) One passage for comprehension with short answer questions. **05**
 (b) Two out of Three questions to be answered in about 60-70 words. **08**
 (c) Four out of Five questions to be answered in about 30-40 words each **08**
 (d) Vocabulary based on prose text. **04**

B. Poetry 15

- (a) Two extracts form the prescribed poem for literary interpretation, comprehension. **10**
 (b) One out of two question on the prescribed poem for appreciation to be answered in 100 words. **05**

C. Non-detailed. 20

3. Drama 10

Two out of three questions to be answered in about 100-150 words. **10**

4. Fiction 10

(a) One out of two questions to be answered in about 75-80 words. **06**

(b) Two out of three short answer type questions to be answered in about (30-40 words).

04

5. Writing 15

(a) An essay (250-300 words). **10**

(b) To write a shorter composition such as an article, report, a statement of purpose (100-125 words) **05**

6. Functional Grammar 10 **10**

1. Tenses 2. Modals 3. Deteminers 4. Articles

5. Voices 6. Narration 7. Prepositions 8. Clauses

Prescribed Books -

1. Text Book - A Voyage

2. Work Book - A Voyage

Compiled by M.P.Rajya Shiksha Kendra and Published by M.P.Text Book Corporation,

Bhopal.

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Class XI

The Areas that have been added in the new syllabus and the guidelines regarding them.

* The following things have been included in the syllabus for the first time-

- **Unseen poem** – The students have to attempt an unseen poem of about 15 lines. These exercises have been provided under Reading in the workbook from page 139 to 150 for practice.
- **Drama** – Three ‘One Act Plays’ have been included in the textbook so that learners have an opportunity to study this genre of literature also. These plays are meant for non detailed study. (See L-19, 21 and 23 of the textbook)
- **Prose** – One passage (extract) from the text (Detailed study) with short questions.
- **Poetry** : two extracts from the prescribed poems
- Composition –
- **Writing Articles** – The student have to write a short article with the help of given clues. This type of exercise has been given in the textbook on page 36
- **Writing Reports** – It has been explained under Report writing section of the workbook (page 152) exercise for practice have also been included with them.

2. About the Book

In this age of globalization the demand for proficiency in English is increasing day by day. Our students are learning English only with the help of the material (textbook) we have been providing them for the last few years.

As the demands and needs of the students change, the language is changing as well, necessitating a change in the learning material (textbook) also.

Keeping in need this important factor the textbook for class XI has been changed this year which intend to give the students a high level of competence in English with an emphasis on the study of literary text.

Now learning of English is being viewed in the new contexts, where English is to be learnt for communication – in spoken or written form. For this, the learners are required to be equipped with essential language skills and be confident enough to use them in their daily life. Thus there is a shift from the structural approach to the communicative approach.

Since there is a shift from ‘learning a language for learning sake’ to ‘learning a language for using it’, the learners need to use the language in varied situations, that is why there are various themes based on varied contents to fulfil the needs of the learners.

All the material given in these books is focused on –

1. Communicative approach
2. Literary text
3. Need of learners
4. Variety in content as well as in exercises
5. Enough practice material

The textbook is accompanied with a workbook also.

The course book / textbook of class XI, ‘*The Rainbow*’ is an elective English course book for the students of class XI.

The book includes,

- Prose (essays and short stories)
- Poetry
- One act Plays

The exercises include,

- Vocabulary
- Comprehension
- Grammar

- Speaking Activity
- Writing activity
- Think it over
- Things to do

The choice of lessons – poems, essay, short stories and one-act plays ensures exposure to classic as well as to modern authors. Moreover, most of the pieces given here are from the representative and well known authors and poets.

The Workbook

Since our learners don't have enough access within their surrounding to extra practice material, a workbook has been introduced separately for the first time providing self learning exercises.

The Workbook:

- Provides enough material for practicing all the four skills;
- Has lesson-to-lesson correspondence with the textbook;
- Maintains a careful balance between form (the way language is organised) and function (the way language is used);
- Provides explanations for grammatical items also to help the learners as well as the teachers;

Besides these, pronunciations of difficult words and glossary for meaning of words have been provided in the textbook to help the teacher as well as the learner.

It is hoped that the information given above would definitely be helpful to the teachers in exploiting the book in favour of the learners.

3. Exercise Pattern

The textbook and the workbook are the only material available to most of the learners, enough exercise activities have been provided in different areas in chunks, all paving path for language learning. Those areas are;

- Vocabulary
- Comprehension
- Grammar / Language practice
- Listening
- Speaking
- Reading
- Writing
- Think it over
- Things to do

I. Vocabulary

The aim behind vocabulary exercises is not only to make the learners familiar with the form of the word (how it is spoken and written) but to use them in sentences in different context. It means the learners should know the sound (how it is spoken), sight (how it is spelled) and sense (how it is used) of a word. Besides this main aim, enough exercises to expand the vocabulary have also been given in the books.

The exercises given under Vocabulary / Word Power should be taught first of all orally so that the learners can learn pronouncing the word correctly and then they can be taught in written form. The learners should be asked to do the activities in pairs, groups, whole class and sometimes individually also. Ask the learners to see/mark the words in texts also. They should often be asked to consult a dictionary.

II. Comprehension

The aim behind the comprehension exercises is just to know whether the learners have understood the lesson/ text taught. For this variety of exercises have been provided under this head so that the interest of the learners can be sustained.

While teaching the lesson/text and dealing with the comprehension question the teacher should take care of the following points:

- Whole lesson shouldn't be taught in one span unless it is necessary
- The comprehension questions related the text/passage taught should be taught simultaneously
- The learners should be asked to find the answers themselves and the teacher should help them
- Written practice is essential

III. Language Practice / Grammar

Under Language Practice / Grammar, exercises on all the grammatical items mentioned in the syllabus in the textbook and workbook have been given. The exercises have been framed in such a way that the learners not only understand the grammatical items, but they can use them in their language also. To avoid the monotony and dullness, the following types of exercises have been given under language practice.

Since learning grammar is not for the sake of grammar only, the exercises are framed in such a way so that the learners can link grammar with language and use them in different situations. Before asking the learning to do the exercises, the concepts should be made clear on blackboard with the help of example. The learners should be asked to do them in pairs, groups etc. All the students should get opportunity and when they write the work should essentially be checked.

IV. Listening and Speaking

Listening and speaking are the basic skills to be mastered before reading and writing. The purpose of these activities is to provide the learning enough opportunities to listen to the target language in real-life situations. The learners will be able to understand the language in spoken form and speak/answer/react the same after practicing these activities.

Listening exercises have been provided in the workbook only, and speaking exercise are given in both, the textbook and the workbook.

While teaching these exercises the teacher should be very cautious. The learners should be asked to repeat the word/sentence, so that the teacher can compare the pronunciation. The students should be asked to work in pairs/groups. The habit of listening to something carefully should be cultivated properly. Individual learner should get a chance to answer whatever is asked.

V. Reading

Since our learners do not find enough access to different types of reading materials, they have been provided in the workbook. So that the learners have more chances to develop their reading skills. After reading, the learner are supposed to answer the questions asked so that their understanding can be checked. The unseen material in the book are,

1. Unseen prose passage
2. Unseen poems

These passages and poems have been provided with different types of questions mentioned in ‘Comprehension’.

The learners can do these exercises on their own and then they can be discussed in the class.

VI. Writing Activity

The famous essayist Francis Bacon who is also called ‘the Father of English Essays’, somewhere wrote: “Reading maketh a full man, writing an exact man and conferencing a ready man.” His witty remark very clearly highlights the importance of writing in our life.

Writing is the fourth skill in the hierarchy of the basic skills of language learning but it occupies a very significant place in the field of learning a language. This exercise has been designed to give ample opportunities to the students to strengthen their writing skill.

This exercise also offers a wide range of variation to the students. This has been done to give sufficient exposure of writing skill in varied situations.

As it is always desirable to start any writing work only after sufficient oral discussion has been done. The teacher should invite an oral discussion among the students on the given assignment. He should help as and when needed. When it is felt that a sufficient background has been set for writing the task, students can be asked to do the writing work. While the students write, the teacher can move about in the class and observe the activity. He/she should also ensure the correctness of punctuation marks while evaluating their work. After assessing the students’ production in writing, guidelines can be given to them for further improvement.

VII. Think it over

Generally it is assumed that most of the students who opt for English as a first language have a motive to study English Literature in forthcoming classes. Keeping this consideration in mind this exercise has been made an integral part of the exercise pattern in the textbook.

This exercise opens up a new horizon before the students by asking them to ponder over certain ideas, thoughts and situations.

Where other exercises deal with listening, speaking, reading or writing skills, this exercise has been designed to develop the thinking faculty of the learners.

This exercise should begin with motivation from the teacher. The students should be given an opportunity to discuss the instructions given in the exercise with their classmates and only after sufficient discussion they can be asked to do the things individually. The teacher should help where ever it is required.

VIII. Things to do

This exercise has been included in the exercise pattern of the text book in order to give the learners a first hand experiences of some small 'project work' kind of things and also to give them opportunities to use the target language outside the classroom. This exercise not only provides the learners a variation in an otherwise stereo-type exercise pattern but it also gives the learners a feeling of accomplishment whenever they do it.

'Things to do' exercise can only achieve its goal under the able guidance of the teacher in the classroom. Firstly, the students should be motivated to read the instructions on their own and have a discussion with their classmates. The teacher should only help if it becomes necessary. If required the teacher can explain the ways to do the exercise

4. Teaching Reading Skill

As per the new syllabus reading skills has been given special emphasis In class XI apart from unseen passage of about 300 words, unseen poem of about 8 to 10 lines will be given. Thus it is imperative in solving these questions. Another point that has to be kept in mind is the very beginning of the examination pattern. Therefore if a students successfully solves them it would not only enable his/her to get a better score, it will certainly provide a boost to his/ her self confidence and with the momentum so gained he/ she may be able to tackle other sections of the question paper.

Teaching strategy

As a long term teaching strategy, use your resources and motivate your students to follow a sustained reading schedule. Remember reading skill are not acquired in a short time. Arrange for your students a separate silent reading session if possible. Bring your collection of books, magazines, journals, newspapers and place them under the custody of one or several students, encourage the students to contribute to this book fund.

In addition to this long term strategy, ample practice should be given to the students in tackling unseen passages. They not only have to comprehend the passage, they have to answer question in a relevant manner also.

Give the students the following instructions as prerequisite to solving unseen passages/ poems.

- (1) Read the given passage carefully.
- (2) Try to understand the general meaning of the passage and the various raised in it.
- (3) Give the passage a second reading to grasp its meaning fully.
- (4) You may come across some difficult words in the passage. Don't get upset if you don't know their literal meanings. Make a guess and relate them to the preceding and the following sentences. You can guess the 'idea' or 'spirit' behind those words, if not their exact meaning. It can serve your purpose to grasp the meaning of the passage.
- (5) Now read the questions given below the passage carefully, one by one.
- (6) You will find answers or clues to your questions in different parts of the passage itself. Underline only those parts which may help you in answers, the questions.
- (7) When you are absolutely clear about the answers, pen them down one by one.

- (8) Always remember, your answers must be correct and to the point. Be precise. You are never rewarded gainfully if you just beat about the bush.
- (9) The language of your answers must be grammatically correct. It must be simple, clear but spontaneous and effective.
- (10) Check your spellings and punctuations.
- (11) Don't forget that you are not to copy the language of the passage. You will be given full credit only when you answer the questions in your own language.
- (12) Never forget to revise your answers. Get rid of unnecessary details. Add a point/ points if needed to make your answer comprehensive.
- (13) To sum up, comprehension skill requires :
 - (i) Real grasp of the meaning of the passage;
 - (ii) Understanding of the issues raised in the given questions;
 - (iii) identifying the relevant clues or matter for the answers in the given passage;
 - (iv) clear, simple, grammatically and precise answers in your own language.

On the following pages a numbers of unseen passage are given for practice.

Passages for class XI

Passage 1 (solved)

The first Olympics was held at Olympia in Greece in 776 B.C. the prestige and glory of the Olympics spread far and wide. With the advent of Christianity the games lost their importance, as it was believed that they encouraged pagan worship in temples built to honor the Greek gods. It was Theodosius 1 who ordered the total destruction of the Olympia Sanctuary's temples and other structures in the year 394 A.D., which ended the era of the ancient Olympic games.

It was due to the efforts of Baron de Coubertin that the modern Olympics of the modern era began in 1896 and were held every four years except during the two World Wars.

The International Olympic Committee (IOC) was constituted in 1894. it had 15 representatives including Coubertin. The first Olympic medal was won by America's James Connolly in triple jump. The Marathon was the most important event and was won by a Greek named Spiridon Louis.

Olympia is a small village situated near the west coast of the Peloponnese Peninsula of Greece. It is noted for its archaeological ruins which are related to the temples for worship of Greek gods and the ancient Olympic stadium.

The visitor is impressed by the grandiose ruins, which show temple foundations, ruins of the temple of Zeus, the tall columns, the alters and are objects that dot the site. Some of these objects are placed in the Archaeological museum. Another museum displays objects like stamps photographs, documents, flags, maps and trophies belonging to the modern Olympics.

The games sought to bring various warring groups together in as atmosphere of friendly rivalry and competition. So a sacred truce would be called for the duration of the games that had assumed pan-hellenic importance.

Some of the events included in the games were foot-racing, wrestling, chariot-racing and horse-racing. The names of the victors along with the name of events would be recorded for posterity. For the victors, it was the laurel wreath that was important as it signified their superior performance.

At the modern Olympic the sacred flame is lit at Olympia using sun power, by Greek maidens dressed in white. The events is presided over by a Greek priestess. The flame is then carried in as torch that travels across nations. The importance of the Olympic movement has been recognized over centuries as it brings people together in a spirit of friendly competition.

- (a) What caused the era of the ancient Olympic games to end?
- (b) How did the era of modern Olympic games begins?
- (c) Describe modern Olympia.
- (d) What is the importance of the Olympic movement?
- (e) Write words from the passage which has the same meaning as 'armistice', 'amicable'.

Ans.

- (a) It was Christian belief that the Olympic game encouraged pagan worship. Therefore Theodosius 1 destroyed all structures & temples related to Olympic games in 394 A.D.
- (b) It was due to the efforts of Baron do coubertin that the International Olympic committee having 15 representatives was constituted in 1894 and the first Olympics were held to years later.
- (c) It is a small village on the west coast of greece. It is noted for grandiose ruins of ancient temples and Archaeological mouse us.
- (d) The importance of the Olympic moment has been recognized over centimes as is brings people together in a spirit of friendly competition.
- (e) 'truce', 'friendly'.

Passage 2 (Solved)

The kingdom of books is as vast as the universe, for there is no corner of it which they have left unexplored. There is no dearth of books on any topic, be it as simple as the composition of sodium nitrate or as intricate as the mechanism of a spacecraft rocketing the fruits of our research in various fields of knowledge, and for spreading our progressive view on matters which are of vital concern to our fellow- beings. In fact, no single product of human labour has been as helpful to the advancement of civilization as books which are written in all languages of the world and which are decoratively placed in bookshelves in our homes and tastefully displayed in bookstall and libraries. If to Keats, works of ancient poets like Homer were realms of gold form which he derived much joy as well as inspirations to the modern lover of books, the labours of all geniuses, including those of Keats, are mines of inestimable intellectual wealth which he goes on exploring for the sake of his mental and spiritual advancement.

There was a time some five centuries back, when books as we know them today, did not exist, and when there were few people who could read things written on stuff certainly was not paper. At that time our ancestors used rocks, pillars and parchment with a view to recording and perpetuating their most important thoughts and achievements in the language they then understood. Now-a-days, the book-producing machinery gives to the works of every great scientific thinker, poet or philosopher the character of permanence, reproduces in attractive forms old and rare manuscripts and caters to the differing tastes of millions of people for whom book-reading is as extremely pleasant, intellectual exercise. Moreover, the high percentage of literacy, the growth of libraries in towns and village and the tendency of intellectuals to have their own private collection of useful books, have given birth to a number of big publishing houses with branches in many parts of the world and publication for numbering thousands. In recent years, paperbacks have begun to reveal their attraction for the reading public, and although they have not completely thrown into neglect the hard cover markets, they have appealed to people who would not have thought of buying books not so very long ago. These paperbacks are generally reprints of popular fiction or of established classics or translations from foreign works which are in constant demand at all bookstalls.

- (a) Why is the kingdom of books compared to the universe?
- (b) Where did Keats derive inspiration from?
- (c) How was the written language before the invention of paper and print?
- (d) What are paperbacks?
- (e) Find words from the passage which are opposite of 'retreat', 'displeasing'.

Ans.

- (a) As the universe is all encompassing and vast, so is the kingdom of books.
- (b) Keats derived inspiration from the words of ancient poet like homer.
- (c) People used various objects like rocks, pillars and parchment to write before the invention of paper and print?
- (d) Paperbacks are generally reprints of popular fiction or of established classics or translations from foreign works.
- (e) 'advancement', 'pleasant'.

Passage 3 (Unsolved)

Bacteria in water is bad news. If any form of bacterial pathogen is found in drinking water, it should be immediately tested again and a search for alternative sources should start.

That is what the Bureau of Indian Standards suggests in a set of clearly laid out specifications.

Even if the water supplied through the distributions networks is clean at source, it can get polluted as it passes through corroded or leaking pipelines.

The Hindustan Times survey found that at least four samples of water contained bacteria,

The sample taken from Sukhdev Vihar in South Delhi had a count of 141 organisms, Sheikh Sarai had 94, the All India Institute of Medical Sciences had 14 and the sample from Dilshad Garden had 11.

The BIS says that 10 micro-organisms in 100 ml of water is the maximum permissible limit.

Most water sampling tests are only indicative, says a scientist with a reputed testing institute. Depending on the type of pathogen it is, bacteria can cause diseases ranging from acute dysentery, renal failure, neurological disorders, typhoid and meningitis," she said.

- E. Coli, carried by faecal contamination, cause dysentery, stomach ache, nausea. Vomiting. At least one strain of this pathogen can trigger bloody diarrhea and renal failure, and can also be fatal.
- Campylobacter, again carried by faeces, causes fever, nausea, diarrhoea.
- Salmonella spreads through faeces, bird excreta, environmental contamination. All strains are pathogenic and as few strains of the bacteria cause typhoid and paratyphoid, besides fever, headache, vomiting stomach pain.
- Shigella is carried by faeces. It causes bloody diarrhoea, abdominal cramps.
- Vibrio cholerae, carried by faeces, causes acute and watery dysentery and can be fatal.
- Vibrio parahaemolyticus, carried by sea food, is restricted to coastal areas. It causes gastro-enteritis and severe abdominal pain.

- *Yersinia enterocolitica* spreads through environmental and faecal contamination. It causes fever, stomach pain, vomiting, dysentery.
- *Listeria monocytogenes* also spreads through environmental and faecal contamination it causes meningitis and a pregnant women can lose her child if it contracts faetal meningitis.
- Boiling the water is the easiest and surest way of killing bacteria.

Ques.-

- (a) What should be done if a bacterial pathogen is found in drinking water?
- (b) What is the permissible limit for micro organism is drinking water?
- (c) Which bacteria unmentioned in the passage is restricted to as particulars area?
- (d) Which bacteria mentioned is the passage does not cause ailments to the stomach?
- (e) Write words form the passage which has the same meaning as ‘the feeling before you vomit’, ‘ to make something happen suddenly’.

Passage 4 (Unsolved)

There are two problems which cause great worry to our educations- the problem of religious and moral instruction in a land of many faiths and the arising out of a large variety of languages.

Taking up the education of children, we see that they should be trained to love one another to be kind and helpful to all, to be tender to the lower animals and to observe and think right. The task of teaching them how to read and write and to count and calculate is important, but it should not make us lose sight of the primary aim of moulding personality in the right way.

For this, it is necessary to call into aid, culture, tradition and religion. But in our country we have, in the same school, to look after boys and girls born in different faiths and belonging to different denominations of religion. It will not do to tread the easy path of evading the difficulty by attending solely to physical culture and intellectual education. We have to evolve a suitable technique and methods for serving the spiritual needs of school children professing different faiths. We would thereby promote an atmosphere of mutual respect, a fuller understanding and helpful co-operation among the different communities in our society. Again we must remain one people and we have therefore to give basic communities our schools to speaks and understand more languages than one and to appreciate and respect the different religions prevailing in India. It is not right for us in India to be dissuaded from this by considerations as to overtaking the young mind. What is necessary must be done. And it is not in fact too great a burden.

Any attempt to do away with or steamroll the differences through governmental coercion and indirect pressure would be as futile as it would be unwise. Any imposition of a single way of life and

form of worship on all children or neglect of a section of the pupils in this respect or barren secularization will lead to a conflict between school and home life which is harmful. On the other hand, if we give due recognition to the different prevailing faiths in the educational institutions by organizing suitable facilities for religious teaching for boys and girls of all communities, this may itself serve as a broadening influence of great national values.

- (a) What are the two problems faced by our educationists?
- (b) Write four aims of education?
- (c) What could lead to conflict between school and home?
- (d) What, beside physical and intellectual education, should be provided to the pupils?
- (e) Write the antonym of 'demote', 'fruitful'.

Unseen poem 1 (Solved)

A dark cloud of intense gloom,
That can't be white with even the list broom,
Brooms our the entire biosphere
And spoils everything that is dear:
It spread with the exhaust of the cars,
The smoke of from the industries is as bad as tar:
Chloro- fluoro-carbons ravage ozone,
And let the UV rays weak havoc.

- a) which cloud is the poet talking about?
- b) How is this cloud caused?
- c) Using the word 'spread' as noun make a meaningful sentence.

Ans.-

- a) The poet is talking about pollution.
- b) It is caused from the exhaust of cars, the smoke form the industries and cloro-fluoro-carbons.
- c) It is essential to encourage the spread of knowledge.

Unseen poem 2 (Solved)

The beach is a place I love a lot,
It's my favorite holiday spot.
The calm and cool gentle breeze,
Makes all the trees sway with ease.
Relaxing in their shade during the day,
Is my idea of a fun filled holiday.

So take a black and visit a beach,
All solutions will be written your reach.

- (a) Who is 'I' in the above poem? What is his favourite spot?
- (b) What is the poet's idea of releasing?
- (c) Find the words from the poem which has the same meaning as 'mild wind', 'grasp'.

Ans.-

- (a) the poet the beach.
- (b) The poet's idea of releasing is finding the shade of a tree on the beach during the day.
- (c) 'breeze', 'reach'.

Unseen poem 3 (Unsolved)

I come in blue, yellow, black or red,
All the animals that ate me are dead.
I as hare, there and waywhare,
Destroying everything without a care,
I am used in shops, homes and trains.
I choke the sewers and block the drains.
I am non degradable and litter the soil.
I release toxins and the earth I spoil.

- (a) who is the speaker in these lines?
- (b) What harm does it cause?
- (c) Using the word 'clock' as noun make a meaningful sentence.

Unseen Poem 4 (Unsolved)

Earth is choked with pollution.
Can we even find a solution?
So this pollution must cease.
The deadly black smoke creates haze.
Burning on little routes.
What shall we do to put a stop.
To this destructor pollution that
Plays spot- sport.
The pollution should be cleared
From mother nature.
To brighten our gloomy future.

- a) why was the part want pollution to cease?
- b) How can be brighten our gloomy future?
- c) Using the word 'fine' as noun make a meaningful sentence.

5. Teaching Writing Skills

Writing skills have been categorised into four types, controlled task like a guided composition; short composition like a note, notice, message, telegram or a postcard; composition in response to some verbal stimuli; and composition in response to visual stimuli.

In the previous years, stress was given only on application/letter and essays. Now, we have a variety of times for developing writing skills and these are directly related with day-to-day life.

As with any skill, practice is the only means through which it could be mastered. It is advisable to follow a teaching strategy which gives ample time, adequate practice and a variety of writing assignments to the students. It may look tedious or confusing at times but you may soon find out how rewarding these activities would be. If done earnestly these activities will not only give the students in writing and drafting expressively, but also give them a 'written expression' helpful in attaining good marks in other subjects.

WRITING ESSAYS

Essays are longer pieces of composition. An essay is a written composition giving expression to one's personal ideas or opinion on some topic.

What makes a good essay?

The following things must be kept in mind to write a good essay:

- It must focus on one theme and its development. There can be various thoughts about the same subject but irrelevant details should be avoided.
- It must follow certain order i.e. the ideas should, flow naturally and not be arranged haphazardly.
- School essays should not be very long. An essay between 200 to 300 words would be ideal.
- Essays should generally be written in formal style. Unlike informal letters where sometimes a conversational style or slings can be used, in essays a very formal and clear style should be used.
- An essay should reveal personal feelings and opinions.

There are many types of essays.

1. **Descriptive essays (essays which describe some place, person or thing)**

2. **Narrative essays (essays in which some incident or series of events is described)**
3. **Reflective essays (essays in which a thought of a person or individual opinion is described)**
4. **Imaginative essays (essays in which the writer imagines the feelings or events of someone else and describes it in his own words)**
5. **Argumentative essays (essays in which one may support or oppose ideas strongly).**

Difficulties in writing an essay.

- Often people find it difficult to write an interesting essay. This is because students do not read much and hence they do not have much subject matter to write. **Try to collect material which is relevant to the subject.**
- Ideas come in haphazard order. They need to be organized. **Classify your ideas.**
- Arranging ideas in a logical sequence is yet another problem with students. **Try organizing your ideas in some order dealing with one idea in one paragraph.**
- To overcome the problem of organizing ideas it is a good habit to **prepare a skeleton outline or a flow chart or an idea web.** Then fill in details.
- The next great difficulty students face is finding the right words and expressions to make the essay interesting and readable. This is again because students are not exposed to much reading and they possess a limited vocabulary. This results in repetitiveness and the essay becomes monotonous and uninteresting. **Try enriching your vocabulary.**
- Students often try to write the fair draft in the notebooks. **It is always good to write a rough draft first.**
- Often a longer composition is full of errors such as incorrect grammar, wrong spellings or punctuation, irrelevant or repetition of ideas, wrong construction of sentences etc. **Hence one must edit the first draft and make corrections where necessary before writing the fair draft.**
- **Above all remember a good essay must have a good introduction and a good conclusion. It should be divided into various paragraphs of reasonable length and each paragraph should deal with one idea which is connected to the main idea.**

Report Writing

A report is a spoken or written account of something heard, seen done, studied etc. especially one that is published or broadcast. Thus reporting is a vivid expression of a personal experience. It is a commentary on the objects or incidents seen by the reporter.

Reporting an event or incident needs a great communication skill. A report should be self-contained, it must be vivid, clear, brief and to the point. It should contain only relevant material. Unnecessary matter, details, personal comments, illustrations etc should be avoided.

Reporting can include almost everything under the sun. News events, experiences, messages, interviews, experiments, business activities and many more things come within the purview of reporting. However, the students will be asked to write a report of some event or happening or an experience in about 100 to 125 words for the school magazine or a local newspaper.

Two Types of Reports

Students are required to write either

- (a) Newspaper reports,
- or
- (b) Reports for School Magazines

Purpose of Reports

These reports highlight some incident, event or experience of general nature. They create awareness among the readers. Since these reports are published, they can reach wider spectrum of society. The reports should be attractive the attention of the reader at once.

Salient Features of a Good Report :

1. First hand information about the event, incident or occurrence.
2. Narration of the past event-main part of the report.
3. Brief background or the cause of the sudden action, e.g. a riot, mob-violence or law and order situation.
4. Description : Factual and graphic.
5. Language : simple with spontaneous flow.

How to Write a Good Report?

- Give a suitable catchy heading.
- Newspaper reports should have headline, date, place of origin of news, name of reporter.

- Report for a school magazine carries the writer's name just below the heading. However the data and venue of the event comes in the content and not at the beginning.
- Write in the third person and be objective.
- Be sure to include all relevant information.
- Be brief and systematic. Write to the point.
- Presentation and organization of details should be systematic and logical.
- Content should contain the following points :
 - when • where
 - why • how
- The affected persons, eye-witnesses and authorities are contacted to get the relevant facts, details and truth.
- End with follow-up action/concluding remarks.

SOLVED EXAMPLES

1. **As the reporter of the M.P. Chronicle, Bhopal, write a report on the fire accident in the market-place, which you witnessed. You are Praveen/Parvathi.**

Ans.

TWO BUILDINGS GUTTED - 10 PEOPLE KILLED

(Praveen : Reporter The M.P. Chronicle, Bhopal)

Bhopal, 26 August 2007

Ten persons were burnt alive and two shops were completely gutted and reduced to ashes in a fire accident in New market, Bhopal One of the shops dealt in readymade garments and caught fire first. At that time there were about fifty persons in the shop. Some of them were busy in their work. As soon as the fire engulfed the shop, the workers ran helter-skelter. Eight of them working in the upper storey were roasted alive by flames as the wooden staircase had been already reduced to ashes. Within a few minutes the fire spread to nearby shops. The cloth shop adjacent to the garment shop caught fire and began to burn, It took a toll of two persons who were stranded in the shop. The fire was brought under control after two hours. It is said that the fire was caused by a short circuit but the police is still uncertain.

2. **You are Rahul/Rashmi of Maharani Bai Hr. Secondary School, Gwalior. Your school has recently organized a Blood Donation camp on the occasion of Independence Day Celebrations. Now write a report as a Cultural Secretary for your school magazine on this widely acclaimed activity.**

BLOOD DONATION CAMP **(Report by Rahul/Rashmi)**

27 August 2007

A Blood Donation Camp was organized in Maharani Bai Hr. Secondary School, Gwalior on 15 August 2007. The city mayor inaugurated the unique social service campaign with the words. "To save a life with a unit of your blood is the greatest good you can do to the humanity". The Principal reviewed the various achievements of the school. Our worthy Principal was the first to donate blood. Then all the young members of the staff followed his lead. Students of senior classes did not lag behind. Nearly 800 students donated blood and created a mini blood bank. The District Health officer praised the school for its dedication, selfless and devoted services to the society.

FORMAT (ARTICLE)

TITLE/ HEADING	-	Short and Informative
WRITER'S NAME	-	
BODY	-	1. Introduction – arise interest. 2. Body- logical sequence of ideas 3. Conclusion – Sum up your views – conclude in an interesting way.

Ques.:- “ Games and sports should be made compulsory in school” Do you agree? Write an article for publication in School magazine. You are Navin/Nanda, a student of class XI commerce.

VALUE OF SPORTS

BY : Navin

Class XI Commerce

“ All work and no play”

Makes Jack a dull boy.

This old saying itself shows the importance of games and sports in our life. Also we know ‘ Sound mind lives in a sound body’ There can be no better way to maintain a sound mind than games and sports. So, games and sports should be made compulsory in schools.

Games and sports not only help the children to keep good health, they teach them to be disciplined and law-abiding, because these qualities are necessary to play a game. A child learns to be helpful, co-operative, free from prejudices. He develops sportsman spirit and leadership quality. He is able to understand and realize the value of even a micro second. A child develops confidence and concentration while playing games. Thus games and sports can prove very useful in making one a good and useful citizen.

In order to reap all these benefits, games and sports must be made compulsory in schools. The nation needs to be healthy –both in mind and body. Schools can thus prove a good nursery to produce good citizens as well as talented sportspersons in the country.

Ques. Geeta Patil, a student of class XII feels highly disturbed she read about the bride-burning case in the city of Indore, where she lives. She decides to write an article on the evil of the dowry system to the local daily 'Nai Dunia'.

THE EVIL OF THE DOWRY SYSTEM

By : Geeta Patel

Class - XII

The recent bride-burning case in the city of Indore has again proved that the evil of dowry system in our society has assumed alarming proportions. Even after 60 years of independence and so much development, we still are so backward that we are burning the young, talented women just for the sake of money.

The dowry system is a stigma on our society. It is an insult to women. It is a matter of shame for men. The greed for dowry has taken the lives of many innocent girls. They are tortured physically as well as mentally. This evil is spreading day by day in spite of the rules and regulations made by the govt.

We can't end it merely by shouting slogans. Women have to come forward. The parents should educate their girl child also so that she becomes economically self dependent. They should not marry their daughters to the dowry seekers. The girls should also stand up boldly against their greedy in laws. Men should also help the women in removing this dirty stigma. They should neither demand nor accept dowry. This evil can be ended only by exercising strong will power.

6. Teaching of Prose

Often two types of prose texts are prescribed, namely, prose for detailed study and prose for non-detailed study. Books for non-detailed study used to be called rapid readers also.

Teaching of prose for non-detailed study

The following procedure for teaching non-detailed study may be followed. The teacher may write such words with their meanings on the BB as are crucial to the understanding of the text. Those difficult words which are contextually not so important or which can be understood in the context need not be explained. The teacher asks the students to read silently a page or a couple of paragraphs of the text. After a few minutes, the teacher starts asking questions. The teacher should point out the particular student to answer the question. This way of asking questions has two-fold advantages. Generally, when the teacher asks questions a class adopts a passive attitude. When the whole class knows the teacher can ask any student to answer the question, all the students will have read the desired passage carefully and they will keep themselves alert and ready for answering the question. The teacher should ensure that if some student or nervousness, the pupil should not be ridiculed by the rest of class.

Teaching of prose for detailed study

The teaching of text for detailed study will be little different. First the teacher should mark out which passages are difficult and which are not. The easy passages can be taught in the manner described above for the teaching of text for non-detailed study. The teacher will have to devote more time in teaching difficult passages. All the difficult and crucial words occurring in the target passage may be written on the BB, with their meanings, if necessary. Mostly there are set books for detailed study and usually they give meanings of most of the difficult words occurring in the text. The teacher may ask students to look up the meaning of those words only in the glossary which are related to the passage in question. Then the teacher will ask the questions related to the passage, but should not allow just anyone to answer it. Here the same method should be encouraged to read between the lines and draw the right inference. Gain, any gaps left after the question – and – answer session can be filled by the teacher's explanations in a few sentences. The vocabulary in the texts for detailed study should get intensive treatment. Students can be given meanings of the words in the text and asked to look up those words in the passage. Students can be asked to use some of the difficult words and phrases in their own sentence. Some passages in prose text, too, make for excellent reading aloud. Occasionally, teachers can read such passages themselves and ask their students to do the same, this will go a long way in improving their pronunciation, intonation and other prosodic features of the spoken language.

7. *Teaching of Poetry*

A traditional approach to teaching poetry involves the teacher in reading the poem aloud, followed by a question and answer session. This leads to an understanding of the 'meaning' of the work together with the poetic devices used therein. Here the teacher is in charge of the meaning that comes out of the text. The impressions and intuitions of the readers/students are never taken into account. It becomes a one-way exercise in which the teacher fails to acknowledge the students' own ideas about the poem.

This approach emphasizes analysis at the expense of response. It does not give students enough responsibility for creating their own meanings. The objective of enjoying a poem thus remains unfulfilled. Teachers were advised to use methods which encourage group discussion and loud reading when this approach to teaching was first criticized during 1970's and 1980's. Sequencing a cut up text, inventing a title for the poem, and cloze exercises were also suitably suggested and employed. But these methods are sometimes monotonous, taxing, and apt to be taken out of context.

The problem is that 'poetry' cannot be put in a single category of text. It has been defined variously such as Coleridge's 'the best words in the best order' or Eliot's 'not a turning loose of emotion but an escape from emotion'. Genuine poetry is 'conceived and composed in the soul' (Gray) and consists of 'noble grounds for noble emotions' (Ruskin). An alternative approach to defining poetry is, therefore, to place emphasis on the reader rather than on the text. But even this perception tends to mislead us into accepting a broad category of poetry, which may even include advertising jingles and song lyrics according to personal preferences.

However, in all perceptions and definitions of poetry, the imagination and emotions are the common factors. Poetry consists of emotions and feelings that are imaginatively conceived (content) and imaginatively expressed (form). Even if it can have the same content as in prose piece, the form is quite different and distinctive.

Though there can be no uniform criteria for categorizing a poem, the broad parameters of teaching a poem can be understood fairly well in view of the difficulties faced by the readers/students in comprehending different poems:

- (i) Some poems present difficulties by way of vocabulary, allusion or references, like T.S. Eliot's *A Cooking Egg*.

- (ii) Some poems need to be understood only in the wider context of poet's life and work, like the sonnets of John Milton and William Shakespeare.
- (iii) Some poems need successive readings before they are actually experienced, like W.B. Yeats's *Sailing to Byzantium*.
- (iv) Some poems admit only a surface grasp of objective semantic meaning without the deeper, subjective significance like Christina Rossette's *Uphill*.
- (v) Some poems demand tolerance of ambiguity and readiness accept plurality of meaning, like John Donne's *Valediction*.

Generally speaking, we distinguish poetry from prose by some features as metre and rhythm, rhyme-scheme, figures of speech, image and diction. But in comprehending a poem, the focus is primarily on the theme-how it has been transpired, or sparked off. What constitutes the presentation part-the craft of writing, the drafting process and the play language, is not kept in mind equally attentively. Ignoring these features at the cost of the 'meaning' does not bring out the method and motive.

The central challenge in teaching poetry is, therefore, to maintain a balance so that due attention is given both to the subjectivity of the reader and the objective text.

To sum up, a successful practical approach to poetry in the classroom will involve the following:

- (i) creating a rich poetry environment,
- (ii) focusing student's attention on poetry vis-à-vis other forms of writing.
- (iii) recognizing the sound-pattern, lexicon, oblique usage, figures of speech, tone,
- (iv) asking students to come up with their own impressions of the poem,
- (v) asking students to invent a title for the poem before being told the actual title, and
- (vi) analyzing the meaning and background of the poem, and the development of thought from the beginning to the end.

8. EVALUATION

Blue Print of Question Paper

Exam: XI
Subject: SPECIAL ENGLISH

Max.Marks: 100
Time: 3 HOURS

S.No.	UNIT/AREAS OF LEARNING	Unitwise Allotment of Marks	NUMBER OF QUESTIONS MARKWISE										TOTAL SUB-QUESTION S (PROPOSE)	TOTAL QUESTI ON
			1 Mark	2 Mark	3 Mark	4 Mark	5 Mark	6 Mark	7 Mark	8 Mark	9 Mark	10 Mark		
	Objective Type Questions No. 1 (i) Textbook [2(A)b 2(A) D] 08 marks (ii) Grammar (6) 06 marks	–	14	-	-	-	-	-	-	-	-	-	14	01
1.	READING COMPREHENSIO N													
(a)	UNSEEN PASSAGE PROSE	10	-	04	-	-	-	-	-	-	-	-	01	} 01
			02	-	-	-	-	-	-	-	-	-	01	
(b)	UNSEEN POETRY	05	-	02	-	-	-	-	-	-	-	-	01	
			1	-	-	-	-	-	-	-	-	-	01	
2(A)	TEXT FOR DETAILED STUDY	25												

(a)	PROSE EXTRACT		04	-	-	-	-	-	-	-	-	-	01	}	
			01(V OC)	-	-	-	-	-	-	-	-	-	-		
(b)	ONE OUT OF 2 QUE. BASED ON PROSE		-	-	-	01	-	-	-	-	-	-	01	}	01
(c)	4 OUT OF 5 QUE. ON PROSE		-	04	-	-	-	-	-	-	-	-	04		
2(B)	POETRY	15													
(a)	EXTRACT(1)		04	-	-	-	-	-	-	-	-	-	01	}	01
	VOCAB		01	-	-	-	-	-	-	-	-	-	01		
	EXTRACT(2)		04	-	-	-	-	-	-	-	-	-	01		
	VOCAB		01	-	-	-	-	-	-	-	-	-	01		
(b)	APPRECIATION OF POEM		-	-	-	-	01	-	-	-	-	-	01		
3	DRAMA	10	-	-	-	-	02	-	-	-	-	-	02		01
4	FICTION	10	-	-	-	-	-	01	-	-	-	-	01	}	01
			-	02	-	-	-	-	-	-	-	-	02		
5(a)	WRITING ESSAY	10	-	-	-	-	-	-	-	-	-	-	01	01	01
(b)	SHORT COMPOSITION	05	-	-	-	-	01	-	-	-	-	-	01		01
6	GRAMMAR	10	04	-	-	-	-	-	-	-	-	-	04		01
	TOTAL												41		08

Note : 2 A (b) will consist of only one question to increase the no. of objective type questions.

FORMAT OF QUESTION PAPER

CLASS: XI
SUBJECT: SPECIAL ENGLISH

M.M.- 100
TIME- 3Hrs

Unit/Area of learning	Marks allotted to unit	Main question No	Sub question No	Type of question	Marks	options
Objective Type Questions No. 1 (i) Textbook [2(A)b 2(A) D] 08 marks (ii) Grammar (6) 06 marks	-	Q1	a-n	Objectives	14	No Option
01. READING COMPREHENSION	15					
(a) UNSEEN PASSAGE PROSE		Q2A	(a) COMPREHENSION 4X2=8 (b) VOCABULARY TEST 2X1=02	SA Objective	10	NOT AVAILABLE
(b) UNSEEN EXTRACT POETRY		Q2B	(a) COMPREHENSION 2X2=04 (b) VOC 1X1=01	SA Objective	05	NOT AVAILABLE
02. TEXT FOR DETAILED STUDY PROSE	25	Q3	(a) PROSE EXTRACT 1X4=04	SA	05	NOT AVAILABLE
			VOCABULARY 1X1=01	Objective		
			(b) 1 OUT OF 2 QUES. BASED ON PROSE 1X4=04	SA	04	AVAILABLE
			(c) 4 OUT OF 5 QUES. BASED ON PROSE 4X2=08	VSA	08	AVAILABLE
(B) POETRY	15	Q 4	(a) EXTRACT NO 1 FROM POEM (i)(ii) (iii) (iv)	Objective SA	04	NOT AVAILABLE
			VOCABULARY 1X1=01	Objective	01	
			EXTRACT NO 2 FROM POEM (i)(ii) (iii) (iv)	Objective SA	04	NOT AVAILABLE
			(iv)VOCABULARY 1X1=01	Objective	01	

			(b) APPRECIATION OF POEM 1 OUT OF 2 QUES.	LA	05	AVAILABLE
03. DRAMA	10	Q 5	2 OUT OF 3 QUES. TO BE ANSWERED 2X5=10	LA	10	AVAILABLE
04. FICTION	10	Q 6	(a) ONE OUT OF 2 QUES 1X6 (b) 2 OUT OF 3 QUES TO BE ANSWERED 2X2	LA SA	06 04	INTERNAL CHOICE AVAILABLE INTERNAL CHOICE AVAILABLE
05. WRITING (a) ESSAY	10	Q 7	ESSAY WRITING 1X10	LA	10	INTERNAL CHOICE AVAILABLE
(b) SHORTER COMPOSITION	05	Q 8	SHORT COMPOSITION 1X5	LA	05	INTERNAL CHOICE AVAILABLE
06. GRAMMAR	10	0 9	FOUR ITEMS OF GRAMMER ONE MARK EACH	VSA	04	AVAILABLE

INSTRUCTIONS -

1. The questions paper should strictly adhere to the syllabus issued by the Board.
2. The question Paper should be average with 40% easy, 40% average and 20% difficult questions, keeping the students of the remotest area in mind.
3. The paper should contain objective type questions of at least 25% marks so as to ease the students from the examination tension. These questions may include fill up the blanks, matching column, multiple choice, one word answer type etc. These questions may be set at one place as for as possible. Questions on vocabulary test should also be included in objective test questions; these may be given along with the passage.
4. The paper should be set in such a way that an average student can solve it in 2.30 hours, giving him enough time to think and check it.
5. The paper must be set with an absolute objective attitude, focusing on the student's benefit while testing what skills they have achieved during the educational session.
6. Word limit should not be given for answering questions.
7. Options should be given in every questions as for as possible.

9. Annual Evaluation

Class XI

Subject: English (Special)

Time: 3 hours]

[Max. Marks: 100

Note: Attempt all questions.

Q.1 Objective type question.

(a) Match the words in column A with their meanings in column B: 4

A	B
<i>exert</i>	a large farm for raising horses, cattle or sheep
<i>ranch</i>	repeated short high sounds
<i>trills</i>	work hard
<i>hail</i>	to call, to greet, to attract attention

b) Choose the correct answer from the options given. 4

- i) The poet of "Cherry Tree" is
(a) Ruskin Bond (b) Oscar Wilde (c) P. B. Shelley
- ii) "Our Sweetest Songs are those that tell of saddest thought".
Name the poem from which this line has been taken.
(a) Cherry Tree (b) To a Skylark (c) Peace
- iii) The lesson "My Mother" is
(a) biography (b) an autobiography (c) a story
- iv) "Studies Serve for delight, for ornament, and for ability".
This line has been taken from the lesson
(a) Mahatma Gandhi (b) Of Studies (c) Sister Nivedita

c) Fill in the blanks using much or many:

- i) I read the letter again and noticed that there were mistakes in it. 1
- ii) We don't get rain here. 1

d) Fill in the blanks with suitable prepositions:

- i) The train is its time. 1
- ii) He is now free pain. 1

e) Fill in the blanks using must, should, ought to or needn't:

- i) You have obeyed your teacher. 1
- ii) You worry about the child. He will recover soon. 1

SECTION A

2.a) Read the passage carefully and answer the questions that follow:

Butterflies and moths are insects distinguished by four wings covered with tiny, shingle-like scales and by mouthparts that form

a hollow, flexible tube like a drinking straw. Most butterflies and moths use their distinctive mouthparts to feed on the nectar of flowers. The insects have proportionately small bodies and large wings, and a pair of antennae on their heads. Butterflies and moths together make up the second largest order of insects, called *Lepidoptera*.

Butterflies and moths are similar animals, but they have some general differences. The main difference is that butterflies have knobs, or clubs, on the tips of their antennae. Moths may have threadlike, feathery, or blunt antennae, but their antennae lack clubs. In addition, most moths tend to fly chiefly at night, while butterflies are active during the day. When at rest, most moths hold their wings folded flat over their backs, while butterflies hold their wings upright over their backs or bask with them spread flat out to the side. Many species of moths have dull grey or brown wings, and butterflies often have wings with colourful patterns. But numerous exceptions exist. For example, many moths fly during the day and are brightly marked, and many butterflies have soft, brown wings.

Throughout history the colourful butterflies have been admired for their delicate beauty. They have a prominent place in art and literature as symbols of freedom, creativity, and the beauty of nature. The animals are also crucial parts of the ecosystems in which they live. Their most important ecological role is in pollination, the transfer of pollen from one flower to another, which helps plants to reproduce. Butterflies and moths pollinate many wild plants as well as important crops grown by humans for food.

By far the majority of *lepidopterans* are moths. Scientists have identified some 200,000 species of moths and suspect there may be many more not yet discovered, perhaps amounting to a million or more species. By contrast, the approximately 18,500 known types of butterflies probably account for most of the world's butterfly species.

Questions

- i) Write two features of butterflies and moths that distinguish them from other insects. 2
- ii) Give four features that usually differentiate butterflies from moths. 2
- iii) What is the ecological role of butterflies and moths? 2
- iv) Which *lepidopterans* are dominant in number and by how much? 2
- v) Find out the words from the passage which have the same meanings as the words given below: 1
 - a) uniquely characteristic of a person, group or thing
 - b) noticeable or conspicuous

- vi) Find out the antonyms of the words given below from the passage: 1
 c) sharp
 d) trivial

b) Read the poem carefully and answer the questions that follow:

Born in the cradle of her love,
 I lay peacefully like a dove.
 As the days passed, I love her more,
 More than ever before.

As I grew, I became Stubborn in my ways,
 'Calm down,' she would always say,
 But my face would betray my emotion,
 She is there to tackle the commotion.

She would give me all the love she had,
 And I would turn to good from bad.
 She always hugged me, tears rolling down with joy,
 When I would promise not to annoy.

Having her I am always sure,
 With her I will be comfortable and secure.

Questions

- i) Find out the words from the poem which have the same meanings as the words given below: 1
 a) breach in trust
 b) to handle
- ii) Who is the speaker in these lines? Who is he talking about? 2
- iii) When the poet promises not to annoy, what does 'she' do? 2

SECTION B

3 (a) Read the extract carefully and answer the questions that follow:

The scientist in society has no right to dictate to society; and this is the heart of the matter. In return, society must not dictate his life to him. He must be free to follow his conscience, as any citizen should be free, in peace or in war. Like every man and woman, the scientist has a duty to himself, which demands that his work shall not only be useful, but shall conform to his sense of human fulfilment and dignity. If this prompts him to reject research for war or atomic physics, or science itself, he must be free and able to find other work.

Questions

- i) What should be the ideal relationship between the scientists and the society? 1
- ii) Why should scientists be allowed to enjoy freedom? 1
- iii) What does the society expect from the scientists? 1
- iv) What should be done if the scientists stop research for war? 1
- v) Find the odd one out: 1
 a) conscience, ethics, conscious, morality
 b) dignity, pride, worth, wealth

- (b) **Answer any one of the following:** 4
- i) How were the appearances of the mother in 'My Mother' deceptive?
 - ii) On what virtues does the greatness of Gandhiji rest?
 - iii) Give Sister Nivedita's view on contemporary Indian politics and her interest in it.

- (c) **Answer any four of the following questions:** 8
- i) Where did the painter live? Why did he feel low-spirited in the town?
 - ii) In what way were the parents of Ninad C. Chaudhury reverse of each other?
 - iii) What, according to Srinivas Sastri, did Gandhi and Christ preach equally?
 - iv) Who was a mixture of the father and the master of the family? Why?
 - v) What forced the allied scientists to invent an atomic bomb?

4.(a) **Read the extract carefully and answer the questions that follow:**

Breathes there the man with soul so dead,
 Who never to himself hath said,
 'This is my own, my native land!'
 Whose heart hath ne'er within him burn'd,
 As home his footsteps he hath turn'd
 From wandering on a foreign strand!

Questions

- i) What meaning does the word 'breathe' convey? 1
- ii) Whose soul does the poet say is dead? 1
- iii) What does the poet imply by '...As home his footsteps he hath turn'd'? 1
- iv) Who has composed this poem? 1
- v) Find the antonyms the words 'alive' and 'native' from the lines given above. 1

(b) **Read the extract carefully and answer the questions that follow:**

Eight years have passed
 Since I placed my cherry seed in the grass.
 'Must have a tree of my own,' I said,
 And watered it once and went to bed
 And forgot; but cherries have a way of growing,
 Though no one's caring very much or knowing.

Questions

- i) Where did the poet plant the cherry seed? 1
- ii) Why did he do so? 1
- iii) What mistake did he commit? 1
- iv) What does the poet mean by '...cherries have a way of growing'? 1
- v) Find the antonyms the words 'remembered' and 'little' from the lines given above. 1

(c) **Answer any one of the following questions in about 100 words:** 5

- i) Write the summary of the poem, 'Peace' in your own words.
- ii) How does Mercy bless the giver and the taker alike?

SECTION C

5. **Answer any two of the following questions:** 10
- i) Describe the qualities of Mirabai as revealed in the play.
 - ii) Justify the title of the play, 'The Dear Departed'.
 - iii) What role do the candlesticks play in the lives of the bishop and the convict?
6. (a) **Answer any one of the following questions in about 80 words:** 6
- i) What moral do you draw from the story, 'Profit and Loss'? Do you think dowry is justified?
 - ii) Justify the title of the story, 'A Cup of Tea'.
- (b) **Answer any two of the following questions in about 30 – 40 words:** 4
- i) Describe in brief Khan Azam Khan's financial condition.
 - ii) Write a character sketch of Ramsunder highlighting his love for his daughter.
 - iii) Write a character sketch of Rosemary highlighting her appearance.

SECTION D

7. **Write an essay on any one of the following topics in about 250 – 300 words:** 10
- i) The qualities of a good friend
 - ii) Female infanticide
 - iii) If I had a time-machine
 - iv) Make hay while the sun shines
8. **You are Ravi Malik. You have done your MCA from IGNOU. You have seen an advertisement from Anand Metals Pvt. Ltd., Bhopal in 'The Hindustan Times' asking for the post of project officer. Write a job application in response to the advertisement and include your résumé.** 5

OR

It is traffic week. The local authorities decide to take out a rally. The principal has allowed the students of class XI to attend it. As head girl/boy of your school, put up a notice for class XI students to prepare charts, slogans and posters.

9. **Transform the following sentences as directed:**
- i) When can their glory fade? (*into assertive*) 1
 - ii) The teacher punished the boy for disobedience. (*into a compound sentence*) 1
 - iii) A large portrait of the captain was made by the painter. (*into active voice*) 1
 - iv) The stranger said, "Can you tell me the way to St. John's hospital?" (*into reported speech*) 1

Annual Evaluation Model Answers

Class XI

Subject: English (Special)

Time: 3 hours]

[Max. Marks: 100

Q.1 Objective type question.

(a) Match the words in column A with their meanings in column B: 4

A	B
<i>exert</i>	work hard
<i>ranch</i>	a large farm for raising horses, cattle or sheep
<i>trills</i>	repeated short high sounds
<i>hail</i>	to call, to greet, to attract attention

(b) (i) *Ruskin Bond* (ii) *To a Skylark* (iii) *An autobiography* (iv) *Of Studies* 4

(c) Fill in the blanks using *much* or *many*:

i) I read the letter again and noticed that there were many mistakes in it. 1

ii) We don't get much rain here. 1

d) Fill in the blanks with suitable prepositions:

i) The train is on its time. 1

ii) He is now free of pain. 1

e) Fill in the blanks using *must*, *should*, *ought to* or *needn't*:

i) You must have obeyed your teacher. 1

ii) You needn't worry about the child. He will recover soon. 1

SECTION A

2. (a) Read the passage carefully and answer the questions that follow:

Answers

i) The two features that distinguish butterflies and moths from other insects are:
 a. butterflies and moths have four wings, and
 b. their mouthparts form a hollow, flexible tube. 2

ii) The four features that usually differentiate butterflies from moths are:
 c. butterflies have knobs on the tip of their antennae,
 d. moths tend to fly chiefly at night
 e. when at rest, moths fold their wings, and
 f. moths usually have dull grey or brown wings. 2

iii) Both butterflies and moths transfer pollen from one flower to another, helping plants to reproduce. 2

- iv) Moths outnumber butterflies. About two lakh species of moths have been identified so far, whereas only 18,500 species of butterflies are known. 2
- v) a) distinctive b) prominent 1
- vi) a) blunt b) crucial 1

b) Read the poem carefully and answer the questions that follow:

Answers

- i) a) betray b) tackle 1
- ii) The poet himself is the speaker in these lines. He is talking about his mother. 2
- iii) She hugs the poet, with tearful eyes, when he promises not to annoy her. 2

SECTION B

3 (a) Read the extract carefully and answer the questions that follow:

Answers

- i) The ideal relationship between the scientists and the society should be of non-interference. 1
- ii) Scientists are also human beings. Like other citizens, the scientists should be allowed to enjoy freedom. 1
- iii) The society expects from the scientists that their work should be useful. 1
- iv) They should be allowed to find other work if the scientists stop research for war. 1
- v) Find the odd one out: a) conscious b) wealth 1

(b) Answer any one of the following questions in about 80 words: 4

- i) Two deep vertical wrinkles between her eyebrows made the mother look as if she were an intellectual. But she was not. Her face did not show that she was a morally strong lady and could present her convictions in a very solid manner. Thus the appearances were deceptive.
- ii) The greatness of Gandhiji rests on the eminence which he has won by his self-sacrificing conduct and dignified character. He was not born great. His childhood and his adolescent life were full of mistakes. Yet every time he corrected himself by self-examination and lived a life which is worthy of the title Mahatma.
- iii) Sister Nivedita's active involvement in the *Swadeshi* Movement proves her interest in contemporary Indian politics. She did not believe in moderate politics of the petitioner type. Rather, her politics was of an aggressive type. However, she was friendly with the leaders of all schools of political thought.

(c) Answer any four of the following questions in about 30 – 40 words: 8

- i) The painter lived in a room on the upper floor of a house situated in a very narrow lane of a town. He felt low-spirited because he missed the forests and greenery of his past life. He also had no friend in the town.
- ii) Ninad C. Chaudhury's parents were reverse of each other in appearance, in temperament and in outlook. The mother was fragile, the father, robust. Her face was responsive, his face was impassive.
- iii) According to Srinivas Sastri, Gandhi and Christ preached the doctrine of forgiveness equally. As per the doctrine you not only should forgive your enemy, you have to love your enemy.

- iv) Sir Roger de Coverley was a mixture of the father and the master of the family. He had been so good to his servants that they had come to consider themselves as a part of the family, with Sir Roger their master as father.
- v) Scientists, specially in war-torn Europe dreaded that Germany was working on a nuclear weapon. It would give Hitler instant victory. This forced the allied scientists to invent an atomic bomb.

4.(a) **Read the extract carefully and answer the questions that follow:**

Answers

- i) The word 'breathe' stands for a person who is alive. 1
- ii) A person who does not love his native land. 1
- iii) Returning home. 1
- iv) Sir Walter Scott 1
- v) *alive* = dead, *native* = foreign. 1

(b) **Read the extract carefully and answer the questions that follow:**

Questions

- i) The poet planted the cherry seed in the grass. 1
- ii) He wanted to have a tree of his own. 1
- iii) He forgot to water the plant. 1
- iv) Unlike other plants which require constant care, cherries grow unattended. 1
- v) *remembered* = forgot, *little* = much. 1

(c) **Answer any one of the following questions in about 100 words:** 5

- i) 'Peace', by Swami Vivekananda, is a spiritual poem, signifying the ultimate need of life. The poem starts as invocation to attend to the real self for solving the worldly problems. It refers to the inner self, or the spirit. By pointing to the everlasting quality of the human spirit, the poet has tried to speak for coming to terms with one's own self. Living through the outer world, the uneasy mind is forced to take sides. It is, therefore, necessary to find harmony whereby confrontation is avoided. For this, the need to realize one's true bearing is important. In fact, 'it' foregrounds the meaning of the poem, which calls for responding to the all-encompassing inner self.
- ii) Mercy is a human virtue. When combined with justice, it becomes divine grace. Then it transcends worldly power. One who shows mercy finds himself in a state of fulfilment. In this way Mercy blesses the giver and the taker alike.

SECTION C

5. **Answer any two of the following questions:** 10

- i) Hint: *The play presents the character of Mirabai, the Rajput princess of Merta, who was married to Bhojraja, the prince of Mewar, as a symbol of honesty, innocence, calm devotion and single-mindedness.*
- ii) Hint: *The title of the play 'The Dear Departed' satirizes the degradation of moral values in the British middle class. The grandfather is dead (departed) and the children completely disregard modesty, decency and filial obligations in trying to grab the things belonging to the dead grandfather.*

iii) Hint: *The candlesticks were the bishop's pride. They were a gift from his mother. It was all he had to remind him of her. For the convict, they were a means to start life afresh.*

6. (a) Answer any one of the following questions in about 80 words: 6

- i) The story, 'Profit and Loss' depicts the plight of a family which falls into the clutches of the social evil called dowry. The moral of the story is cannot go unnoticed. Dowry is evil and it brings evil consequences. It cannot be justified.
- ii) The title of the story, 'A Cup of Tea' portrays the lifestyle of the affluent to whom fashion and show remain the ends of life. A poor girl asks a rich lady to lend her some money so that she can buy a cup of tea. The story gathers momentum from thereon, justifying its title.

(b) Answer any two of the following questions in about 30 – 40 words: 4

- i) Khan Azam Khan's financial condition was not in a healthy state. From the description of his clothes, 'faded remnants of a gold-brocaded waistcoat', and from the fact that he went to pawn his wife's gold nose ring, we can assume that he was nearly ruined financially.
- ii) Ramsunder loved his daughter. After a long search for a suitable groom he married her to the only son of a noble. He even agreed to pay a large sum as dowry, even though he could not afford it. He went to extreme ends to raise the money for her dowry.
- iii) Rosemary was young, brilliant, extremely modern, exquisitely well-dressed, amazingly well-read, and very sociable. But she was not beautiful, not even pretty. And she knew it.

SECTION D

7. Write an essay on any one of the following topics in about 250 – 300 words: 10

- Introduction – 2 marks
- Body – 6 marks
- Conclusion – 2 marks

Appropriate weightage should be given to unity, coherence, relevance and proportion.

8. Job application or notice. 5

No marks should be given if suitable body of the letter or notice is not written. Appropriate weightage should be given to format and expression.

9. Transform the following sentences as directed:

- i) Their glory cannot fade. 1
- ii) The teacher punished the boy because he was disobedient. 1
- iii) The painter made a large portrait of the captain. 1
- iv) The stranger asked if I could tell him the way to St. John's hospital. 1

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