

SET – 1

Series : GBM/1

Code No. 1/1/1

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **12** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

## ENGLISH (Core)

Time allowed : 3 hours

Maximum Marks : 100

### General Instructions :

- This paper is divided into three sections : A, B and C. All the sections are compulsory.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*

### SECTION – A

30 Marks

#### READING

1. Read the passage given below and answer the questions that follow : 12

1. We sit in the last row, bumped about but free of stares. The bus rolls out of the dull crossroads of the city, and we are soon in open countryside, with fields of sunflowers as far as the eye can see, their heads all facing us. Where there is no water, the land reverts to desert. While still on level ground we see in the distance the tall range of the Mount Bogda, abrupt like a shining prism laid horizontally on the desert surface. It is over 5,000 metres high, and the peaks are under permanent snow, in powerful contrast to the flat desert all around. Heaven Lake lies part of the way up this range, about 2,000 metres above sea-level, at the foot of one of the higher snow-peaks.

1/1/1

1

[ P.T.O.



2. As the bus climbs, the sky, brilliant before, grows overcast. I have brought nothing warm to wear: it is all down at the hotel in Urumqi. Rain begins to fall. The man behind me is eating overpoweringly smelly goat's cheese. The bus window leaks inhospitably but reveals a beautiful view. We have passed quickly from desert through arable land to pasture, and the ground is now green with grass, the slopes dark with pine. A few cattle drink at a clear stream flowing past moss-covered stones; it is a Constable landscape. The stream changes into a white torrent, and as we climb higher I wish more and more that I had brought with me something warmer than the pair of shorts that have served me so well in the desert. The stream (which, we are told, rises in Heaven Lake) disappears, and we continue our slow ascent. About noon, we arrive at Heaven Lake, and look for a place to stay at the foot, which is the resort area. We get a room in a small cottage, and I am happy to note that there are thick quilts on the beds.
3. Standing outside the cottage we survey our surroundings. Heaven Lake is long, sardine-shaped and fed by snowmelt from a stream at its head. The lake is an intense blue, surrounded on all sides by green mountain walls, dotted with distant sheep. At the head of the lake, beyond the delta of the inflowing stream, is a massive snow-capped peak which dominates the vista; it is part of a series of peaks that culminate, a little out of view, in Mount Bogda itself.
4. For those who live in the resort there is a small mess-hall by the shore. We eat here sometimes, and sometimes buy food from the vendors outside, who sell kabab and naan until the last buses leave. The kababs, cooked on skewers over charcoal braziers, are particularly good; highly spiced and well-done. Horse's milk is available too from the local Kazakh herdsmen, but I decline this. I am so affected by the cold that Mr. Cao, the relaxed young man who runs the mess, lends me a spare pair of trousers, several sizes too large but more than comfortable. Once I am warm again, I feel a pre-dinner spurt of energy – dinner will be long in coming – and I ask him whether the lake is good for swimming in.
5. "Swimming?" Mr. Cao says. "You aren't thinking of swimming, are you?"
6. "I thought I might," I confess. "What's the water like?"

7. He doesn't answer me immediately, turning instead to examine some receipts with exaggerated interest. Mr. Cao, with great off-handedness, addresses the air. "People are often drowned here," he says. After a pause, he continues. "When was the last one?" This question is directed at the cook, who is preparing a tray of mantou (squat white steamed bread rolls), and who now appears, wiping his doughy hand across his forehead. "Was it the Beijing athlete?" asks Mr. Cao.

On the basis of your understanding of the above passage, complete the statements given below with the help of options that follow : (1 × 4 = 4)

- (a) One benefit of sitting in the last row of the bus was that :
- (i) the narrator enjoyed the bumps.
  - (ii) no one stared at him.
  - (iii) he could see the sunflowers.
  - (iv) he avoided the dullness of the city.
- (b) The narrator was travelling to :
- (i) Mount Bogda
  - (ii) Heaven Lake
  - (iii) a 2000 metre high snow peak
  - (iv) Urumqi
- (c) On reaching the destination the narrator felt relieved because :
- (i) he had got away from the desert.
  - (ii) a difficult journey had come to an end.
  - (iii) he could watch the snow peak.
  - (iv) there were thick quilts on the bed.
- (d) Mount Bogda is compared to :
- (i) a horizontal desert surface
  - (ii) a shining prism
  - (iii) a Constable landscape
  - (iv) the overcast sky

Answer the following questions briefly :

(1 × 6 = 6)

- (e) Which two things in the bus made the narrator feel uncomfortable ?
- (f) What made the scene look like a Constable landscape ?
- (g) What did he regret as the bus climbed higher ?
- (h) Why did the narrator like to buy food from outside ?
- (i) What is ironic about the pair of trousers lent by Mr. Cao ?
- (j) Why did Mr. Cao not like the narrator to swim in the lake ?
- (k) Find words from the passage which mean the same as the following : (1 × 2 = 2)
  - (i) sellers (para 4)
  - (ii) increased (para 7)

2. Read the passage given below and answer the questions that follow :

10

1. Thackeray reached Kittur along with a small British army force and a few of his officers. He thought that the very presence of the British on the outskirts of Kittur would terrorise the rulers and people of Kittur and that they would lay down their arms. He was quite confident that he would be able to crush the revolt in no time. He ordered that tents be erected on the eastern side for the fighting forces and a little away on the western slopes tents be put up for the family members of the officers who had accompanied them. During the afternoon and evening of 20<sup>th</sup> October, the British soldiers were busy making arrangements for these camps.
2. On the 21<sup>st</sup> morning, Thackeray sent his political assistants to Kittur fort to obtain a written assurance from all the important officers of Kittur rendering them answerable for the security of the treasury of Kittur. They, accordingly, met Sardar Gurusiddappa and other officers of Kittur and asked them to comply



with the orders of Thackeray. They did not know that the people were in a defiant mood. The commanders of Kittur dismissed the agent's orders as no documents could be signed without sanction from Rani Chennamma.

3. Thackeray was enraged and sent for his commander of the Horse Artillery, which was about 100 strong, ordered him to rush his artillery into the fort and capture the commanders of the Desai's army. When the Horse Artillery stormed into the fort, Sardar Gurusiddappa, who had kept his men on full alert, promptly commanded his men to repel and chase them away. The Kittur forces made a bold front and overpowered the British soldiers.
4. In the meanwhile, the Desai's guards had shut the gates of the fort and the British Horse Artillery men, being completely overrun and routed, had to get out through the escape window. Rani's soldiers chased them out of the fort, killing a few of them until they retreated to their camps on the outskirts.
5. A few of the British had found refuge in some private residences, while some were hiding in their tents. The Kittur soldiers captured about forty persons and brought them to the palace. These included twelve children and a few women from the British officers' camp. When they were brought in the presence of the Rani, she ordered the soldiers to be imprisoned. For the women and children she had only gentleness, and admonished her soldiers for taking them into custody. At her orders, these women and children were taken inside the palace and given food and shelter. Rani came down from her throne, patted the children lovingly and told them that no harm would come to them.
6. She, then, sent word through a messenger to Thackeray that the British women and children were safe and could be taken back any time. Seeing this noble gesture of the Rani, he was moved. He wanted to meet this gracious lady and talk to her. He even thought of trying to persuade her to enter into an agreement with the British to stop all hostilities in lieu of an *inam* (prize) of eleven villages. His offer was dismissed with a gesture of contempt. She had no wish to meet Thackeray. That night she called Sardar Gurusiddappa and other leading Sardars and after discussing all the issues came to the conclusion that there was no point in meeting Thackeray who had come with an army to threaten Kittur into submission to British sovereignty.



On the basis of your understanding of the above passage complete the statements given below with the help of options that follow : (1 × 2 = 2)

- (a) Thackeray was a/an :
- (i) British tourist
  - (ii) army officer
  - (iii) adviser to Rani of Kittur
  - (iv) treasury officer
- (b) British women and children came to Kittur to :
- (i) visit Kittur
  - (ii) enjoy life in tents
  - (iii) stay in the palace
  - (iv) give company to officers

Answer the following questions briefly : (1 × 6 = 6)

- (c) Why did Thackeray come to Kittur ?
- (d) Why did the Kittur officials refuse to give the desired assurance to Thackeray ?
- (e) What happened to the Horse Artillery ?
- (f) How do we know that the Rani was a noble queen ?
- (g) How in your opinion would the British women have felt after meeting the Rani ?
- (h) Why did the Rani refuse to meet Thackeray ?
- (i) Find words from the passage which mean the same as the following : (1 × 2 = 2)
  - i. entered forcibly (para 3)
  - ii. aggressive / refusing to obey (para 2)



3. Read the passage given below and answer the questions that follow :

8

The most alarming of man's assaults upon the environment is the contamination of air, earth, rivers, and sea with lethal materials. This pollution is for the most part irrevocable; the chain of evil it initiates is for the most part irreversible. In this contamination of the environment, chemicals are the sinister partners of radiation in changing the very nature of the world; radiation released through nuclear explosions into the air, comes to the earth in rain, lodges into the soil, enters the grass or corn, or wheat grown there and reaches the bones of a human being, there to remain until his death. Similarly, chemicals sprayed on crops lie long in soil, entering living organisms, passing from one to another in a chain of poisoning and death. Or they pass by underground streams until they emerge and combine into new forms that kill vegetation, sicken cattle, and harm those who drink from once pure wells.

It took hundreds of millions of years to produce the life that now inhabits the earth and reached a stage of adjustment and balance with its surroundings. The environment contained elements that were hostile as well as supporting. Even within the light of the sun, there were short wave radiations with power to injure. Given time, life has adjusted and a balance reached. For time is the essential ingredient, but in the modern world there is no time.

The rapidity of change and the speed with which new situations are created follow the heedless pace of man rather than the deliberate pace of nature. Radiation is no longer the bombardment of cosmic rays; it is now the unnatural creation of man's tampering with the atom. The chemicals to which life is asked to make adjustments are no longer merely calcium and silica and copper and all the rest of the minerals washed out of the rocks and carried in the rivers to the sea; they are the synthetic

1/1/1

7

[ P.T.O.



creations of man's inventive mind, brewed in his laboratories, and having no counterparts in nature.

- (a) On the basis of your understanding of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply a title to it. (5)
- (b) Write a summary of the passage in about **80** words. (3)

**SECTION – B**  
**WRITING SKILLS**

**30 Marks**

4. You are Vikram/Sonia, an Hon's graduate in history with specialization in Medieval India. You are well acquainted with places of historical interest in Delhi, Agra and Jaipur. You are looking for the job of tourist guide. Write an advertisement in about **50** words for the situations wanted column of a local newspaper. Your contact no. 999751234. **4**

**OR**

While walking in a park in your neighbourhood you found a small plastic bag containing some documents and some cash. Write a notice in about **50** words to be put on the park notice board asking the owner to identify and collect it from you. You are Amar/Amrita 9399123456.

5. In our society we do not give to our women the respect and status that they deserve. Women are stared at, stalked and even molested. We need to change the male mindset about women. Write a letter in **120-150** words to the editor of a national newspaper giving your views on the problem. You are Omar/Amna, A114 Mall Road, Delhi. **6**

**OR**

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You want to spend a week-long holiday at Shimla in the month of October. You have decided to stay at Hotel Snowview. Write a letter in **120-150** words to the manager to book a room. Mention the dates, facilities in the room, food, sight-seeing facilities etc you will need. You are Amar/Amrita M114, Lake Road, Karnal.

6. Our performance in Rio Olympics has told us that we do not pay enough attention to athletics and outdoor games. It is time we revised our attitude. Sports should be an important part of school's daily routine. Write an article in **150-200** words in 'Importance of Outdoor Games'. You are Sreeja/Thomas. **10**

**OR**

Cultural Society Sunshine Public School, Nellore organised an adult literacy camp in its neighbourhood. Write a report in **150-200** words on the camp for your school newsletter. You are P.V. Sunitha, Secretary. Use the following clues :

no. of volunteers – hours spent in teaching – location of the class – chairs, blackboards – no. of people attending the camp – benefit.

7. Your PGT English Ms. Geetha is a short story writer also. 'Sky is not Far' is a collection of her latest short stories. This book has won a national award. Write a speech in **150 – 200** words you will deliver in her honour in the morning assembly. **10**

**OR**

'Private cars should be banned in the congested commercial areas of the cities.' Write a debate in **150-200** words either for or against the motion.

**LITERATURE : TEXTBOOKS AND LONG READING TEXT**

8. Read the extract given below and answer the questions that follow : **1 × 4 = 4**

Far far from gusty waves these children's faces.

Like rootless weeds, the hair torn round their pallor;

The tall girl with her weighed-down head.

- (a) Who are these children ?
- (b) Which figure of speech has been used in the first two lines ?
- (c) Why is the tall girl's head weighed down ?
- (d) What does the word, 'pallor' mean ?

**OR**

Aunt Jennifer's tigers prance across a screen,

Bright topaz denizens of a world of green.

They do not fear the men beneath the tree;

They pace in sleek chivalric certainty.

- (a) Why are the tigers called Aunt Jennifer's tigers ?
- (b) How are they described here ?
- (c) How are they different from Aunt Jennifer ?
- (d) What does the word, 'chivalric' mean ?



9. Answer any **four** of the following questions in **30 – 40** words each : **3 × 4 = 12**

- (a) Why did Franz not want to go to school that day ?
- (b) What was Sophie's ambition in life ? How did she hope to achieve that ?
- (c) What kind of pain does Kamala Das feel in 'My Mother at Sixty-six' ?
- (d) How can 'mighty dead' be things of beauty ?
- (e) Why was the Maharaja once in danger of losing his kingdom ?
- (f) What was the basic plot of each story told by Jack ?

10. Answer the following question in **120 – 150** words : **6**

Garbage to them is gold. How do ragpickers of Seemapuri survive ?

**OR**

The peddler thinks that the whole world is a rattrap. This view of life is true only of himself and of no one else in the story. Comment.

11. Answer the following question in **120-150** words : **6**

Untouchability is not only a crime, it is inhuman too. Why and how did Bama decide to fight against it ?

**OR**

Good human values are far above any other value system. How did Dr. Sadao succeed as a doctor as well as a patriot ?

1/1/1

11

[ P.T.O.

12. Answer the following question in **120-150** words : **6**

Describe Marvel as an opportunist.

**OR**

George Eliot has portrayed Godfrey as a morally weak character. Comment.

13. Answer the following question in **120-150** words : **6**

How does Dr. Cuss's encounter with Griffin end in a disaster ?

**OR**

What kind of life did Silas lead at Lantern Yard ?

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			<b>SECTION A: READING</b>	
			<b>COMPREHENSION PASSAGE</b>	
1	1	1	NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.	<b>12 marks</b>
(a)	(a)	(a)	(ii) no one stared at him	<b>1 mark</b>
(b)	(b)	(b)	(i) Heaven Lake / (ii) Mount Bogda	<b>1 mark</b>
(c)	(c)	(c)	(iv) there were thick quilts on the bed	<b>1 mark</b>
(d)	(d)	(d)	(ii) a shining prism	<b>1 mark</b>
(e)	(e)	(e)	bumpy ride; man eating overpoweringly smelly goat's cheese; leaking windows (any two)	$\frac{1}{2} + \frac{1}{2} = 1$ mark
(f)	(f)	(f)	– green ground/ slopes dark with pines/ cattle/ clear steam, moss covered stones	<b>1 mark</b>
(g)	(g)	(g)	– he wished he had brought something warmer than a pair of shorts/ the narrator did not carry warm clothes	<b>1 mark</b>
(h)	(h)	(h)	– kababs cooked on skewers over charcoal braziers, were particularly good / highly spiced / well done	<b>1 mark</b>
(i)	(i)	(i)	– several sizes too large but more than comfortable	<b>1 mark</b>
(j)	(j)	(j)	– because people often drowned there	<b>1 mark</b>
(k)	(k)	(k)	i) vendors	<b>1 mark</b>
			ii) exaggerated	<b>1 mark</b>
2	2	2	<b>COMPREHENSION PASSAGE</b> NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.	<b>10 marks</b>
(a)	(a)	(a)	(ii) army officer	<b>1 mark</b>
(b)	(b)	(b)	(iv) give company to officers	<b>1 mark</b>
(c)	(c)	(c)	to crush the revolt / to terrorise the rulers and people of Kittur / to make them lay down arms	<b>1 mark</b>
(d)	(d)	(d)	– no documents could be signed without sanction from Rani Chennamma/people in a defiant mood	<b>1 mark</b>
(e)	(e)	(e)	– repelled and chased / overpowered/ completely overrun and routed/ some were killed	<b>1 mark</b>
(f)	(f)	(f)	provided food / gave shelter / patted children lovingly / sent a word of their safety / had only gentleness	<b>1 mark</b>
(g)	(g)	(g)	– inspired gratitude/ feeling of respect / thankful / pleased/ relieved / surprised / impressed (any other relevant answer)	<b>1 mark</b>
(h)	(h)	(h)	pointless to meet him as he had come with an army to threaten Kittur into submission	<b>1 mark</b>
(i)	(i)	(i)	i) stormed	<b>1 mark</b>
			ii) defiant	<b>1 mark</b>

3	3	3	<p><b>Note</b></p> <ul style="list-style-type: none"> <li>• If a student has attempted only summary or only notes, due credit should be given.</li> <li>• 1 mark allotted for the title to be given, even if a student has written the title either in Q3(a) or Q3(b)</li> <li>• Content must be divided into headings and sub-headings</li> </ul> <p>The notes provided below are only guidelines. Any other title, main points and sub-points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences are not to be accepted as notes.</p> <p>Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.</p>	<b>8 marks</b>
(a)	(a)	(a)	<p><b>NOTE MAKING</b> Distribution of Marks</p> <p><b>Title</b> <b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes) <b>Abbreviations / Symbols</b> (with /without key) – any four</p>	<p><b>5 marks</b></p> <p><b>1 mark</b></p> <p><b>3 mark</b></p> <p><b>1 mark</b></p>
			<p><b>Suggested Notes:</b> <b>NOTE:</b> Accept the notes and summary in the third person <b>Title:</b> Assault on Environment/ Environment Vs Man/ Environmental Pollution/ Man-made Pollutants or any other suitable title.</p> <ol style="list-style-type: none"> <li><u>Contaminants of Environment /Environment Contaminated</u> <ol style="list-style-type: none"> <li>where                             <ol style="list-style-type: none"> <li>air</li> <li>earth</li> <li>rivers &amp; seas</li> </ol> </li> <li>features                             <ol style="list-style-type: none"> <li>irreversible</li> <li>irrevocable</li> </ol> </li> </ol> </li> <li><u>Role of Man</u> <ol style="list-style-type: none"> <li>tampering atoms- creating radiation</li> <li>creating synthetic material causing chemical pollution.</li> </ol> </li> <li><u>Nuclear Pollutants</u> <ol style="list-style-type: none"> <li>rad. released through nuc. explosions</li> <li>enter earth thru rain</li> <li>enter grass and crops</li> <li>reach human bones</li> </ol> </li> <li><u>Chemical Pollutants</u> <ol style="list-style-type: none"> <li>sprayed on crops</li> <li>enter liv. org.</li> <li>kill vegetation</li> <li>sicken cattle</li> <li>harm those drinking from wells</li> </ol> </li> </ol> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p><b>Suggested Abbreviations:</b> rad.- radiation nuc – nuclear thru- through liv.- Living org.–organism</p> </div>	
(b)	(b)	(b)	<p><b>Summary</b> The summary should include all the important points given in the notes.</p> <p><b>Content</b></p> <p><b>Expression</b></p>	<p><b>3 marks</b></p> <p><b>2 marks</b></p> <p><b>1 mark</b></p>



			<b>SECTION B: ADVANCED WRITING SKILLS</b> <b>NOTE: The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.</b>	
4	-	-	<b>ADVERTISEMENT</b>	<b>4 marks</b>
			<b>Format – Heading</b>	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			<b>[SITUATION WANTED / any other appropriate heading]</b> <b>Suggested value points:</b> <ul style="list-style-type: none"> <li>• what – job of tourist guide</li> <li>• qualification - History (Hons.) with specialization in Medieval India</li> <li>• experience – well acquainted with places in Delhi, Agra, Jaipur</li> <li>• contact details: VIKRAM/ SONIA phone number: 999751234 <b>(any other relevant details)</b></li> </ul> <b>(due credit should be given to economy of words)</b>	
			<b>OR</b>	
4	-	-	<b>NOTICE</b>	<b>4 marks</b>
			<b>Format-</b> The format should include: ISSUING AUTHORITY/ NAME OF THE INSTITUTION, the word 'NOTICE', HEADING, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box.	<b>1 mark</b>
			<b>Content</b>	<b>2 marks</b>
			<b>Expression</b>	<b>1 mark</b>
			Heading : <b>[LOST &amp; FOUND / FOUND / any other relevant title]</b> <b>Suggested value points:</b> <ul style="list-style-type: none"> <li>-What - plastic bag with documents and cash</li> <li>-When – date &amp; approx. time</li> <li>-Where - park</li> <li>-description of bag- colour, material, size</li> <li>-owner to claim with identifying details</li> <li>-Contact details- AMAR/ AMRITA</li> <li>-Phone no. - 9399123456</li> </ul> <b>( any other relevant detail)</b>	
-	4	-	<b>NOTICE</b>	<b>4 marks</b>
			Heading : <b>[RELAXATION IN UNIFORM / any other relevant title]</b> Name of the institution <b>Suggested value points</b> School name- Sunshine Public School, Manu Vihar What – relaxation in uniform/ allowed to wear full sleeved shirts & trousers. Reason- after rain increase in cases of Chikungunya and Dengue duration- one month <b>(any other relevant details)</b>	

OR



–	4	–	<b>NOTICE</b>	<b>4 marks</b>
			[ <b>WEEK-LONG CLEANLINESS DRIVE</b> / any other relevant title]  <b>Suggested value points</b> What – cleanliness drive When – 2 <sup>nd</sup> October onwards for a week Where – around the school requesting class XI to enrol for the drive <b>(any other relevant details)</b> <b>NOTE: INSTITUTION AS ‘STUDENTS COUNCIL CITIZENS PUBLIC SCHOOL’ TO BE ACCEPTED</b>	
-	-	4.	<b>NOTICE</b>	<b>4 marks</b>
			[ <b>FANCY DRESS SHOW</b> ]/ (any other appropriate heading) <b>Suggested value points</b> - What –fancy dress show - When – 25 <sup>th</sup> January - Where: in school premises/ colony - details - dresses of different regions - to show cultural diversity of India - inviting names of participants <b>(any other relevant details)</b>	
			<b>OR</b>	
-	-	4	<b>NOTICE</b>	<b>4 marks</b>
			[ <b>BOOKS FOR NEEDY STUDENTS</b> ]/ (any other appropriate heading) <b>Suggested value points</b> - Who – An NGO offering book grants to needy students - Where- box outside the Principal’s office - request to be put in the box - <b>any other relevant details</b>	
5	5	5	<b>LETTER WRITING</b>	<b>6 marks</b>
			[ <b>Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. Mixing of the formats is not permitted</b> ]	
			<b>Format</b> 1. sender's address 2. date 3. receiver's address 4. subject /heading 5. opening 6. closing	<b>1 mark</b>
			<b>Content</b>	<b>3 marks</b>
			<b>Expression</b> grammatical accuracy, appropriate words and spelling coherence and relevance of ideas and style	<b>1 mark</b> <b>1 mark</b> <b>2 marks</b>





5	-	-	<p><b>LETTER TO EDITOR – CHANGE MALE MINDSET / any other relevant subject</b>  <b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- no respect for women- at home, outside</li> <li>- stared at, stalked and molested- market place, offices, public transport, isolated places etc.</li> <li>- need to change the male mindset</li> <li>- equal bringing up of boys and girls at home.</li> <li>- equal opportunity in sports at schools/ colleges</li> <li>- equal opportunity at the place of work</li> <li>- strict and fast punishment to the offenders</li> </ul> <p><b>( any other relevant point) (any 3 points)</b></p>	<b>6 marks</b>
			<b>OR</b>	
5	-	-	<p><b>LETTER TO BOOK A ROOM / any other relevant subject</b>  <b>Suggested Value Points-</b></p> <p>what- request for a week-long booking in October          where- Hotel Snowview, Shimla          when – date          details- food specifications, sight-seeing facilities, facilities required in the room</p> <p><b>(any other relevant detail ) (any 3 points)</b></p>	<b>6 marks</b>
-	5	-	<p><b>LETTER OF COMPLAINT ABOUT DEFECTIVE T.V.</b>  <b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>-details of purchase with bill number and warranty</li> <li>-description of problem (any two problems)</li> <li>- inconvenience caused</li> <li>-request to repair or replace</li> </ul> <p><b>(any other relevant detail)</b></p>	<b>6 marks</b>
			<b>OR</b>	
-	5	-	<p><b>LETTER OF REQUEST FOR A BUS STOP</b>  <b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- problem- no State Roadways bus stop near your village</li> <li>- distance from the nearest stop</li> <li>- inconvenience caused (any two examples)</li> <li>- uncertainty of getting a bus</li> <li>- request for a bus stop near the village</li> </ul> <p><b>(any other relevant details)</b></p>	<b>6 marks</b>
-	-	5	<p><b>LETTER OF REQUEST FOR FUNDS</b>  <b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- increased number of students in computer class</li> <li>- number of computers not enough, outdated</li> <li>- inconvenience caused</li> <li>- parents' demand</li> <li>- 25 more computers needed before commencement of new session (April 2017)</li> <li>- request to release funds</li> </ul> <p><b>(any other relevant details)</b></p>	<b>6 marks</b>
			<b>OR</b>	

-	-	5	<p><b>JOB APPLICATION – POST OF ACCOUNTS OFFICER</b></p> <p><b>Suggested value points</b></p> <ul style="list-style-type: none"> <li>- reference to the advertisement</li> <li>- post- Accounts Officer</li> <li>- personal details – educational qualifications- B. Com. experience- minimum 4 years</li> <li>- salary expected</li> <li>- references</li> </ul> <p><b>(any other relevant details)</b></p> <p><b>NOTE : THE RESUME CAN BE PART OF THE LETTER OR AN ENCLOSURE</b></p>	<b>6 marks</b>
6	6	6	<b>ARTICLE</b>	<b>10 marks</b>
			<b>Format</b> (Heading and Writer's Name)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<p><b>Expression</b></p> <p>grammatical accuracy, appropriate words and spelling [2½ marks] coherence and relevance of ideas and style [2½ marks]</p>	<b>5 marks</b>
			<p><b>IMPORTANCE OF OUTDOOR GAMES</b></p> <p><b>(Any other relevant title)</b></p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- at present- more emphasis on academics</li> <li>- lessons learnt from performance in RIO Olympics</li> <li>- aim of education- development of overall personality</li> <li>- change the attitude towards sports in schools</li> <li>- importance of sports in daily routine of the school</li> </ul> <p><b>(any other relevant details)</b></p>	
			<b>OR</b>	
6	6	6	<b>REPORT WRITING</b>	<b>10 marks</b>
			<b>Format</b> Heading and Writer's name ( as mentioned in the question)	<b>1 mark</b>
			<b>Content</b>	<b>4 marks</b>
			<p><b>Expression</b></p> <p>Grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]</p>	<b>5 marks</b>
			<p><b>ADULT LITERACY CAMP (any other relevant title)</b></p> <p><b>Suggested Value Points</b></p> <ul style="list-style-type: none"> <li>- by- P.V. Sunitha, Secretary</li> <li>- Who – Sunshine Public School, Nellore /Cultural Society Sunshine Public School</li> <li>- Where- Neighbourhood</li> <li>- What – Adult Literacy Camp/ Literary Camp</li> <li>- When – Date</li> <li>- Other Details – no. of volunteers- hours spent in teaching- location of the class- chairs, blackboards- number of people attending the camp- benefit</li> </ul> <p><b>(any other relevant point)</b></p> <p><b>(any four points)</b></p>	



7	-	7	<b>SPEECH</b>	<b>10 marks</b>
			<b>Format</b> (Opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> Grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]	5 marks
			<b>[IN HONOUR OF Ms. GEETHA'S ACHIEVEMENT]</b> <b>NOTE :</b> accept even if the speech is by the principal or by a student. <b>Suggested Value Points</b> - achievement of Ms. Geetha, PGT-English - National Award for her book "SKY IS NOT FAR"-something about the book - short story writer-some other books written by her on different themes - her contribution to the school's literary society - congratulate her on her achievement/ praising her <b>(any other relevant point)</b> <b>(any four points)</b>	
			<b>OR</b>	
7	-	7	<b>DEBATE</b>	<b>10 marks</b>
			<b>Format</b> -(Opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> Grammatical accuracy, appropriate words and spelling 2 ½ marks coherence and relevance of ideas and style 2 ½ marks	5 marks
			<b>[PRIVATE CARS TO BE BANNED IN CONGESTED COMMERCIAL AREAS]</b> <b>NOTE:</b> Students' views to be expressed either ' <u>for</u> ' or ' <u>against</u> ' the topic <b>Suggested Value Points</b> <b>in favour :</b> - cars biggest reason for congestion on roads - every individual owns a car, no place to park - problem for pedestrians, emergency services - biggest cause of pollution/ a health hazard - <b>Against</b> - not a long-term solution for pollution or congestion - commercial vehicles not private cars responsible for pollution - solution lies in looking for the real causes of congestion-mismanaged traffic, poor condition of roads, movement of commercial vehicles, non-operational traffic lights - more public transport needed <b>(any other relevant points)</b> <b>(minimum two content points)</b>	
-	7	-	<b>SPEECH</b>	<b>10 marks</b>
			<b>Format</b> (Opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]	5 marks



			<p><b>[ON SAKSHI MALIK’S ACHIEVEMENT ]</b>  <b>Suggested Value Points</b>          - highlighting Sakshi Malik’s achievement – Bronze Medal in Rio Olympics          - matter of pride for every Indian          - wrestling -mostly a male sport          - Sakshi born in conservative surroundings          - most unfavourable gender ratio for females          - received parental encouragement          - one can’t forget the look of determination on her face in the last three minutes of the bout.  <b>(any other relevant points)</b>  <b>(any four points)</b></p>	
			<b>OR</b>	
-	7	-	<b>DEBATE</b>	<b>10 marks</b>
			<b>Format</b> --(Opening address and conclusion)	1 mark
			<b>Content</b>	4 marks
			<b>Expression</b> grammatical accuracy, appropriate words and spelling [2 ½ marks] coherence and relevance of ideas and style [2 ½ marks]	5 marks
			<p><b>[LARGE POPULATION NOT A CAUSE OF POVERTY BUT AN ASSET]</b>  <b>NOTE:</b> Students’ views to be expressed either ‘for’ or ‘against’ the topic  <b>Suggested Value Points</b>  <b>In favour :</b>          - population is an asset of a country          - more population means more human resources          - more working hands/easily available          - bigger market creates more demand, more jobs  <b>Against</b>          - more hands do not ensure more work          - more mouths to feed          - burden on natural resources          - major cause of poverty, pollution, unemployment          - quality compromised  <b>(any other relevant points)</b>  <b>(minimum two content points to be included )</b></p>	
			<b>SECTION C: LITERATURE (TEXT BOOKS AND LONG READING TEXT)</b>	
			<b>NOTE:</b> The objective of the section on Literature is to test a candidate’s ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks	
8	8	8	<b>[This question has been designed to test the students’ understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]</b>	
a)	a)	a)	from deprived and poor sections of society / slums/ elementary class room students	1 mark
b)	b)	b)	Simile(like rootless weeds)/ Alliteration(far from) /Metaphor( gusty	1 mark



			waves)/ Repetition (far far)/ Imagery (gusty waves) <b>NOTE : Mark should be awarded if the student has written name of the literary device or quoted from the extract</b>	
c)	c)	c)	weighed down by poverty/ responsibilities/ burden of life/ miserable condition/mentally and physically exhausted ( any other relevant point)	1 mark
d)	d)	d)	pale face/ unhealthy pale appearance/ dull/ sickly ( any other relevant point)	1 mark
<b>OR</b>				
a)	a)	a)	Aunt Jennifer's creation / Aunt Jennifer has embroidered them/representative of her hidden aspirations & desires	1 mark
b)	b)	b)	bright/ golden like Topaz/ inhabitants of jungle/unafraid / confident/ elegant/ brave/ pacing/chivalric/ prancing	1 mark
c)	c)	c)	tigers - fearless/ confident/chivalric (any one ) Aunt Jennifer- oppressed/ meek/ timid/ fearful/ submissive (any one )	1 mark
d)	d)	d)	brave/ kind/ polite/ respectful towards women	1 mark
9	9	9	<b>Short answer type questions</b> <b>Distribution of marks:</b> <b>Content: 2 marks</b> <b>Expression : 1 mark</b> <b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b>	
a)	-	-	- late for school - great dread of scolding - hadn't learnt participles - it was a warm and bright day - birds chirping - Prussian soldiers drilling - outside was more tempting than the rules of participles. <b>(any two)</b>	3 marks
b)	-	-	- <b>What :</b> wanted to be a boutique owner/ rich/ someone sophisticated/ - <b>How:</b> by earning money as actress/ manager/ fashion designer	3 marks
c)	-	-	-pain of separation - losing her mother - childhood fear- mother getting old	3 marks
d)	-	-	-stories of heroic deeds /valour of noble ancestors/ their mausoleums	3 marks
e)	-	-	- refusing to grant permission to the British Officer to hunt - even refusing to allow him to get photographed with a dead tiger.	3 marks
f)	-	-	- a small creature named Roger - has a problem - goes to the owl for solution - directed to the wizard who solves problem for a fee - sent to a well to get some pennies to pay the fee - creature went home happy- family dinner	3 marks
-	a)	-	- last French lesson - teacher overwhelmed with emotions -not in a mood to scold - time limited-wanted to deliver all he knew at one stroke <b>(any two)</b>	3 marks
-	b)	-	dreamt of becoming-	3 marks



			<ul style="list-style-type: none"> <li>- boutique owner</li> <li>- actress</li> <li>- manager</li> <li>- fashion designer</li> <li>- part of sophisticated world</li> </ul> <p>wanted to visit exotic places she believed her brother went to <b>(any two)</b></p>	
-	c)	-	<ul style="list-style-type: none"> <li>- image of youthfulness</li> <li>- energy</li> <li>- vitality</li> <li>- full of life</li> <li>- contrast to mother's pale/old face</li> </ul> <p><b>(any two)</b></p>	3 marks
-	d)	-	<ul style="list-style-type: none"> <li>- relax in a bower</li> <li>- walk by a cooling covert made by the rills</li> <li>- sit under the shade of young and old trees</li> </ul> <p><b>(any two)</b></p>	3 marks
-	e)	-	<ul style="list-style-type: none"> <li>- offered any other kind of hunt apart from the tiger hunt</li> <li>- sent to the officer's wife fifty rings expecting she would choose one or two</li> <li>- she kept all</li> <li>- cost him three lacs of rupees</li> </ul>	3 marks
-	f)	-	<ul style="list-style-type: none"> <li>- did not have the seven pennies that he had to pay as fee</li> <li>- had to go to the well to get them</li> <li>- had to face mother's anger at his changed smell</li> <li>- was taken by the mother back to the wizard to get his old smell back</li> </ul> <p><b>(any two)</b></p>	3 marks
-	-	a)	<ul style="list-style-type: none"> <li>- didn't get scolded in fact was spoken politely to</li> <li>- everything appeared strange and solemn</li> <li>- M. Hamel wearing formal clothes</li> <li>- elders of the village sitting on back benches</li> </ul> <p><b>(any two)</b></p>	3 marks
-	-	b)	<ul style="list-style-type: none"> <li>- misadventure</li> <li>- was tossed into the deep end of the pool by a bully</li> <li>- nearly drowned</li> <li>- limbs paralysed nearly dead</li> </ul>	3 marks
-	-	c)	both, mother and winter moon look dull and pale	3 marks
-	-	d)	all lovely tales, immortal and endless inspired by heaven/ sun, moon, sheep, trees, rills, daffodils, quiet bower, sweet dreams, healthy body, musk rose blooms <b>(any two)</b>	3 marks
-	-	e)	<ul style="list-style-type: none"> <li>- could not allow the British Officer to hunt a tiger</li> <li>- asked jeweller to send 50 diamond rings for the British officer's wife</li> <li>- all of them kept by her</li> <li>- had to pay a bill of three lakh rupees</li> </ul>	3 marks
-	-	f)	<ul style="list-style-type: none"> <li>- <b>What :</b> friends did not like his smell hence avoided him</li> <li>- <b>How :</b> went to the owl and the wizard, got the smell of roses</li> </ul>	3 marks
			<b>Q10 &amp; 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted</b>	



			as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]	
10	10	10	<b>Distribution of marks:</b> <b>Content:</b> 3 marks <b>Expression :</b> 3 marks grammatical accuracy, appropriate words and spelling [1½ marks] coherence and relevance of ideas and style [1½ marks]	
10	10	10	<ul style="list-style-type: none"> <li>- pitch their tents wherever they find food</li> <li>- children grow up there, partners in survival</li> <li>- rag-picking, a fine art</li> <li>- garbage, daily bread, roof over their heads even if leaking</li> </ul>	6 marks
			<b>OR</b>	
10	10	10	<ul style="list-style-type: none"> <li>- world is a rattrap- offers baits.</li> <li>- peddler deprived of food , shelter and money, easily trapped</li> <li>- others- Crofter, Edla and Ironmaster not tempted.</li> <li>- in his own opinion only he suffers.</li> </ul> (any other relevant point) (any three points)	6 marks
11	11	11	<b>Distribution of marks:</b> <b>Content:</b> 3 marks <b>Expression:</b> 3 marks grammatical accuracy, appropriate words and spelling [1½ marks] coherence and relevance of ideas and style [1½ marks]	
11	11	11	<ul style="list-style-type: none"> <li>- Bama enraged when she learnt that they were not allowed to touch food of upper class people as it would get polluted.</li> <li>- on the advice of her brother she decided to study hard, stood first</li> <li>- as a result- upper class people befriended her.</li> </ul> (any other relevant point)	6 marks
			<b>OR</b>	
11	11	11	Sadao - <u>As a doctor :</u> -took enemy home, operated upon him -gave post-operative treatment -risked arrest -desertion by the servants (any two) <u>As a patriot:</u> -married a Japanese -informed the General about him -did not allow himself to get emotionally involved with the prisoner -he disliked Americans (any two)	6 marks
			<b>Q12 &amp; Q 13 – Long Reading Text – Silas Marner / The Invisible Man</b> [NOTE: Accept any answer that correlates with the novel and seems relevant]	
12	12	12	<b>Distribution of marks:</b> <b>Content:</b> 3 marks <b>Expression</b> 3 marks grammatical accuracy, appropriate words and spelling [1½ marks]	



			<b>coherence and relevance of ideas and style</b>	<b>[1½ marks]</b>	
12	12	-	<ul style="list-style-type: none"> <li>- Marvel recruited to help Griffin</li> <li>- takes advantage</li> <li>- does not reveal he has Griffin's books</li> <li>- books once acquired stay with him</li> <li>- homeless, jobless, ends up successful</li> <li>- keeps everything belonging to Griffin</li> <li>- shrewd, smart, sells stories of his encounters with Griffin</li> <li>- opens his own inn</li> </ul>		6 marks
-	-	12	<p><u>Mrs. Hall</u></p> <ul style="list-style-type: none"> <li>- greedy, welcomes a strange guest without questioning his background</li> <li>- does not show much surprise at his strange appearance due to the gold coins he offers</li> <li>- when the stranger goes on a rampage on Whit Monday she stands near the till, protecting her money</li> <li>- with her husband, adulterates the beer in the cellar to make some extra money</li> <li>- continues to support the stranger inspite of the misgivings of the villagers and her husband as long as the former pays her</li> </ul> <p><u>Efficient</u></p> <ul style="list-style-type: none"> <li>- takes good care of the stranger when he arrives</li> <li>- serves him herself in her best crockery when her maid Millie takes too much time to serve</li> <li>- runs the inn single-handedly</li> </ul>		6 marks
			<b>OR</b>		
12	12	-	<p><b>Godfrey as a morally weak character</b></p> <ul style="list-style-type: none"> <li>- eldest son of Squire Cass</li> <li>- makes the mistake of marrying Molly Farren- an opium addict, has a child, Eppie, from that wedding-keeps it a secret</li> <li>- is attracted to Nancy Lammeter</li> <li>- gives in to younger brother Dustan Cass' blackmailing</li> <li>- sells Wild Fire to get money to pay tenants' rent</li> <li>- never mustered courage to tell Nancy and his father of his secret marriage</li> <li>- shows his selfishness and meanness when he heaves a sigh of relief at Molly's death</li> <li>- however, wants to adopt Eppie</li> <li>- when Marner asks him where he was when he came with the baby he has no answer</li> <li>- gets angry and walks out of Silas' cottage</li> <li>- when Dunstan Cass' body is found in Stone Pits, he comes and confesses his secret marriage with Molly</li> <li>- he is ready to accept Nancy walking out of his life</li> <li>- provides for Eppie without revealing he was her biological father.</li> </ul>		6 marks
-	-	12	<p>Nancy-younger daughter of Mr. Lammeter</p> <ul style="list-style-type: none"> <li>-very dutiful to father and later on to her husband</li> <li>-closely attached to sister Priscilla</li> <li>-believes in honesty</li> <li>-doesn't agree to adoption</li> <li>-believes that adopted child will never come out well</li> <li>-good in housekeeping</li> </ul>		6 marks



			<ul style="list-style-type: none"> <li>-spends Sunday reading the Bible</li> <li>-apologises to Marner for husband's arrogant behaviour</li> <li>-decides to adopt Eppie on knowing she is Godfrey's daughter</li> <li>-forgives Godfrey for keeping the secret of his marriage with Molly Farren a secret</li> </ul>	
13	13	13	<p><b>Distribution of marks:</b></p> <p><b>Content: 3 marks</b></p> <p><b>Expression: 3 marks</b></p> <p><b>grammatical accuracy, appropriate words and spelling [1½ marks]</b></p> <p><b>coherence and relevance of ideas and style [1½ marks]</b></p> <p><b>(deduct ½ a mark for two or more grammatical/spelling mistakes)</b></p>	
13	13	13	<ul style="list-style-type: none"> <li>- Cuss driven by curiosity</li> <li>donation to the Nurses Funds – excuses</li> <li>– prescription caught fire, Griffin wanted to pick up the paper- empty hand</li> <li>– moved empty sleeve - Cuss questioned- Griffin nipped his nose- Cuss fled in terror.</li> <li>- Mr. Cuss along with Bunting examined Griffin's belongings – specially books – Griffin entered</li> <li>- enraged, handled him roughly</li> <li>- their clothes taken away by the Invisible Man</li> </ul> <p><b>NOTE: accept either incident or both</b></p>	6 marks
			<b>OR</b>	
13	13	13	<p>Silas' life at Lantern Yard</p> <ul style="list-style-type: none"> <li>-before coming to Ravloer, Marner lived in Lantern Yard</li> <li>-he was quite happy, led a contented life</li> <li>-was a religious person</li> <li>-often got fits and forgot everything around him.</li> <li>-inherited the knowledge of herbs from his mother</li> <li>-friend, William Dane, cheated him-got framed for the murder of the Deacon</li> <li>-William Dane also cunningly enticed Sarah</li> <li>-the accused was chosen by picking of lots</li> <li>-Silas' name was picked and was accused of the theft and the Deacon's murder</li> <li>-lost faith in God and people</li> <li>-decided to leave Lantern Yard</li> </ul>	6 marks