

1. नवीन पाठ्यक्रम एवं उसमें शामिल नवीन अंश

**EXAMINATION SPECIFICATIONS
ENGLISH (GENERAL)
Class-XI**

ONE PAPER

3 HOURS

Marks 100

Unit wise Weightage

S.No.	Unit/Areas of Learning	Marks
A	Reading Skills Reading and Comprehension	25
B	Writing	20
C	Grammar	10
D	Text Book	45

1. SECTION 'A'

Reading Unseen Passages for Comprehension and Note-making

25 Marks 45 Periods

Two unseen passages with a variety of questions including 6 marks for vocabulary such as word formation and inferring meaning. The total length of both the passages together should be around 350 words.

The Passages could be any of the following two types:

- (a) **Factual passages** – e.g. instructions, descriptions, reports.
(b) **Discursive passages** – involving opinion e.g. argumentative, persuasive.

SUMMARY

Unseen Passage	No. of Words	Testing Areas	Marks Allotted
A1 15 marks	around 200	Short answer type questions to test local, global and inferential comprehension.	12
		Vocabulary	03
A2 10 marks	around 150	Note – making in an appropriate format	07
		Vocabulary	03

One of the passages should have about 200 words carrying 15 marks, the other passage should have about 150 words, carrying 10 marks.

The passage carrying 10 marks should be used for testing note making for 07 marks and testing, vocabulary for 03 marks; vocabulary for 03 marks may be tested in the other passage carrying 15 marks.

Section B

Writing

20 Marks 36 Periods

B-1 A factual description of any event or incident e.g. a report or a process based on verbal input provided (in about 40-50 words) **04 Marks**

B-2 Composition based on a visual and/or verbal input (in about 80-100 words). The output may be descriptive or argumentative in nature such as an article for publication in a newspaper or a school magazine, a speech etc.

OR

An essay on day-to-day life topics in about 250 words.

10 Marks

After giving ample practice to students to write original compositions for two or three years the option of 'Essay' may be eliminated.

B-3 Writing letters based on given input. Letter types include (a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies; (b) letters to the editors (giving suggestions, opinions on an issue of public interest) or (c) application for a job. (d) personal/informal letters. **06 Marks**

3. Section – C

Grammar

10 Marks 18 Periods

Different grammatical structures in meaningful contexts will be tested. Item-types will include gap-filling, sentence – re- ordering, dialogue completion and sentence transformation. The grammar syllabus will include the following areas:

1. Determiners
2. Tenses
3. Active and passive constructions
4. Clauses
5. Modals.

4. Section – D

Textual Questions -

45 Marks 81 Periods

Questions on the prescribed text book will test comprehension at different levels literal, inferential and evaluative based on the following prescribed text books:

- D.1 (a)** One out of two extracts based on poetry from the text to test comprehension (40-50 words) **04**
- (b)** Three out of four short questions from the poetry section to test local and global comprehension of the text. (30-40 words) **09**
- D.2** Six short answer type question on the lessons from the prescribed text (30 words) (2 x 6) **12**
- D.3** Two (out of tree) long answer type questions based on the text to test global comprehension.
(Expected word limit would be about 50-60 words each) (2 x 5) **10**
- D.4** Objective questions based on Text book (1 x 10) **10**

Prescribed Books –

1. Text Book – **The Spectrum**
2. Work Book – **The Spectrum**

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

नवीन अंशों का विवरण

- uohu ikBîØe esa vc iz'ui= 100 vadksa dk gksxkA
- Note Making (Writing)
;g bl ikBîØe esa igyh ckj include fd;k x;k gSA
;g uohu ikBîiqLrd Lesson 2 esa Writing Time ds vUrxZr foLr`r :i ls le>k;k x;k gSA blls lacaf/kr leLr tkudkjh] vH;kl vkfn i`"B Ø- 14] 15 o 16 ij nh xbZ gSA
- Report / Process Writing
;g uohu ikBîiqLrd] Lesson 1 Writing Time ds vUrxZr le>k;k x;k gSA Report fy[kus gsrq fdu ckrksa dk /;ku j[kuk pkfg, o fofHkUu izdkj dh rep`orts le>kbZ xbZ gSA
blls lacaf/kr tkudkjh o vH;kl i`"B Ø- 5] 6] 7 o 8 ,oa 31 ij nh xbZ gSA
- Speech / Dialogue Writing
;g uohu ikBîiqLrd ds Lesson 16 esa i`"B 138 ij le>k;k x;k gSA
- Paragraph Writing
blds ckjs esa ikBîiqLrd ds i`"B Ø- 92 ij foLr`r :lk ls le>k;k x;k gSA

2- iqLrd ds

I= 2007&08 ls izns'k dh IHkh 'kkldh; 'kkykvksa esa d{kk 11 dh d{kkvksa esa vaxzsT+kh fo"k; dk v/;;u ,oa v/;kiu dk;Z uohu ikBîiqLrdksa ds ek/;e ls izkjEHk gks pqdk gSA gekjs f'k{k d lkfFk;ksa ds lkfFk ;g ppkZ vko';d gS fd iqjkuh iqLrdksa dks gVkus dh vko';drk D;k Fkh] uohu iqLrdksa esa D;k&D;k ifjorZu fd, x, gSa] fdu uohu rF;ksa@?kVdksa dks 'kkfey fd;k x;k gS rFkk bUgsa 'kkfey fd, tkus ds D;k dkj.k gSa vkfnA

vkb;s bu IHkh fcUnqvksa ds ckjs esa ,d&,d djds ckr djrs gSaA

bl I= ls iwoZ d{kk 11 esa v/;;u ,oa v/;kiu gsrq mi;ksx dh tk jgh lkekU; vaxzsT+kh dh iqLrdsa yxHkx rhu n'kdksa ls vifjofrZr pyh vk jgh FkhaA bu fiNys rhu n'kdksa esa gekjs vklikl ds ifjn`; esa cgqr ifjorZu gq, gSa] gekjh izkFkfedrvksa esa ifjorZu gq, gSaA budk izHkko 'kS{kf.kd mn~ns';ksa ,oa izkFkfedrvksa ij iM+uk furkUr LokHkkfod gSA ?kVukØe dh rhozrk rFkk rsT+kh ls cny jgs thou ds IUnHkksZa ,oa izkFkfedrvksa ds dkj.k iqLrdksa dk uohuhdj.k vR;ko';d gks tkrk gSA og fcUnq tks fd lu~ 70 ds n'kd esa gekjs fy, vR;Ur egRoiw.kZ gqvkdjrs Fks] vkt gesa vf/kd izHkkfor ugha djrsA vLrq orZeku ifjn`; dks ns[krs gq, ;g vko';d Fkk fd gekjs cPps og ikBîoLrq i<+sa tksfd mUgsa lkef;d thou IUnHkksZa ds fy, rS;kj dj lds rFkk os le{k izLrq pqukSfr;ksa dk vkRefo'okl ds lkfFk lkeuk dj ldsA

f}rh; LFkku ij ;g rF; vkrk gS fd iqjkuh iqLrdsa structural approach ij vk/kkfjr Fkha tksfd vaxzsT+kh Hkk"kk f'k{k.k gsrq ml le; dh ,d izHkkoh approach Fkha ijUrq tSlk ge IHkh tkurs gSa fd ifjorZu gh izd`fr dk fu;e gSA vaxzsT+kh f'k{k.k gsrq orZeku le; esa structural approach vius 'kq) Lo:i esa dgha Hkh izpyu esa ugha gSaA mldk LFkku communicative / Interactive approach }kjk ys fy;k x;k gSA structural approach dh viQyrk ds ihNs

dbZ dkj.k ftEesnkj Fks fdUrq muesa ,d csgn egRoiw.kZ dkj.k Fkk Hkk"kk dks vLokHkkfod@d`f=e 'kSyh esa fl[kk;k tkukA

orZeku ¼izLrqr½ iqLrdksa esa mi;ksx dh xbZ communicative approach cPpksa dks thou ds LokHkkfod ifjos'k ,oa ifjn`';ksa esa ml Hkk"kk dk mi;ksx djuk fl[kkrh gS tks fd mudh ekr`Hkk"kk ugha gSaA ;gk; ;g rF; vR;Ur egRoiw.kZ gS fd gesa cPpksa dks to know a language crkuk gS ;k fd to know about a language crkuk gSA Communicative language teaching approach Hkk"kk dk mi;ksx djuk fl[kkrh gSA ;gk; ;g rF; Hkh mYys[kuh; gS fd izk;% gekjh 'kkykvksa ds os cPps tksfd vaxzsT+kh dks f}rh; Hkk"kk ds :i esa i<+rs gSa]muds vkl&ikl bl Hkk"kk dks lh[kus ;k vH;kl djus ds volj cgqr de ek=k esa miyC/k jgrs gSaA izLrqr iqLrdsa Communicative Language Teaching Approach ij vk/kkfjr gSa tks fd target language vFkkZr vaxzsT+kh Hkk"kk dks lh[kus ,oa mldk vH;kl djus ds volj cPpksa dks i;kZlr ek=k esa miyC/k djkrh gSA

;gk; ;g rF; Hkh mYys[kuh; gS fd fiNys l= rd fo|kfFkZ;ksa dks ek= textbook gh prescribed Fkh ijUrq bl l= ls mUgsa vaxzsT+kh Hkk"kk laca/kh vf/kdkf/kd iz;ksx ds volj nsus gsrq ikBîiqLrd ds lkFk gh ,d vH;kl iqfLrdk dk Hkh lekos'k fd;k x;k gSA vH;kl iqfLrdk esa cPps ikBîiqLrd esa lh[kh xbZ n{krkvksa dk fofo/k vH;klksa ds ek;/e ls vH;kl dj ldsaxs rFkk lkFk gh LokHkkfod :i ls mudk iqucZyhdj.k (reinforcement) vkSj n`<+hdj.k gks ldsxkA

ikBîiqLrd dh ikBîoLrq tgk; ij ,d vksj ekuork ds 'kk'or ewY;ksa & lgkuqHkwfr] d:.kk vkfn dks LFkku fn;k x;k gS ogha ns'kHkfDr ls vksrizksr dFkkud] izsjd ikSj.kf.kd izlax] i;kZoj.k dh lqj{kk gsrq tkx:d cukus okyh dgkfu;k;] lkg] dFkk,;] egkiq:"kksa ¼jktuhfr] foKku½ dh thofu;k;] fgUnh Hkk"kk dh Js"B] loZdkfyd izsj.kknk;h dgkfu;ksa dk vaxzsT+kh vuqokn] [ksy Hkkouk] l; gL; fouksn] cqf) pkrq;Z] ,sfrgkfld

izsjd izlax] /ofu iznw"k.k] vkink&izcU/ku] izsjd ys[k] uSfrd dFkk] R;kx vkfn tSls fo"k;ksa ij ikBî lkexzh dks ladfyr fd;k x;k gSA

vH;kl [k.M ij n`f"V Mkysa rks igyk egUoiw.kZ rF; ;g mHkj dj vkrk gS fd iqjkuh iqLrdks esa fn, x, vH;kl[k.M ls vyx gVdj uohu ikBîiqLrdksa esa Hkk"kk ds pkjksa cqfu;knh dkS'kyksa basic skills vFkkZr listening, speaking, reading and writing ij /;ku dsfUnzr fd;k x;k gS rkfd gekjs cPps tc bu ikBîiqLrdksa dks lezrk esa mi;ksx djSa rks mudk Hkk"kk dk fodkl ,dkaxh u gksdj lokZaxh.k gks rFkk lkFk gh os Hkk"kk ds pkjksa cqfu;knksa n{krkvksa esa Hkh ikjaxr gks ldsA

vH;kl [k.M esa eq[;r% lkr&vkB izdkj dh xfrfof/k;ksa dks j[kk x;k gS &

- Word Power - 'kCn lkeF;Z
- How Much Have I Understood?/ Comprehension - iBu cks/k
- Language Practice - O;kdj.k
- Listening Time - Jo.k dkS'ky fodkl
- Speaking Time - cksyus ds dkS'ky dk fodkl
- Writing Time - ys[ku dkS'ky
- Things to do - izkstsDV dk;Z

d{kk 9 ,oa 11 dh ikBîiqLrdksa esa izR;sd i`B esa vk, u, 'kCnksa ds mPpkj.k (pronunciation) ,oa muds vFkZ fn, x, gSaA

vk'kk gS iqLrd fo"k;d mi;qZDr tkudkjH ls gekjs f'k{kd lkFkh ykHkkfUor gksxsa rFkk ikBîiqLrd ,oa vH;kl iqfLrdk dk vkSj Li"Vrk ds lkFk mi;ksx dj ldsaxSA

3. EXERCISE PATTERN (GENERAL ENGLISH)

I. Word Power

Textbook esa nh xbZ exercises esa loZizFke Word Power ¼'kCn lkeF;Z½ ls lacaf/kr vH;kl fn, x, gSaA bl vH;kl dk eq[; mn~ns'; fo|kfFkZ;ksa ds 'kCn lkeF;Z dks le`) djuk gSA fofHkUu vH;klksa ds ek;/e ls fo|kfFkZ;ksa ds 'kCn Hk.Mkj esa Hkh o`f) visf{kr gSA blds vUrxZr vusd izdkj ds vH;kl fn, x, gSaA

Word Power ds vUrxZr fn, x, vH;klksa dks f'k{kd] cksMZ ij pairs esa] group vFkok whole class activities ds :i esa djok,; ¼ekSf[kd o fyf[kr½A tSlS &

- 'Derive words from the given words' f'k{kd cksMZ ij djok,;A
- Write any 3 – 4 words associated words with the given words dks pairwork ds :i esa djok,;A Nk=ksa dks tksfM+;ksa esa dke djus dks nsaA
- Fill in the blanks, match the words with their meanings vkfn vH;klksa dks fo|kfFkZ;ksa dks Lo;a djus dks dgSaA
- Antonyms, synonyms, rhyming words okys vH;klksa dks whole class activity ds :i esa djok,;A

II. How Much Have I Understood? / Comprehension

Exercises ds Øe esa ;g vxyh dM+h gSA bl vH;kl dk mn~ns'; fo|kfFkZ;ksa dh le> dks ij[kuk gSA fofHkUu vH;klksa ds ek;/e ls ;g tkuus dk iz;kl fd;k x;k gS fd fo|kfFkZ;ksa us ikB dks fdruk le>k gSA bl gsrq fuEu izdkj ds vH;kl fn, x, gSa &

1. Choose the correct option.
2. Complete the following.
4. Answer the following questions.
5. Explain the lines.

f'k{kd bu vH;klksa dks fofHkUu izdkj ls djok ldrs gSaA

mnkgj.kr% Answer the following questions dks activity ds :i esa Hkh
djok ldrs gSaA Class dks nks groups esa foHkkftr djsaA ,d group dks
answers okyh strips nsa o nwljs group dks questions okyh strips nsaA ,d group
questions iwNs o nwljk group mRrj strips esa ls mRrj <w; <+dj i<+sA Choose
the correct answer vH;kl dks fo|kfFkZ;ksa dks Lo;a djus nsaA

III. Language Practice

Comprehension ds i'pkr 'Language Practice' uke dk vH;kl gSA bl vH;kl dk mn~ns'; fo|kfFkZ;ksa esa O;kdj.k dh le> dks fodflr djuk gSA bl heading ds vUrxZr fn, x, fofHkUu vH;klksa dks djus ds i'pkr fo|kFkhZ okD;ksa dh lajpuk, tenses, passive voice, articles, prepositions, fofHkUu clauses vkfn dk iz;ksx djuk lh[k ik,;jsa

Textbook ,oa Workbook nksuksa gh esa O;kdj.k lEcU/kh i;kZIr vH;kl fn, x, gSaA

f'k{kD bu vH;klksa dks izR;sd grammatical item dh vo/kkj.kk dks Li"V djus ds mijUr gh djok,;A ;s vH;kl Hkh f'k{kD fo|kfFkZ;ksa ds level, la[;k vkfn dks /;ku esa j[krs gq, djok,;A dqN vH;kl cksMZ ij djok,;A fo|kfFkZ;ksa ds Lo;a gy djus ds i'pkr mUgsa board ij fy[kus dks dgsaA lHkh fo|kfFkZ;ksa dks volj nsaA

dqN vH;kl pairwork ds :i esa djok,;aA fo|kfFkZ;ksa ds pairs cuk nsa o muls vH;kl djok,;A f'k{kD d{k 5&6 groups esa foHkkftr dj vH;klksa dks djok ldrs gSaA

IV. Listening Time

;g vH;kl Class XI esa dsoy textbook esa fn;k x;k gSA Listening o speaking, pkjksa skills esa reading o writing ds igys vkrs gSaA Listening skills dk vH;kl nsus dk mn~ns'; fofHkUu sounds, sentences vkfn dks lqudj le>uk o fQj mldks act djuk gSA

bu vH;klksa dks eq[;r% individual activities ds :i esa djok,;A dqN vH;klksa dks group work ds :i esa djok,;A dqN vH;klksa dks board ij djok,;A f'k{kD lHkh fo|kfFkZ;ksa dk participation lqfuf'pr djsaA

V. Speaking Time

iqLrdksa esa Listening time ds i'pkr speaking time vH;kl fn, x, gSaA bu vH;klksa dk mn~ns'; fo|kfFkZ;ksa esa cksyus dh {kerk dk fodkl djuk gSA bu vH;klksa ds ek/e ls vf/kdkf/kd fo|kFkhZ lghkkfjrk dj ldsaxs ftlds QyLo:i muesa bl dkS'ky dk fodkl gks ldsxk vkSj bls izfr :>ku Hkh c<+sxkA

Speaking skills ds vUrxZr fn, x, vH;klksa dks individual / pair /half-class /whole class activities ds :i esa djok ldrs gSaA Class dks nks teams esa divide dj djok ldrs gSaA ,d team iz'u iwNs o nwlijh team mRrj nsa

bl izdkj pairs esa Hkh vH;kl dj,;A dqN exercises tksfd vowels, consonants, syllables ij vk/kkfjr gSa] mUgsa igys whole class, fQj half class, fQj NksVs groups rFkk vUr esa individully dj,;A

Note: f'k{k d igys Lo;a lgh mPpkj.k ds lkFk cksysa] fQj fo|kfFkZ;ksa ls cqyok, jA

VI. Reading Time

;g vH;kl dsoy Class XI dh workbook esa fn;k x;k gSA bldk mn~ns'; dsoy Nk=ksa dks passages dks le> dj mRrj nsuk gh ugha gS cfYd fofHkUu vH;klksa }kjk muds bl dkS'ky dks fodflr djuk Hkh gSA

vr% blds vUrxZr dsoy unseen passages gh ugha oju~ vU; izdkj ds vH;kl Hkh fuEukuqlkj fn, x, gSa&

1. Read the poem carefully and answer the questions
2. Read the clippings from the newspapers and answer the questions
3. Read the wrapper of a medicine and answer the questions
4. Read the following passage carefully

;s vH;kl Hkh comprehension dk gh ,d :i gSaA pwjfd fo|kfFkZ;ksa dks dsoy iqLrds gh ugha i<+uh oju~ mUgsa day to day life esa Hkh tkudkj izklr djuk gksrh gS] vr% mUgsa working knowledge of English rks gksuh gh pkfg,A bu vH;klksa dks fo|kFkhZ Lo;a djsaA vko';drk i<+us ij f'k{k d mudh lgk;rk djsaA

VII. Exercise Writing Time

uohu iqLrd esa Speaking Time ds ckn tks vH;kl fn;k x;k gS og gS Writing Time. ;g vH;kl vaxzsth dh pkj basic skills esa ls ,d skill – writing skill ij vk/kkfjr gSA

bl vH;kl ds vUrxZr fuEu mn~ns';ksa dks fy;k x;k gS%

- 1- Nk=ksa esa ys[ku {kerk dk fodkl djukA
- 2- Nk=ksa dks viuh Hkkoukvksa dks vfHkO;fDr ds fofHkUu ek;/eksa tSls poster, report, message, story, paragraph vkfn }kjk O;Dr djuk fl[kkukA
- 3- Nk=ksa dks non-textual material tSls graphs, report card, charts, advertisements ,oa fofHkUu izdkj dh instructions i<+dj mls vius 'kCnksa esa O;Dr djuk fl[kkukA
- 4- Nk=ksa dks guided composition fy[kuk fl[kkukA
- 5- Nk=ksa dks fofHkUu izdkj ds letter ,oa application fy[kuk fl[kkukA
- 6- Nk=ksa dks dYiuk'khyrk dks ewrZ :i esa Øec) rjhds ls dSls systematically O;Dr fd;k tk;s] ;g fl[kkukA

Writing skill ;kus Nk=ksa dh fy[kus dh {kerk dk fodkl djuk blds fy, tks vH;kl dk;Z uohu ikBîiqLrd esa lfEefyr fd;s x;s gSa mUgsa ge individual work, pair work, group activity, half class activity ;k whole class activity ds }kjk fl[kk ldrs gSaA

fofHkUu fo"ksa ij letter ,oa application fy[kus dk dk;Z izR;sd Nk=ls individually djok;k tk;saA

izR;sd Nk=ls viuk daily routine fy[kdj ml ij ,d paragraph fy[kus dks dgsaA

fdlh topic ij essay fy[kokus dk dk;Z half class activity ds :i esa fd;k tk ldrk gSA

VIII. Exercise – Things to Do

uohu ikBîiqLrd esa Writing Time ds ckn tks vH;kl fn;k x;k gS og Things to Do gSA

;g vH;kl blfy, fn;k x;k gS ftlls &

- Nk=ksa esa l`tukRedrk dk fodkl fd;k tk ldsA
- Nk=ksa ds lkekU; Kku dh o`f) dh tk ldsA
- Nk=ksa dks fofHkUu oLrqvksa dh izR;{k Kku dj;k tk ldsA
- Nk=ksa esa jpukRedrk dk fodkl fd;k tk ldsA
- Nk=ksa dks fofHkUu LFkyksa dk Kku ogk; ys tkdj fn;k tk ldsA
- Nk=ksa esa egRoiw.kZ lkefxz;ksa dks ,df=r djus dh {kerk dk fodkl fd;k tk ldsA
- vFkkZr bl vH;kl dk eq[; mn~ns'; gS **djds lh[kuka**

4. TEACHING READING SKILL

✳ किसी भी भाषा का अध्ययन करने के लिए यह आवश्यक है कि छात्र उस भाषा को पढ़कर समझने की क्षमता विकसित करे। तभी उस भाषा का उपयोग साहित्य आदि पढ़ने में कर सकेंगे। पाठ्यक्रम में रीडिंग skill का मुख्य उद्देश्य विद्यार्थियों को English के प्रयोग में ऐसी क्षमता और कुशलता प्रदान करना है जिससे वे एक दिए गए अंश को पढ़कर उसका पूरा अर्थ समझ सकें ताकि वे (आवश्यकता अनुसार) आगे अध्ययन के लिए माध्यम के रूप में English का प्रयोग कर सकें। विद्यार्थियों की Understanding / Comprehension को परखने के लिए Reading सबसे अच्छी तकनीक है।

✳ How to develop/teach Reading skill. - Reading skill acquire करने के लिए विद्यार्थियों को english में Text Book के अलावा अन्य reading material provide किया जाना चाहिए। इसके लिए शिक्षक-बंधु newspaper व magazines, short-stories आदि का collection रखें व समय-समय पर बच्चों को पढ़ने दें। परीक्षा में इस section में अच्छे अंक प्राप्त करने के लिए आवश्यक है कि बच्चे Question words जैसे what, where, when etc. से भलीभाँति परिचित हों। eg: Who....? किसी व्यक्ति के बारे में पूछा गया है।

DIRECTIONS

1. सर्वप्रथम विद्यार्थियों को दिए गए passage को पूरा पढ़ने के लिए निर्देशित करें।
2. इसके बाद वे प्रश्नों को पढ़ें।
3. तत्पश्चात् दिए गए passage में प्रश्नों के उत्तर ढूँढें।
4. इन उत्तरों को यथासंभव अपनी भाषा में लिखने का प्रयास करें।
5. जिस tense में प्रश्न पूछा गया हो उसी tense में उत्तर लिखा जाना चाहिए।
6. विद्यार्थी को यह प्रयास किया जाना चाहिए की एक unseen passage में क्रमानुसार a से e तक प्रश्नों का उत्तर लिखें।
7. यदि passage पढ़ते समय कुछ unfamiliar / अपरिचित शब्द आते हैं तो चिंता न करें। इसका उद्देश्य over all meaning grasp करना है। ऐसे शब्दों का अर्थ context से समझने का प्रयास करें।

TESTING

READING SKILL IN CLASS XI

1. कक्षा XI में section A के अन्तर्गत एक 200 शब्दों का unsee passage पूछा जायेगा। जिसमें 6 लघु-उत्तरीय प्रश्न comprehension test के होंगे व 3 अंक vocabulary test के होंगे।

A1 - 200 शब्दों का - 6 लघु उत्तरीय प्रश्न = 12
unseen passage

3 vocabulary = 03

कुल अंक = 15

2. Section A का दूसरा प्रश्न A-2 Note Making के लिए लगभग 150 शब्दों का passage होगा।

A2 - 150 words का - Note Making = 07
unseen passage vocabulary = 03

कुल = 10

CLASS XI

- A-1.** The Eskimos are people living in the Arctic regions of North American and North-Eastern Asia, including Alaska, Canada, Greenland and Siberia. The Eskimos are cheerful and good natured. They speak a complicated language whose origin has not been traced. They are hunters as farming is impossible in the frozen Arctic region where they live. They travel from place to place in search of Caribon(deer), hares and other food. They help each other generously and share the available food. The Eskimos do not have written laws but they follow certain commonly held rules for decent behavior. When a person commits a harmful act, he is driven away from the community. In winter, the Eskimos live in a house called 'Igloo' built of blocks of ice. Some groups live in log cabins protected by earth on the outside. Some other groups use stones covered by earth. During summer they live in tents.

The Eskimos clothes are made from the skin of the animals they catch. The seams are sewn in a way that makes the garment water proof. Their clothing is made up of hooded jacket, trousers, boots and gloves. The Eskimos travel in canoes made of animal skins stretched on a wooden frame. They carry their belongings on the ice in sledges that are built of wood and bone and are pulled by team of dogs.

A. :-

- a) Who are Eskimos? (2)
b) Where do Eskimos live? (2)
c) What do the Eskimos wear? (2)
d) How do they go from one place to another? (2)

- e) What is a 'sledge'? (2)
- f) How is an Eskimo punished for doing a harmful act? (2)
- B.** - Find words in the passage which means the same as :-
- a) Difficult to understand. (1)
- b) Of a good enough standard or quality. (1)
- c) A light narrow boat. (1)

ANSWERS

A.

- a) Eskimos are the people living in the Arctic regions of North America, North-Eastern, Asia, Alaska, Canada, Greenland, Siberia.
- b) The Eskimos live in Igloo, built of ice-block in winter season. In summer, they live in tents.
- c) They wear jacket, trousers, boots, gloves made from the animal skins.
- d) They travel in canoes made of animal skins stretched on a wooden frame.
- e) A sledge is built of wood and bone, pulled by dogs to carry the belonging on the ice.
- f) When an Eskimo commits a harmful act, he is driven away from his community.
- B)** (a) Complicated. (b) decent (c) canoe.

PASSAGE II

2. Read the following passage carefully:

1. Dr. Shanti Swaroop Bhatnagar returned to India in August 1921 after getting his D-Sc. degree in London. He took up the physical chemistry chair at the newly started Banaras Hindu University.
2. When Arcot Ramaswamy Mudaliar convinced Viceroy Linglithgow of the need for a Board of Scientific and industrial Research to mobilize Indian talent to meet the requirements of the Second World War that broke out in 1939, Linglithgow wanted Bhatnagar to be its Director. Very soon several products of great importance had been developed by him and his staff such as gas masks using indigenous components, lubricating oil for bronze bearings in locomotives, air-foam solution, glass substitutes and plastics for Indian wastes.
3. Bhatnagar's vision was establishing a chain of laboratories throughout the length and breadth of the country that would not only become centres of excellence but would also provide gainful employment to thousands of countrymen. As his vision unfolded, the CSIR network started expanding. Before his death twelve of these

laboratories were fully functioning. The CSIR network has since extended to 39 laboratories.

4. On a visit to the Himalayan Institute of Mountaineering, Bhatnagar had difficulty in breathing and was advised rest. Not heeding the advice, Bhatnagar carried on till he suffered a heart attack on the night before New Year's Day in 1955 while he was preparing for the Science Congress of Baroda.

A. On the basis of your reading of the passage, answer the following questions:

- a) After returning to India in August 1921, what did Dr. Bhatnagar do? (2 Mark)
- b) Why was the Board of Scientific and Industrial Research needed? (2 Mark)
- c) What was Dr. Bhatnagar then appointed as, and by whom? (2 Mark)
- d) Name two of the products developed by Dr. Bhatnagar and his staff. (2 Mark)
- e) How did Dr. Bhatnagar's vision prove useful for the country? (2 Mark)
- f) When & how did Dr. Bhatnagar die? (2 Mark)

2.2 Pick out a word from the passage which means the same as : (3 Mark)

- (i) Organize together
- (ii) locally available
- (iii) setting up

ANSWERS

(A)

- a) after returning to India, Dr. Bhatnagar took up the physical chemistry chair at the Banaras Hindu University.
- b) The Board of Scientific and Industries Research needed to mobilise Indian talent to meet the requirements of the second world war.
- c) Dr. Bhatnagar was appointed as the Director of the Board of Scientific and industrial Research by the Viceroy Linlithgow.
- d) The two products are :-
 - (i) Gas masks using indigenous compounds.
 - (ii) Lubricating oil for bronze bearings in locomotives.
- e) Bhatnagar's vision was establishing a chain of laboratories throughout the length & breadth of the country. These laboratories became the centers of excellence and provided employment to thousands of countrymen.
- f) Dr. Bhatnagar died of heart attack on 31st Dec. 1955

- B.**
- (a) Mobilize
 - (b) Indigenous
 - (c) Establishing.

PASSAGES FOR PRACTICE

I

The fear of disaster related epidemics like cholera and diarrhoea breaking out has substantially receded on tsunamis hit Nagapattinam coast but if sanitation is not improved, water borne Hepatitis-A could strike, warn doctors. Global Foundation, which has opened health camps in the Tsunamis-hit areas said that there have been a large numbers of cases of diarrhoea especially after December 31. Survivors visiting health camps complain of respiratory problems, diarrhoea caused by consumption of contaminated water. Tetanus Toxide injections are being administered to the victims to stop infection. Though there are 118 medical teams of both the government and the NGO's from across India in the affected village, lack of sanitation, delay in the Clearance of debris and the rotten corpses in the first few days made epidemics a real threat.

“Many of the victims are suffering from depression and they need counseling” Dr. Mani added that many people also suffered from indigestion- related problems after eating contaminated food.

Questions :-

(A)

- a) What do the doctors warn if sanitation is not improved in tsunami- hit Nagapattinam?
- b) What has consumption of contaminated water caused?
- c) Which people complained of respiratory problems?
- d) Give atleast two reasons to the effect that epidemics is a real threat in Nagapattinam area.
- e) From what disease many of the victims are suffering form?
- f) What had made the epidemics ‘a real threat’?

(B) Find words in the passage which mean the same as

- a) A large number of cases of a particular disease happing a the same time in a particular place.
- b) Persons who have been attacked, injured or killed as a result of disease, crime etc.
- c) Spread or carried by water.

II

The most amazing fact is that snake venom has been used in medical treatments for thousands of years. In the 12th century, doctors used snake venom to treat leprosy. In ‘ Ayurveda’ use of snake venom has been suggested for the treatment of tuberculosis.

Snake venoms were also considered to be potent biological weapons prior to the 1972 Biological Weapons convention that mandated their destruction.

Although the danger of snake venom to humans has been well documented, today repaid research in this area has resulted in using snake venom for various beneficial purposes. The most obvious benefit to man is the snake venom's role in producing antivenin, which helps to counteract the effects of snakebites. For this, venom is milked from the fangs of snakes and then horses are inoculated with this venom. The horse serum is now collected, which contains antibodies having the property to neutralize that venom. Antivenin is effective if it is timely injected in time into the blood stream of a person bitten by a snake.

(A)

- a) How was leprosy treated by the doctors in the 12th century?
- b) What were snake venoms also considered to be, prior to the 1972 convention?
- c) What is the use of antivenin?
- d) When is antivenin effective?
- e) What is the use of snake venom in Ayurveda?
- f) After horse are injected with snake venom, a serum is produced by them. What does this serum contain?

B. Find a word in the passage which means the same as :-

- a) Poisonous liquid that snakes, spiders produce when they bite.
- b) Profit.
- c) To reduce or prevent the bad or harmful effect.

A-2 FOR CLASS XI

NOTE MAKING

Note making एक बहुत उपयोगी skill है। यह विद्यार्थियों को सभी विषयों का अध्ययन करने में सहायक है क्योंकि :-

1. यह समस्त जानकारी याद रखने में मदद करता है।
2. परीक्षा के पहले revision करने में सहायक है।
3. विषय-वस्तु को समझने में सहायक है।
4. बड़े-बड़े पाठ इसकी सहायता से छोटे रूप में लिखे जा सकते हैं।

HOW TO MAKE NOTES

1. सबसे पहले दिए गए passage को अच्छी तरह से पूरा पढ़े और समझने की कोशिश करें— यह passage किसके बारे में लिखा गया है?—आपको theme का पता चल जाएगा। इसकी सहायता से title लिखें।
2. फिर से passage पढ़ें और मुख्य बिंदुओं को underline करते जायें।
3. इसके बाद मुख्य बिंदुओं के बारे में जो सहायक बातें हैं उन्हें ढूँढ़ लें।
4. इसके पश्चात् नीचे दिए गए format के अनुसार इन बिंदुओं को नोट्स के रूप में लिखें।
5. Notes लिखते समय abbreviations का प्रयोग करें और चार शब्दों की सूची बनायें।
6. Full sentences का प्रयोग न करें।

Note:- Text Book में पृष्ठ 14 पर Note Making के बारे में विस्तृत जानकारी दी गई है। शिक्षक—बंधु कृपया उसका प्रयोग करें।

FORMAT

TITLE

1. Sub- heading .

1.1 Point

1.2 Point

1.3 Point

1.3.1

1.3.2

2. Sub-heading

2.1 Point

2.2 Point

3. Sub-heading

3.1 Point

3.2 Point

ABBREVIATIONS

(i)

(ii)

(iii)

(iv)

SOLVED EXAMPLE

(I)

The causative organism of rabies is a small bullet shaped RNA virus, which belongs to the Rhabdovirus family. It is one of the oldest disease known to man. The RNA virus is capable of infecting any warm blooded animal. Foxes, dogs, cats and bats are the usual targets. Cattle, horses, deer and other herbivores can become infected with rabies. The usual mode of transmission to man is through the bite of infected animal. The virus multiplies at the bite site for 7-10 days and then enters the nerves. After entering the local nerve endings, the virus reaches the brain. The disease may manifest as fever, malaise, headache, loss of appetite, sore throat, depression or pain at the site of bite. The classical symptom of hydrophobia or fear of water are also seen. The most effective mechanism of protection against rabies is to wash and flush a wound or place of contact with soap and water or even plain water, followed by the applications of ethanol, tincture or aqueous solution of iodine. Anti rabies vaccine should be given as soon as possible according to who recognized standards.

Questions ;

- a) On the basis of your reading of the above passage, make suitable notes give on appropriate title to it. (7)
- b) Find words in the passage which mean the same as : (3)
- (i) The act or process of passing something form one person to other.
 - (ii) Sign of illness.
 - (iii) Containing water.

A-2 :-

ANSWER

(a) RABIES: CAUSE AND CURE

1. The Causative Organism :-

- 1.1 A small bullet shaped RNA virus.
- 1.2 Belongs to Rabdovirus fly.
- 1.3 Incap. Of infecting warm-blooded animals.

2. Animals Affected :-

- 2.1 Usual Targets
 - 2.1.1 foxes

- 2.1.2 dogs
- 2.1.3 bats
- 2.1.4 cats
- 2.2 Can Also Affect.
 - 2.2.1 cattle
 - 2.2.2 horses
 - 2.2.3 deer

3. Symptoms Of Rabies In Man :-

- 3.1 Fever
- 3.2 Malaise
- 3.3 Hche.
- 3.4 Hydrophobia – fear of water

4. Treatment :-

- 4.1 Wash & flush the wound with soap & water.
- 4.2 Appl. Of ethanol, tincture or aq. Soln. Of iodine.
- 4.3 Anit- rabies vaccine acc to WHO standard.

ABBREVIATIONS

Fly	=	family
Incap	=	incapable
Hche	=	headache
Aqsoln	=	aqueous solution
Std.	=	standard

(b)

- (i) Transmission
- (ii) Symptom
- (iii) aqueous

PASSAGE II

If you think magic and the magician is all about supernatural powers then we are sorry to disappoint you because neither has anything to do with such powers. In fact, magic is all about display of skill and defitness with hands which is mastered with

practice. Though it is difficult for you to become Harry Potter and learn all about charms and potions at Hogwarts School of Magic under Dumbledore, you can well be PC Sorcar with hundreds of tricks up your sleeve. Yes, magic is an art that can be perfected with practice, patience and passion.

To be a professional at magic you need to learn a few tricks of the trade, aim yourself with a few magic props and a big portion of patience. Humour could add to your appeal as a magician. You can always add glamour to the hobby by getting yourself a magician's gear.

To get started grab a few books on magic tricks. Choose your favorite tricks and start practicing with them. Practice is perhaps the most important aspect of being a magician. Never venture out with a trick till you have mastered it with enough practice and are comfortable with each movement. The best way to practice it to do it in front of a mirror. Even if some tricks seem pretty easy to perform practice them until the movements are smooth enough to look natural.

- a) On the basis of your reading of the above passage, make suitable notes. Give an appropriate title to it. (7)
- b) find words in the passage which mean the same as :- (3)
- (i) That can't be explained by laws of Science and seems to involve god or magic.
- (ii) A very strong feeling .
- (iii) The attractive and exciting quality that make a thing special.

ANSWER

ALL ABOUT MAGIC

NOTES

1. Myth About Magic :-

- | | | |
|--------------|---|---------------------|
| 1.1 Magic | – | supernatural power. |
| 1.2 Magician | - | no such power |
| 1.3 Magic | - | display of skill |

2. Magic – An Art :-

- | | |
|-------|---------------------|
| 2.1 | Deftness with hands |
| 2.2 | Mastered with |
| 2.2.1 | Prac. |
| 2.2.2 | Patnc. |
| 2.2.3 | Pass. |

3. Requirements for a Prof. Magician :-

- 3.1 Learn some tricks.
- 3.2 Magic props.
- 3.3 Patnc.
- 3.4 Humour – adds to appeal

4. How To Start :-

- 4.1 Buying books on magic.
- 4.2 Prac. In front of mirror.
- 4.3 Prac. Makes move smth –look nat.

ABBREVIATIONS

- i) Parc. = Practice
 - ii) Patnc. = Patience
 - iii) Pass. = Passion
 - iv) Smth. = Smooth
- b) (i) Supernatural
- (ii) Passion
- (iii) Glamour

PASSAGES FOR PRACTICE

I

Education has been an ever- evolving process that has developed for different trail and error methods. Education in ancient times in India was through a unique system called ‘ Gurukul’ with literally means a teacher’s home. Here students resided together as equals irrespective of their social standing. The guru was much more than a teacher. He was a father a guide and a role model for all the students.

With the coming of Buddhism, the focus of schooling shifted from the home of the teacher to the monastery, of which few developed into universities. One such university was Nalanda University where training was imparted for the study of both Buddhist and Hindu texts, logic grammar and other disciplines.

Later the Mughal and the Foreign invaders like the Dutch, the French, the portages and the English brought with them a vast change in the education system. The

expansion of the colonial rule gave rise to two opposite education systems the English and the Indian. This contributed to the gradual decline of the regional education system, of gurukul , monastery and even Vedic methods of learning. The stress under the colonial rulers was upon education in European literature; arts and science.

- a) On the basis of your reading of the above passage, make suitable notes. Give an appropriate title to it. (7)
- b) Find words in the passage which mean the same as: (3)
 - (i) being the only one of its kind.
 - (ii) Connected with a country that controls another country.
 - (iii) A continuous decrease in quality.

II

The National Progressive Schools Conference (NPSC) came into being in the early 70 s as a forum to address issues affecting and regulating the privately managed recognized schools in India. Today NPSC has around 100 member Schools affiliated to the organization. The body deals with not just academics but with all those vital issues which affect our education system so that collective action can be taken. It is considered as a seed farm for the germination of good educational policies and for spearheading moments for educational reforms. It is a forum for principals to come together and discuss issues that affect the schooling process and out education system.

NPSC membership is offered to only those senior secondary schools which provide quality education and have all the basic facilities in their school. A team comprising of member principal visit the NPSC- aspirant school for inspection and the membership is granted to the schools according to the report submitted by this inspecting team. The body provides a platform to educational bodies like the NCERT and CBSE to stay connected to schools. Often these bodies discuss issues related to the curriculum with the NPSC principals before implementing them in their schools.

- a) On the basis of your reading of the above passage, make suitable notes on it. (7)
- b) Find words in the passage which mean the same as :- (3)
 - (i) closely connected or controlling an organization.
 - (ii) Beginning an activity or leading.
 - (iii) The act of improving or changing.

5. TEACHING WRITING SKILL

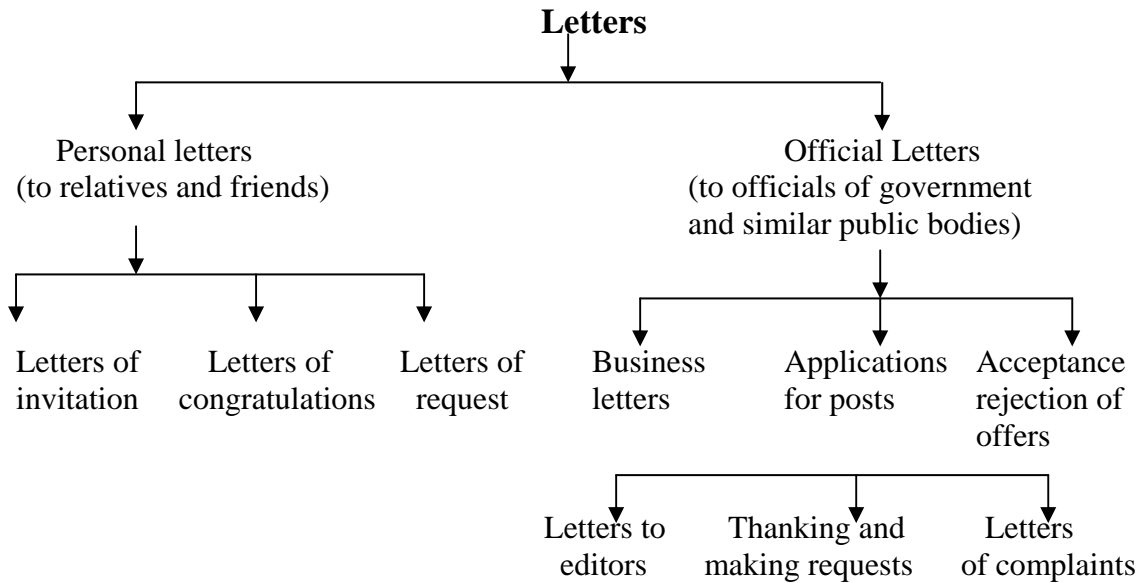
Listening, Speaking, Reading के पश्चात् हासिल की जाने वाली सबसे महत्वपूर्ण skill है Writing. इस skill से ही हम अपने द्वारा अर्जित ज्ञान को परीक्षक के सामने प्रस्तुत करते हैं। अतः हमें इस skill को सीखना आवश्यक है।

CLASS XI में section B के अन्तर्गत प्रश्न B-3 का होगा। पत्र-लेखन में शामिल किए गए पत्र –

- (a) कार्यालयीन या व्यावसायिक पत्र –
Official or business letter – जानकारी प्राप्त करने या जानकारी देने हेतु, शिकायती पत्र, supply order देने या उसका उत्तर देते हुए
- (b) सम्पादक के नाम पत्र (सुझाव देते हुए)
- (c) नौकरी के लिए आवेदन
- (d) व्यक्तिगत पत्र

उपर्युक्त में से कोई दो पत्र दिए जाएंगे और विद्यार्थियों को एक पत्र लिखना होगा – 06 अंक कक्षा XI की Text Book व Work Book में निम्नांकित पृष्ठ पर पत्र-लेखन के विषय में बताया गया है –

Work Book : 50, 57, 61, 122, 133



Various Parts of Letters

A letter consists of the following parts :

1. **Sender's Name and Address.** It includes the writer's name and address. It is written at the top on the left hand corner of the page. If the address consists of several parts, each part is given a separate line;
2. **Date.** While writing date, note that the day is written in figures, month in words and year in full figures. The year is preceded by a comma, when the date is written before it. The date should be written follows :

20th May, 2001

or

May 20, 2001

But do not write 20-05-2001

or

20 $\frac{5}{2001}$

3. **Receiver's Address/The Inside Address.** This is not required in a personal letter. The official letters are not addressed to the individual but to his/her official capacity.
4. **Subject (In case of official letters only).** Though not required in Personal letters, it is a must in official letters. It must be as brief as possible, maximum three or four words. It must be the pivot for the body of the letter.
5. **Salutation.** It is the complimentary little greeting to the person to whom the letter is addressed. It is a formal way of beginning a letter. The form of greeting or salutation depends on the relation and degree of intimacy between the writer and the addressee in personal letters. But in official letters 'Sir' or 'Madam' is used mostly.

Note – If the person, who will read the letter, is known to you, you can address him by name : as

Dear Mr.Gupta

The appropriate title Mr., Mrs., or Miss is to be placed before the name.

6. **Body of the Letter.** This is the main part of the letter. It consists of three parts : an introduction which gives the reason of the letter, the message which includes the main information and a conclusion, which always is expressed politely or gives suggestions about the problems expressed. It should be well arranged and divided suitably into separate paragraphs unless it is very short. Be brief,

courteous and to the point. It should be clear and brief because an official/a businessman has no time to attend to unnecessary details.

7. **The Subscription (or the complimentary close).** The most common forms in business letters are 'Yours truly' and 'Yours faithfully'. In very formal letters, you may use 'Respectfully yours'. If you have used a personal name in the salutation, the subscription should be 'Yours sincerely'. In case of personal letters, the most common form is 'Yours affectionately'.
8. **Signature.** The formal letters require your full signature. Below the signature, the name of the person and the position are mentioned. In personal letters write the name by which you are known among your relatives and friends.
Note. Do not use any punctuation mark after the signature.
9. **Outside Address.** The is written on the envelope or the postcard. It should be written neatly, legibly and spaced carefully. If you write the Pin Code, you can be sure of your letter reaching the addressee without delay.

FORMAT

_____	Sender's	
_____	address	
_____	Date	
_____	Receiver's	
_____	address	
_____	Salutations	
_____	Subject	
_____		Body
_____		of
_____		the
_____		letter
_____	Complementary close	
_____	Signature	

The following table gives a clear picture of the correct forms of salutations along with their respective subscription

Relation	Salutation	Subscription	
1. Blood relations older than the writer	My dear Or Dear Or Dearest	Father, Mother, Brother, Sister, Uncle, Aunt, Cousin, Yours affectionately Or Yours very affectionately Or Affectionately yours Or Yours affectionate Your loving	Son, sister Brother, Nephew, Daughter, Cousin,
2 Younger Relations	My dear Or Dear	Lalit, Usha, Prakash, Yours affectionately Or Yours affectionate Or Your loving	Father, mother, Brother, sister, Uncle, aunt, Cousin
3 Friends	My dear Or Dear	Arun Yours sincerely, Or Sincerely yours	
4 Acquaintances	Dear Mr. Kapur Dear Dr. Chopra Dear Prof. Sharma My dear Sir,	Yours sincerely, (sign full name)	
5 Strangers	Dear Sir, or Sir, Dear Madam, or Madam	Yours truly, (sign full name)	
6 From one officer to another	Sir,	Yours faithfully	
7 Application for employment	for sir	Yours faithfully	
8 To Teachers, Headmasters Principals or Employers, for leave or other purposes	Sir	Yours obediently	
Relation		Salutation	Subscription
9. Editor of a News (i) for publication (ii) in a business letter	Sir Dear sir		Yours truly, Yours faithfully
10. Complaints to such officers as Health Officer, Post master or Agents of Railways	Dear sir		Yours faithfully
11. To Deputy Commissioner Or Superintendent of Police	Sir,		Yours faithfully
12. A firm, Company, or Book-seller etc.	Dear sir Dear sirs		Yours faithfully

CLASS XI
MAKING ENQUIRES

Ques.:- You are Chetan, living at 215, Nehru Nagar, Bhopal You read an advertisement about coaching for the preparation of AIEEE. You wish to join it. Write a letter to the Director of Brilliant Coaching Institute, 25, Zone I, M.P. Nagar, Bhopal inquiring about the details.

215, Nehru Nagar
Bhopal
10th July 07

The Director
Brilliant Coaching Institute
25, Zone-I, M.P. Nagar,
Bhopal
Sir,

Sub.:- Seeking information about coaching for AIEEE.

With reference to your advertisement published in ‘ Dainik Bhaskar’ dated 8th July regarding the coaching given by your reputed institute for the preparation of AIEEE, I wish to seek more information. I am a student of class XII (Maths) and wish to appear in AIEEE 2008, kindly provide me the following information :

- (i) Duration of the course.
- (ii) Fee structure- whether payable in instalments.
- (iii) Whether weekly tests are conducted.
- (iv) Size of the class i.e. no. of students in each batch.
- (v) Study Material provided by your institute.

I request you to kindly furnish the above information at the earliest so that I may join the course well in time.

Yours faithfully
Chetan.

PLACING ORDER

Ques. :- You are D.S. Tomar, the Physical Education Teacher of Govt. Boys Higher Secondary School, Rishi Nagar, Ujjain. Write a letter to M/s Olympic sports corner. G.T.B. Complex, Bhopal ordering them to supply sports equipments in your school.

Govt. B.H.S. School
Rishi Nagar,
Ujjain
25th June 07

M/s Olympic Sports Corner,
G.T.B. Complex,
Bhopal.

Sir,

Sub. : Order for sports equipments.

I have been directed by the Principal to inform you that the quotation filed by your firm has been approved by the school management. I am placing the order for the following sports items.:

Sl. No.	Item	Brand	Quantity
1.	Hockey sticks	Cosco	24
2.	Hockey Balls	Cosco	24
3.	Volley Ball	Fuji.	10
4.	Basket Ball	Fuji.	10
5.	Foot Ball	Fuji.	10

The supply is to be delivered at the school. The payment will be made through demand draft only after verification of the quality of the material.

Kindly supply the above material latest by 15th July, failing which the order may be treated as cancelled.

Yours faithfully,

D.S. Tomar.

P.E.T.

Registering Complaint

Ques. : You are Vijay Arora of 52, Napier Town, Jabalpur you purchased a CQM Colour T.V. from Alpha Electronics shop, Shop No. 15, Gol Bazar Jabalpur. It worked well in the beginning but after a while. Also the sound system is not functioning well. As the T.V. is still in its warranty period, write a letter to the sales manager asking for replacement.

**52, Napier Town
Jabalpur
22nd July 07**

**The Sales Manager
Alpha Electronics Shop
Shop No. 15, Gol Bazaar
Jabalpur.**

Sir,

Sub: Replacement of Defective T.V.

I am a regular customer of your reputed shop But I regret to inform you that the CQM Color T.V. that I bought from your shop vide cash memo no. 2635 dated 12th March 07 is not functioning properly. Its colours often fade away and it appears as if we are watching a black and white television. The sound system is also not proper. Without touching the control panel or using remote, the volume becomes very high and sometimes very low, sometimes the picture also gets blurred. It seems that there is some manufacturing defect in it.

When I bought this T.V. set, I was given a warranty of two years. It is still in its warranty period. I, therefore, request you to kindly replace the defective T.V. with a fresh piece. I hope you will not compel me to knock the doors of consumer court for redress.

**Yours faithfully,
Vijay Arora.**

APPLICATION FOR JOB

Ques. :- You are Akshay/Abha living at 293, Lane II, Gandhi Nagar, Gwalior, You have seen an advertisement in the newspaper for the post of Marketing Manager in Prestige Pharmaceutical Pvt. Ltd. Millennium House, Chennai. Write an application for job to the Managing Director of the firm.

**293, Lane II
Gandhi Nagar,
Gwalior**

**20th July 07
The Managing Director
Prestige Pharmaceuticals Pvt. Ltd.
Millennium House
Chennai
Sir,**

Sub: Application for the post of Marketing Manager.

With reference to the advertisement published in 'The Times of India' dated 18th July 07, for the post of Marketing Manager in your reputed firm, I wish to offer my candidature. I fulfill the qualification and experience as desired by you. I am enclosing my Bio-data and testimonials for your ready reference.

If selected, I shall work with sincerity and endeavour to do the best for the company.

Yours faithfully
Abha

BIO-DATA/RESUME

NAME : ABHA PANDEY
FATHER'S NAME : SHRI S.B. PANDEY
MOTHER'S NAME : SMT. SHILA PANDEY
DATE OF BIRTH : 16TH July 1980
SEX : FEMALE
MARITAL STATUS : UNMARRIED
NATIONALITY : INDIAN
PERMANENT ADDRESS : 293, LANE II GANDHI NAGAR
GWALIOR
CONTACT NO. : 0751-2406078
9425462980

QUALIFICATION :

Sl. NO.	EXAM.	BOARD / UNIVERSITY	YEAR OF PSSING	PERCENTAGE
1.	H.S.S.C.	BOARD OF SECO. EDN. M.P. BPL	1999	75%
2.	B.Sc. (Bio-Chemistry)	JIWAJI UNIVERSITY GWALIOR	2002	79%
3.	M.B.A.	IIM INDORE	2005	80%

EXPERIENCE : 2 Years as Astd. Manager(Marketing)
in Cipla Pharmaceuticals pvt. Ltd.
Indore.

HOBBIES : Reading, Travelling

LANGUAGES KNOWN : Hindi, English, Tamil.

I declare that the above information is true to the best of my knowledge.

PLACE : GWALIOR

DATE : 20TH JULY 07

(ABHA PANDEY)

LETTER TO THE EDITOR

Ques. :- You are Raman/ Radha of 26/72, Rachna Nagar, Bhopal. Write a letter to the Editor of M.P. Chronicle Bhopal, expressing your concern about increase in the number of stray animals.

**26/72, Rachna Nagar,
Bhopal
10th Aug 07**

**The Editor
M.P. Chronicle
Bhopal**

Sir,

Sub: Problems caused due to stray animal.

Through the columns of your esteemed newspaper. I would like to draw the attention of the concerned authorities towards the problem caused due to stray animals in the city. Reports of minor and major mishaps has become a routine in almost every corner.

One can see so many cattle roaming around everyone in markets, streets, squares etc. The cattle block the road and are a cause of accidents. They are becoming traffic hazards. Street dogs are giving a harrowing time to the residents. Large number of dog-bite cases have been reported.

I, therefore request you to kindly publish an article, highlighting the problem so that the Municipal Corporation authorities may take immediate steps to solve it.

Yours faithfully,

Raman.

QUESTIONS FOR PRACTICE

1. You are Aditya Sharma/ Anuradha living at 562, Shankar Nagarm Indor. Write a letter to the Director of KCG Infotect, Pune asking for details regarding a summer course in Multimedia offered by them.
2. You are Anand/ Amna of House No. 678, Park Street, Kolkata. You bought a super white Magic Washing Machine form M/S Electronics India, Lake Area, Calcutta, After installation, it washed well for two months. But now the spin dry system has stopped functioning properly. Write a letter to Electronic India, asking to replace the defective piece.
3. You have been directed by the principal of your school to place the order for Science Laboratory Equipments to M/s Science House, Budhwari Bazaar, Chhindwara, As B.S. Prasad, Lecturer in Chemistry, St. Paul's Convent School, Chhindwara, write a letter placing the order.
4. you have read an advertisements in the newspaper for the post of accountant in J.K. Fabric Mills, Ratlam, write an application to the Manager for the post. Sign yourself as Chandra Mohan /Chanda of 55, P.W.D. Colony, Neemach.

INFORMAL LETTERS FORMAT

**47, Civil Lines
Bhopal
10th Aug.07
Dear Ramesh**

BODY OF THE LETTER

**With love/ regards
Yours affectionately/ sincerely
Mohan**

Ques. :- You are Devendra/ Devna studying in St. Xavier's Convent School, Pune. Write a letter to your father about your poor performance in the first term test, assuring him of improvement.

Room No. 10, Hostel-2,
St. Xavie's Convent School,
Pune
25th Sep. 07

Dear Father,

I received your letter yesterday. I am happy that you, Mummy and Devesh are all fine. The result of first term examination was declared yesterday but I have not performed well in it. Though I got good marks in language but I could get only 33 % in physics, chemistry and Mathematics. I was not able to revise these subjects thoroughly, but I assure you that I shall fare well in the Annual Examination. Now I have decided to put in extra hours for study. I am confident that I will improve my percentage significantly. Convey my regards to Mummy and love to Devesh.

With regards
Yours affectionately
Devendra.

SOLVED EXAMPLES

1. You are Arpan/Archana, living in Bhopal. You are an active member of Eco Club of your school. Your club has given you the responsibility of developing a park in your neighbourhood with the help of volunteers. Write a letter to your friend narrating this and urge him/her to do the same in his/her neighbourhood.

R.K. Villa

New Saket Nagar, Bhopal

8th May, 07

Dear Namit,

It was really a great pleasure to receive this invitation from you for summer vacation. But I regret to say that this year I'll not be able to enjoy your company.

You'll be glad to know that I am an active member of Eco-club of our school. Recently we celebrated 'Earth Day' and decided to bring the awareness about our surroundings to the other people. A detailed plan has been laid to carry out this task. I am given the responsibility to develop a park in front of our colony which had been lying unattended for last few years. I believe one can easily understand that we can have fun only when our earth is safe and green. Convey my regards to uncle and aunt and give my love to Sumit.

Yours

Arpan

2. Your uncle has presented a book 'A' Dictionary of Quotations, on your Birthday. You feel glad to have the possession of such a nice book which is also very useful for you. Write a letter to your uncle thanking him for this valuable gift. You are Anishi/Animesh living in Madras. Write the letter for her/him in not more than 100 words.

10, Lok Vihar

Burhanpur

20th Sept.,07

My Dear Uncle,

It really delights my heart to receive this letter from you. I thank god for being so lucky and to have an uncle like you, who never forgets to send gift on my Birth Day. You can imagine my pleasure when I received 'A Dictionary of Quotations' from you.

Kindly accept my gratitude for being so caring and loving. These beautiful Quotations can certainly teach me a number of things, which elders would want us to imbibe. I am sure the book will be useful to me throughout my life.

I thank you again for such a nice and useful gift.

Yours lovingly

Anishi

QUESTION FOR PRACTICE

1. You are Elizabeth / James of House No. 56, Church Road, Shahdol. Write a letter to your friend Ranu describing how you celebrated your birthday.
2. You are Suman living at 285, Ashok Vihar, New Delhi. Write a letter to your friend Amna inviting her to come to Delhi during the summer vacations.

* * * * *

COMPOSITION
ARTICLE / SPEECH / REPORT

B-1 - 40–50 शब्दों में दिए गए input की सहायता से किसी घटना की report लिखना है। यह प्रश्न 4 अंकों का होगा।

शिक्षक बंधु विद्यार्थियों को प्रेरित करें –

- सर्वप्रथम Report को एक आकर्षक शीर्षक दें।
- उसके नीचे writer का नाम लिखना चाहिए। यदि newspaper report है तो स्थान का नाम व तारीख लिखें।
- Report का पहला वाक्य घटना के बारे में – क्या हुआ?, कब हुआ? (तारीख व समय), कहाँ हुआ? का उत्तर देते हुए बनाना चाहिए।
- तत्पश्चात् event/घटना कैसे हुई – मुख्य व्यक्तियों के नाम आदि लिखें।
- अंत में क्या हुआ।
- Report past tense, passive voice में लिखने के लिए।
- Newspaper में आई हुई reports काट कर लगाएँ इससे वे report-writing से अच्छी तरह परिचित होंगे।

Work Book : 5, 6, 7, 8, 31, 104, 141.

B-2 - 80–100 शब्दों में दिए गए चित्र या शब्दों (input) की सहायता से school magazine या newspaper के लिए article या speech लिखना।

शिक्षक बंधु manual में दिए गए format से विद्यार्थियों को परिचित करवाएँ।

Work Book : 66, 88, 93, 116, 134, 159

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.

- शीर्षक छोटा परन्तु आकर्षक होना चाहिए।
- शीर्षक के नीचे लेखक का नाम लिखें।
- प्रस्तावना – दो या तीन वाक्यों में लिखना चाहिए। जो पाठक में रुचि पैदा कर सके। शीर्षक से संबंधित कोई छोटा कोटेशन भी लिखा जा सकता है।
- विषय वस्तु – अपने विचारों को क्रमबद्ध कर प्रस्तुत करें।
- उपसंहार – अपने विचारों को sum-up करें। उपसंहार 2–3 वाक्यों का होना चाहिए।

FOLLOW CODER

C O D E R	- Collect your ideas	- अपने विचारों को एक ही स्थानों पर लिखें।
	- Organize your ideas	- उन्हें महत्व के अनुसार क्रम से जमाएँ।
	- Draft- make a rough draft	- एक rough draft तैयार करें।
	- Edit your work	- आवश्यकतानुसार उसमें संशोधन करें।
	- Revise and rewrite your work	- पुनःरावृत्ति कर Fair वर्क करें।

SPEECH

- Introduce the topic
- Add details
- Sum up
- Conclude

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.

Question for Practice

- I. There has always been a great deal of controversy about the status of English in India. Some favor it as the common international language while others want its use to be banned completely. Write an article for your school magazine giving your views on the topic. You are Rohit Kapoor/Radha.
- II. With the onset of the monsoons, the mosquitoes have also arrived. As Mayank/Mayuri, write an article, for publication in a local daily, about the mosquito menace and the popular ways in which people protect themselves against it.
- III. Pankaj Rai, a student of Class XII, feels much excited about the coming elections. He is going to exercise his right to vote for the first time. He decides to write an article on 'Value of Vote' for publication in the school magazine. Write the article.
- IV. You are sumesh/Sumi. Going through the newspapers and watching T.V., you feel that communal Harmony is the need of the hour. Write an article on this to be published in the school magazine to tell the students how they can play a major role in bringing peace and harmony.
- V. You are charu of Class XII. Write your views on 'Advantages & Disadvantages of Watching Television'.

REPORT WRITING

- Q.** You are Saket Shah, a press reporter. You have visited the site of a car accident, shajapur. Using the information given below and mentioning the day, cause, damage etc. write a report for your newspaper in 40-50 words.

Collision between Truck and car -
both the drivers injured- taken to nearby Hospital

Ans.

CAR RAMS IN TO TRUCK

By : Saket Shan

Shajapur : 15 July : A truck coming from sehere collided with a maruti car coming. from the opposite side, 10kms from here. The accident occurred when the car driver was trying to save a stray dog and lost control over the wheel. Both the drivers are reported to be seriously injured 3 people in the car including a child were also badly injured. All of them have been

- Ques.** - Last week, you attended a Seminar on 'The Importance of Blood Donation' Organized by the Red Cross Society of India. Write a report on the basis of the input provided.

Senior- District Hospital – organized by Red Cross Society- Guest Speaker- importance of blood donation- saves life of people-a noble cause- sake of humanity-many people vowed to donate blood.

Ans. -

IMPORTANCE OF BLOOD DONATION

A seminar on 'The Importance of Blood Donation' was organized by the Red Cross Society of India on 2nd Oct. at District Hospital, Rewa. Among the guest speakers were the eminent doctors from all over M.P. They highlighted the importance of blood donation saying it to be a noble cause for humanity. It helps to save the precious life of many people. Inspired by their views many people pledged to donate blood once in a year.

QUESTIONS FOR PRACTICE

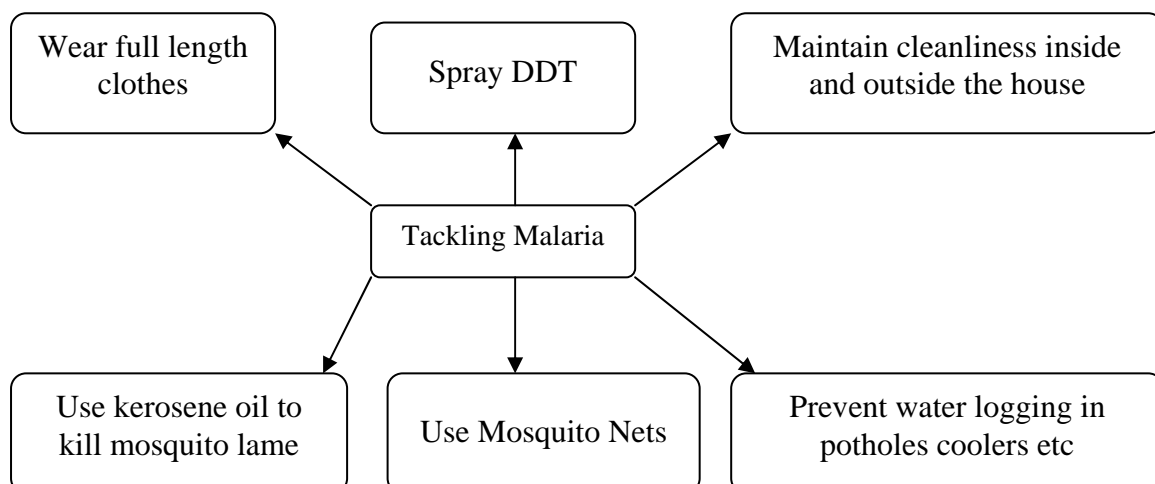
Ques. I :- Your School celebrated its Silver Jubilee Function. Write a report on the basis of the input provided.

S.S.L. Jain School Vidisha- completed 25 years of service- School decorated- Chief Guest – Culture programme Mementoes given to the Alumnis- Chief Guset appreciated.

Ques. II:- You are Ramesh. You participated in a State Level Debate on World Population Day held in your School. Mentioning the date, the topic, number of participates about 40 words.

SHORT WRITING COMPOSITION (80 words)

Ques. :- Write an article on tackling Malaria by using the ideas given in the chart.



PREVENTION IS BETTER THAN CURE

Malaria can be tackled if certain measures are rigorously followed. First of all it is necessary to maintain cleanliness both inside and outside the house. Mosquitoes breed in water filled area like potholes, coolers etc. one should adequately cover one's arms and legs like wearing full, shirts, pants, etc. Spraying of DDT also helps stop the growth of mosquitoes. Above all using mosquito nets while sleeping and using kerosene oil to destroy malarial larvae are effective steps.

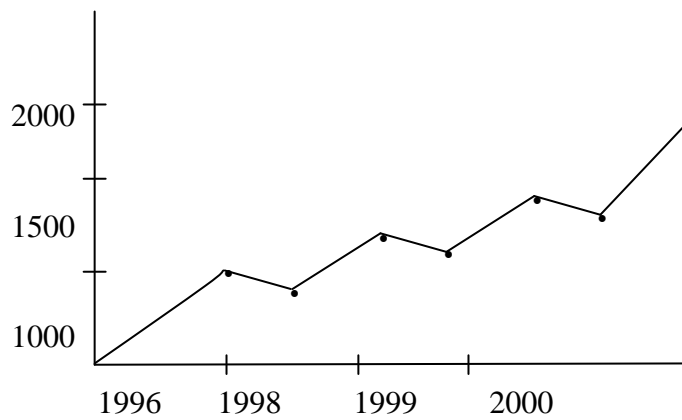
Ques.:- Look at the picture given below on mountain climbing. Use the picture and your own ideas to write an article on mountaineering, its thrills and dangers.



MOUNTAINEERING : AN ADVENTURE

Ans. :- Mountaineering is an exciting but dangerous sport. It is a sport full of adventure. Those who climb mountains have to carry oxygen Cylinders because at higher altitudes there is very little oxygen. The climbers also have to encounter steep rocks extremely cold temperatures and breathlessness at higher altitudes.

Ques.:- You are a graduate from ITI Mumbai. You are getting many opportunity to works in foreign countries. You have an urge to see that all Indians working in the USA should go back to India and work there. Write an article making use of the graph.

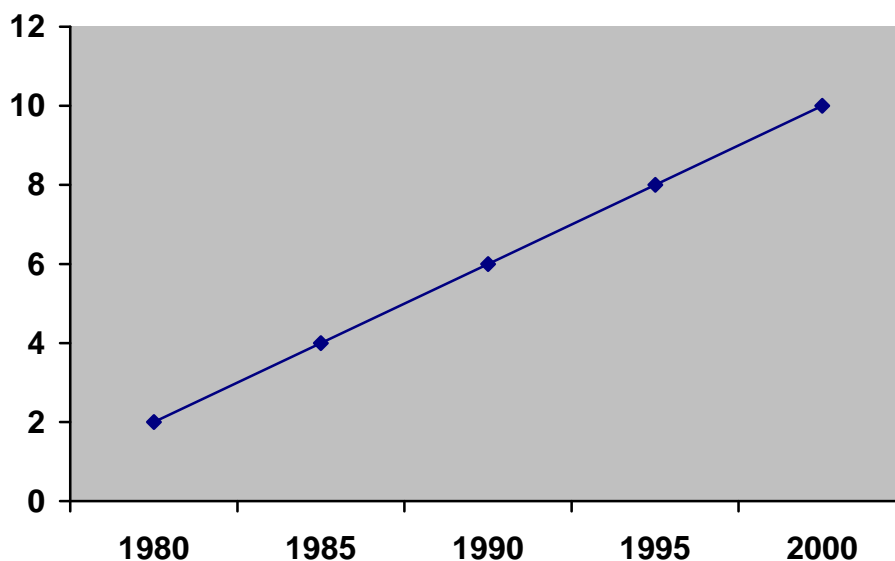


BRAIN DRAIN

Ans. :- The Graph illustrates the fact that the number of Engineers coming to USA for services is rapidly increasing. This is not a good trend. India, these day is going through a phase of rapid growth and is on the path of progress. At this time, it requires a large proportion of skilled and qualified manpower to man its growing economy. It is time that our professional working in the USA go back to India as it will be a matter of pride for them when they see that they are contributing their mite to their country's march towards a self-reliant economy.

QUESTIONS FOR PRACTICE

Ques. 1:- There is a lot of violence and bloodshed in our society. The following graph shows that death due to violence has increased considerably during recent years. Write a paragraph on the reasons for the rise in violence and bloodshed.



Ques 2.:- A survey was conducted to find out how teenagers spend their free time. Following trends were observed. Using the data given, write an article on the topic “ How Teenagers Spend Their Free time”

- Collecting materials for Hobbies - 5%
 - Watching sports on TB - 10%
 - Talking to friends - 15%
 - Reading comices and Generals knowledge books - 25%
 - Playing Indoor & Outdoor Games - 5%
 - Watching movies, songs, serials on TV - 40%
- Ques. :- Poly bags not only harm the environment, they are a hazard for stray animals too. Look at the picture of poly-bags in a waste dump and a write a paragraph on the need to ban poly bags.



6. TEACHING OF GRAMMAR

कक्षा 11वीं के नए पाठ्यक्रम में ग़रामर को विशेष स्थान दिया गया है। उक्त कक्षाओं की पाठ्यपुस्तकों तथा work book में ग़रामर पर आधारित बिन्दुओं पर विस्तृत चर्चा की गई है। अतः हम यहाँ सिर्फ़ कुछ कठिन बिन्दुओं पर ही चर्चा कर, उन पर आधारित प्रश्नों का अभ्यास करेंगे। प्रस्तुत पाठ्य पुस्तकों में कुछ नवीन अभ्यास भी दिये गये हैं अतः उन पर आधारित प्रश्नों का अभ्यास भी करेंगे।

1. Teaching of Clauses

What is a Clause ?

Clause is a part of a sentence which has a subject and a finite verb, e.g.,

This is the place where I was born,

In this sentence there are two clauses. In the first clause 'this' and 'is' are the subject and verb respectively.

In the second clause 'I' and 'was born' are the subject and verb respectively.

In this way, the more finite verbs- the more clauses in a sentence. If there is a single 'finite verb' in a sentence, then it is not a clause and is a simple sentences, e.g.,

He goes to school. (Simple Sentence-No clause)

Note. If there are more than one finite verb in sentence, that is either a Complex or Compound sentence.

Kind of Clauses. Clauses are of three types :

1. The Principle Clause. The Principal Clause is a clause which is complete in itself and express its known as 'the main clause', 'the independent clause' or 'complete clause', e.g.,

I do not know where in lives.

In this sentence 'I do not know' is the Principal clause because it provides clear meaning.

Note.- The Principal Clause never begins with any Conjunction.

2. **The Sub-ordinate Clause.** The Sub-ordinate clause is a clause which is not complete in itself for expressing its clear meaning. It can not provide its meaning

clearly without the help of the Principal Clause So, it is also known as 'the dependent clause' or 'the incomplete clause', e.g.,

I asked her why she came late.

In this sentence, the clause 'why she came late' does not provide its clear meaning that is why it is the subordinate clause.

- 3. The Co-ordinate Clause.** This clause is totally independent. It does not take any support from any other clause for making its meaning clear. They are like simple sentence joined by co-ordinate conjunctions. But with it comes the one it becomes the supporter of the same. So, it loses its identity, e.g.,

I shall go and she will come.

In this sentence 'I shall go' and 'She will come', both are independent clauses.

But the first one is Principal Clause and the second one is Co-ordinate clause.

Note.- As the Co-ordinate clause has no more importance due to its identity, we have to understand only 'the Principal Clause' and 'the Sub-ordinate Clause'.

Kinds of Sub-ordinate Clause. The Sub-ordinate clause is divided into three parts:

1. The Noun Clause
2. The Adjective Clause
3. The Adverb Clause

1. The Noun Clause. The Noun clause is a clause which does the work of a noun in the sentence.

2. The Adjective Clause. The Adjective clause is a clause which does the work of an adjective in the sentence.

3. The Adverb clause. The Adverb clause is a clause which does the work of an adverb in the sentence.

The Noun Clause

Recognition. Ask the question 'what' to the main verb, the answer is always the noun clause, e.g.,

He told me that he was feeling unwell.

Question : He told me.....what?

Answer : That he was feeling unwell. (Noun Clause)

The Noun Clause generally begins with the connectives-who, whose, whom, when, where, which, what, why, how, that, if and whether.

The Adjective Clause

Recognition.

1. The Adjective Clause generally begins with relative pronouns-who, whose, whom, that, which, as, as well as relative adverbs-when, where, why and how.
2. The adjective Clause always qualifies the Principal Clause, e.g.,
 1. He is the boy who had made a noise.
 - (a) He is the boy.....Principal Clause.
 - (b) Who had made a noise.....Sub. Adjective Clause.

Qualifying the noun 'boy', e.g.,

2. You know the time when he is coming.
3. This is the place where I was born.
4. This is the boy whose father has been appointed Collector.
5. God helps those who help themselves.

The Adverb Clause

Recognition. The Adverb Clause is used to modify verb, adjective or adverb given in any other clause. It expresses the following things :

1. **Time.** Adverb Clause of time indicates time and generally starts with the Subordinating conjunctions-when, whenever, till, until, before, after, since, while, as, as long as, so long as, etc. Example:
 1. As soon as he saw me, he began to weep.
 - (a) He began to weep.....Principal Clause.
 - (b) As soon as he saw me.....Sub. Adverb Clause, showing 'time', e.g.
 2. When the cat is away, the mice will play.
 3. I get up before the sun rises.
2. **Place.** Adverb Clause of place indicates place and generally starts with the subordinating conjunctions-where, wherever, whither, whence, etc. Example :

Example :

1. I shall go where he goes.
 - (a) I shall go.....Principal Clause.
 - (b) Where he goes.....Sub. Adverb Clause showing 'place'.
2. He will follow you whither you go.
3. Where there is a will, there is a way.

4. He makes friends wherever he goes.

5. I go where I like.

3. Purpose. Adverb clause of Purpose indicates purpose. It generally starts with the sub-ordinating conjunctions-that, so that, in order that, lest etc., e.g.,

1. We eat so that we may live.

(a) We eat.....Principal Clause.

(b) So that we may live.....Sub. Adverb Clause showing 'purpose'.

2. Walk carefully lest you should fall.

3. Work hard so that you may pass.

4. Run fast lest you should miss the train.

5. Be active lest you should miss the chance.

4. Reason. Adverb clause of Reason shows reason. It generally starts with the sub-ordinating conjunctions since, because, for, as, that, etc. Example:

1. He cannot understand it because he is dull.

(a) He cannot understand it.....Principal Clause.

(b) Because he is dull.....Sub. Adverb Clause showing 'reason'.

2. I am glad that you have passed.

3. Since you are my friend, I must help you.

4. I am sad that you have failed.

5. She is happy that Gita has topped the class.

5. Manner. Adverb clause of Manner shows manner. It generally starts with the sub-ordinating conjunctions-as, as...so, as if, as though, according as, etc. Example:

1. As you sow, So shall you reap.

(a) So shall you reap.....Principal Clause

(b) As you sow.....Sub. Adverb Clause showing 'manner'.

2. He spoke as if he had gone mad.

3. I did as I was told.

4. Try to finish it as I have shown you.

5. Plants breathe as animals do.

6. Condition. Adverb clause of Condition shows condition. It generally starts with the sub-ordinating conjunctions-if, unless, provided, in case, whether....or, etc. Example:

1. If you work hard, you will pass.
 - (a) You will pass.....Principal Clause.
 - (b) If you work hard.....Sub. Adverb Clause showing ‘condition’.
2. I shall let you go provided you speak the truth.
3. Were I in your position, I would resign.

7. Result. Adverb clause of Result shows result of a thing. It generally starts with ‘that’ but so or such is used before in the principal clause, e.g.

1. He is so poor that he cannot pay his fee.
 - (a) He is so poor.....Principal Clause.
 - (b) That he cannot pay his fee.....Sub. Adverb Clause showing ‘result’.
2. I am so tired that I cannot walk further.
3. It was so cold that many died.

8. Comparison. Adverb clause of Comparison shows comparison between two objects or things. It generally starts with the Sub-ordinating conjunctions-than, as etc. Example :

1. She is not so intelligent as you think.
 - (a) She is not so intelligent.....Principal Clause.
 - (b) As you think.....Sub. Adverb Clause showing ‘comparison’.
2. He is not so foolish as you.
3. No one is a better monitor than Mohan.

9. Contrast. Adverb clause of Contrast shows difference between two objects. It generally starts with the sub-ordinating conjunctions-though, although, even if, however, all the same, etc., e.g.,

1. Although it was raining, I went to school.
 - (a) I went to school.....Principal Clause.
 - (b) Although it was raining.....Sub. Adverb Clause showing ‘contrast’.
2. However hard he may work.....Sub. Adverb Clause showing ‘contrast’.
3. Whatever you may say, I shall not believe you.

2. Teaching of Modal Auxiliaries

Modal auxiliaries are verbs used before ordinary verbs to express different meanings such as permission, possibility, ability, necessity, certainty, obligation, etc. Some of the modal auxiliaries are will, would, shall, should, can, could, may, might, must, ought to and need to.

The following tables the use of various modals.

Permission	May	Formal permission	a request	May I come in?
	Can	Less formal than 'may'	a request	Can I use your book? You can take it.
Possibility	Could	Past tense of 'can', conditional	Permission in the past	She said that I could leave anytime. When we were young, we could play most of the time. If you could ring up, he may agree.
	May	Expresses possibility affirmative sentences	'may not' show in improbability, something unlikely	Wednesday may be a holiday. The shop may not be open. The may be waiting for our response. It may not happen that way.
Possibility	Might	Past conditional	More unlikely than suggested by 'may'	He might not have come. I thought that he might give us a lift. If you ask him, he might agree.
	Can	Expresses general and occasional possibility, used in interrogative	'cannot' show impossibility, used in negative sentences	This strike can lead to more unrest among the workers. I can smell something burning. Can you explain this to me? He cannot be a leader.
	Could	to say you are not sure, past tense of 'can'	it can be an alternative to 'may/might'	There could be a storm. He could still be searching for a suitable house. He couldn't have gone far. He wondered whether it could be rectified.

	Can	Ability to do something, one's capacity	Alternative to 'be able'	I can drive a car. He can do this work alone.
	Could	Ability in the past, conditional	To introduce a request, an alternative to 'would you'.	In her childhood Rina could dance well. Could he convey the message? I could get you a helper, if you want one. Could you please send the message immediately?
Ability	Be able	Ability to do something, ability in the past	Is used after another modal verb such as should, will, must, might	He will be able to complete it in a few days. Were you able to catch the train? When I was young, I was able to paint. Since his dismissal, I haven't been able to contact him. You should be able to complete it in time.

Fill in the blanks with suitable modals :

- Seeing a crow eating a piece of bread a fox thought how it (a)....trick that fellow. It said, "(b) I talk to you, Sir?" The crow did not even look at the fox. The fox again said, " (c).....you please pay a little attention to me? What a nice bird you are! Your voice (d)....be very sweet. I am sure you (e)....sing very well." The crow who (f).....not be persuaded till then now looked at the fox. It (g)have felt flattered. The crow said to himself, "I'll show this fox how well I (h).....sing." It opened its beak. The piece of bread fell down and was eaten away quickly by the fox.
- Milk is a complete food, full of vitamins and proteins. Children (a)drink it regularly otherwise they (b)suffer from under-nourishment. Elders (c)also take it but those who (d).....not afford it (e).....take pulses, fruits and vegetables as an alternative. We (f)purchase milk of good quality from milk booths opened by the Government.
- An average child (a)speak clearly by the time he is three or four years old. Some children at this stage (b).....experience some difficulties. As a caring parent you (c)do many things. Read to the child whenever you (d).....but you (e)never do this in a tense, loud voice. The child (f).....know that you love him.

Ans.

- (a) could (b) may (c) would (d) must (e) can
(f) could (g) must (h) can
- (a) must (b) might (c) should (d) can (e) can
(f) should
- (a) must (b) may (c) should (d) can (e) should
(f) should

SENTENCE REORDERING

इस तरह के अभ्यास को कक्षा XI में नवीन रूप में शामिल किया गया है। इस अभ्यास को कराते समय शिक्षक एक वाक्य के अन्दर प्रयुक्त शब्दों को स्थान बदलकर लिख दें। तथा छात्रों को उन्हें उचित स्थान पर उपयोग कर वाक्य को पूर्ण करने को कहें। इससे छात्र वाक्य की सही संरचना करना सीखेंगे।

जैसे – on Sunday/ going to/ I am/ See/ a film

I am going to see a film on Sunday.

Look at the words and phrases below. Rearrange them to form meaningful sentences.

- (a) can result/or fire/electrical faults/in shock.
Electrical faults can result in shock or fire.
- (b) Can kill/electric shock/an
An electric shock can kill.
- (c) Can kill/even/of current/a small/amount
Even a small amount of current can kill.
- (d) Of electricity/water/an excellent conductor/is.
Water is an excellent conductor of electricity.
- (e) Perspiring/there fore/when wet/never touch/live wire/a/or.
Therefore never touch a live wire when wet or perspiring.

Questions for Practice.

1.

- (a) extremely dry/are places/that are/deserts.
- (b) the/in these places/less than/annual rain fall/is/ 25 cms.
- (c) deserts/for/like Sahara/remain/years/dry.
- (d) burning hot/the day/such deserts/are/during.
- (e) the same/freezing cold/deserts are/at night.
- (f) apart/also/there are/from hot deserts/cold deserts

2.

- (a) place to place/because I/I travel/move from.
- (b) me/the sense/it gives/of freedom/enjoy/I
- (c) and/it pleases/of responsibilities/me/be/to/duties/rid
- (d) odd people/I/moment/who/amuse me/meet/for a

(e) add/often tired/feel/travel/I am/to my/I can/personality/of myself/and/that by

3.

(a) retailer/ice-cream/to tell/the Swad/has a story

(b) is a/ice-cream/that/tough business/selling/he feels

(c) now a days/in the market/there are just/selling/too many brands/ice-creams/of

(d) there were/varieties/just two or three/different/a decade ago/to choose/from

(e) try/some people/a new brand/who/come back/again and again/for it.

(f) it's the king cones/hot cakes/sell like/that

4.

(a) The minister/an impossible task/he was upset/had set him/told Gopal/because the Nawab.

(b) Gopal told/this difficult task/to tell the Nawab/to complete/one year/ the minister/ that it would take.

(c) He also asked/a lot of work/for a million rupees/as there was/to be done/the minister to ask/for expenses.

(d) Gopal promised/after one year/that he would/with the results/the minister/go to the Nawab.

ANSWER

1.

(a) Deserts are places that are extremely dry.

(b) The annual rainfall in these places is less than 25 cm.

(c) Deserts like sahara remain dry for years.

(d) Such deserts are burning hot during the day.

(e) The same deserts are freezing cold wight.

(f) Apart from hot deserts thare are cold deserts also.

2.

(a) I travel because I like to move from place to place.

(b) I enjoy the sense of freedom it gives me.

(c) It pleases me to be rid of responsibilities and duties.

(d) I meet old people who amuse me for a moment.

(e) I am after tired of myself and feel that by travel I can add to my personality.

3.

(a) The Swad ice-cream retailer has a story to tell.

- (b) He feels that selling ice-cream is a tough business.
- (c) There are just too many brands of ice-creams in the market now-a-days.
- (d) A decade ago there were just two or three varieties to choose from.
- (e) Some people who try a new brand come back again and again for it.
- (f) It's the king cones that sell like hot cakes.

4.

- (a) The minister told Gopal he was upset because the Nawab had set him an impossible task.
- (b) Gopal told the minister to tell the Nawab that it would take one year to complete this difficult task.
- (c) He also asked the minister to ask for a million rupees for expenses as there was a lot of work to be done.
- (d) Gopal Promised the minister that he would go to the Nawab with the results after one year.

DIALOGUE COMPLETION

इस तरह के अभ्यास में किन्हीं दो व्यक्तियों के बीच बातचीत के अंश दिए जाते हैं। जिसमें दिए गए प्रश्न-उत्तर की सहायता से वक्ता द्वारा बोले गए वाक्यों को complete कर उसका उत्तर दिए गए स्थान पर लिखने को कहा जाता है।

Ques.- Shabnam is being interviewed for a teaching job complete the Dialogue below.

Principal : Miss shabnam, (a) _____?

Shabnam : I did my B.A. (Hons) in Eng Lit. from Delhi University. After that I joined B.Ed. in R.I.E. Ajmer and have completed it in I Div.

Principal : (b) _____

Shabnam : My hobbies are singing, dancing and reading.

Principal : (c) _____

Shabnam : I do admit that handling children is not an easy job. But I am confident that with my B.Ed. training and your guidance. I shall be able to do it.

Question :

- (a) What are your qualifications?
- (b) What are your hobbies?
- (c) Do you have any previous experience as a teacher?
- (d) How will you handle the children?

Question : Ram and shyam are discussing their plans for the weekend. Complete the dialogue below.

Ram : _____?

Shyam : No, I could not watch the Talk show programme last week. Some guests came to my house _____?

Ram : Yes, it was very interesting. The guests on the show were Shahrukh Khan and Salman Khan.

Shyam : How sad I missed it?

Ram : Don't worry. I've taped it _____ it at my place?

Shyam : Definitely. I _____ my homework now. I'll complete it and be at your place in half an hour.

Answer :

- (a) Did you watch the Talk show programme on the TV last week?
- (b) Was it very interesting? Who were the guests?
- (c) Can you come to see.
- (d) I am doing my homework.

7. TEACHING TEXT BOOK (PROSE)

शिक्षकगण कृपया पढ़ाए जाने वाले पाठों को छोटी-छोटी यूनिट्स में विभाजित कर गद्य पाठों को पढ़ाए। पढ़ाते समय passage में आए कठिन शब्दों को विभिन्न विधियों द्वारा छात्रों को समझाएं तथा फिर उस passage पर आधारित प्रश्नों के माध्यम से छात्रों को passage समझ में आया है या नहीं यह Test करें। नए प्रश्न पत्रों में पढ़ाए जाने वाले पाठों से objective प्रश्न भी पूछे जाने हैं तथा reading skill के अन्तर्गत आने वाले प्रश्नों को हल करने हेतु भी prose lesson को छोटे-छोटे passages में विभक्त कर पढ़ाया जाना छात्रों के हित में होगा।

गद्य शिक्षण

- सर्व प्रथम दिए गए पाठ को छोटे-छोटे paragraphs में विभक्त करें।
- तत्पश्चात् स्वयं readign करें तथा छात्र-छात्राओं से पढ़वाएं।
- Paragraphs में आए कठिन शब्द/Unfamiliar words को correct pronunciation करना सीखाएं और उनका अर्थ context के आधार पर ग्रहण करना सीखाएं।
- सही अर्थ बताते हुए उन शब्दों के वाक्य बनाएं।
- तत्पश्चात् silent reading करवाएं ताकि छात्र passage को समझ सकें।
- फिर छोटे-छोटे प्रश्न प्रश्न पूछ कर यह जानने का प्रयास करें कि सभी बच्चों को यह समझ में आ गया है।
- यदि नहीं आया है तो आप स्वयं समझाएं। छोटे-छोटे प्रश्नों की सहायता से understanding test करें।
- Teachers talk कम से कम हो व students talk, activity आदि होना चाहिए।

8. Teaching Poetry

Extracts From Poems

नए पाठ्यक्रम के अनुसार कक्षा 11 में पढ़ाई गई कविताओं में से कुछ अंशों पर आधारित 4 अंकों के प्रश्न पूछे जाएंगे। अतः शिक्षकगण नीचे दिए गए उदाहरणों के आधार पर छात्रों को पढ़ाई गई कविताओं में से दिए गए अंशों के आधार पर *seen passage from poem* को हल करना सीखाएं। शिक्षकगण पाठ्य पुस्तक का अध्ययन कराते समय यह ध्यान रखे कि छात्र प्रत्येक पाठ एवं कविताओं के लेखकों एवं कवियों के नामों से भली भांति परिचित हो जाएं। क्योंकि वस्तुनिष्ठ प्रश्न इस तरह से भी पूछे जा सकते हैं –

Class XI

Class XI में poem में से निम्नानुसार extract पूछे जाएंगे। यह प्रश्न 4 अंकों का होगा।

Read the extract from poem and answer the questions that follow –

- I. “Go not to the temple to put flowers upon the feet of God First fill your house with the fragrance of love.”
- (a) Name the poem.
(b) Name the poet.
(c) What does the poet advise us to do before offering flowers to God?
- Ans.** (a) True Worship
(b) Rabindranath Tagore
(c) The poet advises us to fill our houses with love before offering flowers to God.
- II. “He shall follow his sheep all the day
And his tongue shall be filled with praise”.
- (a) Who is He?
(b) What does he do all the day? What makes him filled with praise?
(c) Name the poem?
- III. O Captain! My Captain! Our fearful trip is done. The ship has weather'd every
rack the prize we sought is won?
- (a) Whom does the poet address as My Captain?
(b) What is meant by ‘our fearful trip’?
(c) What is the ‘ship’ referred to here?
- IV. “Two roads diverged in a yellow wood,
And sorry I could not travel both”
- (a) Where did the two roads diverge?
(b) What does the ‘road’ signify?
(c) Name the poem from which These lines have been taken.
- V. The great down breaks, the mournful night is past from her deep age – long sleep
she wakes at last!
- (a) What does ‘the great down’ and the ‘mournful night’ stand for?
(b) Who is ‘she’ referred to here?
(c) Name the poem and the poet?

9. Evaluation

शिक्षकगण कृपया इस निर्देशिका में दिए गए प्रत्येक कक्षा के प्रश्न पत्र के Blue Prints, प्रश्न पत्र के प्रारूप, निर्देशों का अच्छी तरह अध्ययन कर यह समझ ले की नवीन पाठ्यक्रम के अनुसार हमारा प्रश्न पत्र किस तरह का होगा। प्रत्येक प्रश्न पत्र में 25% अंकों के प्रश्न वस्तुनिष्ठ प्रकार के होंगे। अतः यह हमारे छात्रों एवं शिक्षकों के लिए हितकर होगा की हम सत्र के आरम्भ से ही प्रश्न पत्र के प्रारूप को ध्यान में रखकर अपना शिक्षा कार्य योजनाबद्ध तरीके से पूरा करे। Blue Prints के साथ ही उस पर आधारित एक आदर्श प्रश्न पत्र एवं उसका उत्तर दिया गया है।



Blue Print of Question Paper

Exam: XI
Subject: GENERAL ENGLISH

Max.Marks : 100
Time : 3 HOURS

S.No.	UNIT/AREAS OF LEARNING	Unitwise Allotment of Marks	NUMBER OF QUESTIONS MARKWISE										TOTAL SUB-QUESTIONS (PROPOSED)	TOTAL QUESTION
			1 Mark	2 Mark	3 Mark	4 Mark	5 Mark	6 Mark	7 Mark	8 Mark	9 Mark	10 Mark		
	OBJECTIVE TYPE QUES.NO. I (a) TEXTBOOK D-4 (10Marks) (b) GRAMMAR C-1 (A) (4Marks)	-	14	-	-	-	-	-	-	-	-	-	14	01
A.	READING													
	A-1: PASSAGE FOR COMPREHENSION(200 WORDS)	15	-	06	-	-	-	-	-	-	-	-	} 09	01
	INCL. VOCABULARY TEST	-	03	-	-	-	-	-	-	-	-			
	A-2: PASSAGE FOR NOTE MAKING	10	-	-	-	-	-	-	01	-	-	-	} 04	01
	INCL. VOCABULARY TEST	-	03	-	-	-	-	-	-	-	-			
B.	WRITING	20												
	B-1: REPORT		-	-	-	01	-	-	-	-	-	-		01
	B-2: COMPOSITION		-	-	-	-	-	-	-	-	-	01		01
	B-3: LETTER		-	-	-	-	-	01	-	-	-	-		01
C.	GRAMMAR	10												
	C-1 DO AS DIRECTED		06	-	-	-	-	-	-	-	-	-	06	01

D.	TEXT-BOOK	45												
	D-1(A) EXTRACT-ONE		2	1	-	-	-	-	-	-	-	-	03	
	OUT OF TWO (POETRY)													01
	D-1(B) THREE OUT OF FOUR QUES. FROM POETRY SEC.		-	-	03	-	-	-	-	-	-	-	03	
	D-2: SA TYPE QUESTION BASED ON PROSE		-	6	-	-	-	-	-	-	-	-	06	01
	D-3: TWO OUT OF THREE LA TYPE QUES. ON PROSE		-	-	-	-	02	-	-	-	-	-	02	01
	TOTAL												47	10

FORMAT OF QUESTION PAPER

CLASS: XI
SUBJECT: GENERAL ENGLISH
HOURS

M.M. - 100
TIME - 3

Unit/Area of learning	Marks allotted to unit	Main question No	Sub question No's	Type of question	Marks	Options
QUES.NO.1 (a) TEXTBOOK D-4 (10Marks) (b) GRAMMAR C-1(A) (04Marks)	-	Q1	a-n	Objectives	14	NO OPTIONS
A. READING	25					
A-1: COMPREHENSION		Q2	(i) (ii) (iii) (iv) (v) (vi) x 2=12 VOCAB i,ii,iii = 3	SA Objectives	12 03	NO OPTIONS
A-2: NOTE-MAKING		Q3	(i) = 07 VOCAB. (i) (ii) (iii)=03	LA Objectives	07 03	NO OPTIONS
B. WRITING	20					
B-1: REPORT		Q4	-	SA	04	INTERNAL
B-2: COMPOSITION(ARTICLE OR ESSAY)		Q5	-	LA	10	INTERNAL
B-3: LETTER		Q6	-	LA	06	INTERNAL
C. GRAMMAR	10	Q7	1X6=6	VSA	06	INTERNAL
D. TEXT-BOOK POETRY SECTION	45					
D-1(A) ONE OUT OF TWO EXTRACT FROM POEMS		Q8	Q8(A) (i) (ii)=2 (iii)=2	Objective VSA	04	INTERNAL OPTION
D-1(B) THREE OUT OF 4 QUES. FROM POEM			Q8(B) (i) (ii)(iii) x3=9	SA	09	INTERNAL
<u>PROSE</u> D-2: SIX SA TYPE QUESTION FROM PROSE		Q9	(i) (ii) (iii) (iv) (v) (vi) x 2=12	SA	12	SIX OUT OF SEVEN
D-3: TWO OUT OF THREE LA TYPE QUES. FROM PROSE		Q10	(i) (ii) x5=10	LA	10	INTERNAL

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 far 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 far as possible.

10. Annual Evaluation

Model Question Paper

Class XI
Subject: Gen. English

Time: 3 hours]

[Max. Marks: 100

Note: Attempt all questions.

This question paper has four sections –A, B, C and D.

Section A	Reading	25 marks
Section B	Writing	20 marks
Section C	Grammar	10 marks
Section D	Textual Comprehension	45 marks

Q.1 Objective type question.

1. a. Fill in the blanks using correct words given in the brackets: 4
- i) Italy is European country. (*a, an, the*)
 - ii) She tried both keys but worked. (*either, or, neither*)
 - iii) When he was young, he cross the river. (*can, could, would*)
 - iv) They were homework by the teacher. (*allot, allotting, allotted*)

b. Match the words in column A with their meanings in column B and rewrite: 5

A	B
<i>fuss</i>	the study of earthquakes
<i>prosecute</i>	the ability do something without fear
<i>courage</i>	scene in a play etc., in which only one person speaks
<i>seismology</i>	to take legal action
<i>monologue</i>	unnecessary excitement

c. Choose the correct alternative from each of the following questions and write them in your answer book: 5

- i) The writer of the lesson, 'The Selfish Giant' is:
 - a) Abraham Lincoln
 - b) Oscar Wilde
 - c) O' Henry
 - d) Leo Tolstoy
- ii) The poem, 'The Broken Wing is composed by:
 - a) Rabindranath Tagore
 - b) Swami Ramtirth
 - c) Sharada Bail
 - d) Sarojini Naidu
- iii) The only two travellers according to the old women are:
 - a) the Sun and the Moon
 - b) Indra and Yama
 - c) modesty and contentment
 - d) the soul and the leaf of a tree
- iv) Jim's gift to Della was:
 - a) a gold watch
 - b) a set of combs
 - c) a platinum fob chain
 - d) twenty dollars

- v) *When the Giant closed the gates for children, which of the following did not come to his garden?*
- The Snow*
 - The Frost*
 - The Spring*
 - The Hail*

SECTION A

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

Malaria has been the scourge of humanity since the earliest times, and there are ominous signs that it is fighting back against modern science. The first great breakthrough in the treatment of malaria was the discovery by Sir Ronald Ross that the disease was transmitted by the female anopheles mosquito. With the connection between malaria and the mosquito clearly established, steps should be taken to fight the disease.

One method was to attack the breeding places of the mosquito. It was known that mosquitoes laid their eggs in water. So in malaria-infested areas, work was started on draining marshes, stagnant pools, and trying to ensure generally that there were no areas of water where mosquitoes could breed. Where areas of still water could not be drained, they were sometimes covered with oil or detergent, which made the unusable by the mosquitoes.

The most obvious and easiest method of prevention is to use wire screens and mosquito netting to prevent people from being bitten.

A more flexible method is to take protective drugs, such as quinine. This drug was at one time very widely used. Recently there have been indications that certain varieties of malaria germs are becoming resistant to the more modern drugs, and quinine is coming into use once more.

Questions

- | | |
|--|---|
| i) <i>Find out the words from the passage which have the same meanings as the words given below:</i> | 3 |
| a) <i>cause of suffering (Para 1)</i> | |
| b) <i>easily seen or understood (Para 3)</i> | |
| c) <i>belonging to present day (Para 4)</i> | |
| ii) <i>What was the first breakthrough in the treatment of malaria?</i> | 2 |
| iii) <i>What are the places where mosquitoes could breed?</i> | 2 |
| iv) <i>What is the most obvious and easiest method of prevention against malaria?</i> | 2 |
| v) <i>Which drug was used widely as protection from malaria?</i> | 2 |
| vi) <i>What has caused quinine to be used as a protective drug once again?</i> | 2 |
| vii) <i>Give a suitable title to the passage.</i> | 2 |

3. **Read the passage carefully and answer the questions that follow:**

All spiders are *carnivorous* (feeding mainly on the flesh of other animals). Spiders eat insects including other spiders. Scientists often divide spiders into two types: web spiders and ground spiders. Web spiders produce webs to capture prey, while ground spiders hunt prey directly without using a web. Almost all spiders use poison glands to kill or paralyze their prey or to defend themselves.

Contrary to popular belief, most spider bites are not dangerous to humans. Of the 40,000 species of spiders, only about 30 species produce bites that may cause illness. Spiders rarely attack humans unless they feel threatened, and if they do bite, the wound is rarely serious. There is absolutely no reason to kill any spider or to call an exterminator if you have spiders in your house. As an old English saying goes, "If you want to live and thrive, let a spider run alive!"

Questions

- i) Find out the words from the passage which have the same meanings as the words given below: 3
- a) an animal or animals caught, killed, and eaten by another animal as food
 - b) make somebody temporarily unable to move
 - c) somebody paid to kill unwanted insects
- ii) Make notes of the contents of the passage you have read. Use a format you consider suitable. Use abbreviations as necessary and give a suitable title to the passage. 7

SECTION B

4. Write a report in about 40 – 50 words to be published in a newspaper describing an accident on the basis of the following information: 4

A bus collides with a jeep – location: Indore Road, near Dewas – casualties: 2 dead 10 injured – bus driver arrested – blood donors may call phone no. 272777

5. The following news report is about the ill effects of pesticides. Making use of the given information, write an article for your school magazine in about 80 – 100 words: 10

There is poison in you

It's there in your water, milk, fruits, vegetables, eggs, meat, flour and now... soft drinks. Evidence about the harmful effects of pesticides has been mounting for quite a long time. From mentally retarded babies in one part of the country to cancer cases in the other part, it has been an unending saga of death and misery.

OR

Write an essay on any one of the following topics in about 250 words:

- i) Power of the Press

- ii) *Water Conservation*
- iii) *India of My Dreams*
- iv) *The Book I Like the Most*

6. *You are Manish Jain, residing at 4, Naya Bazar, Ratlam. You had ordered some books from Messers Shanti Prakashan, Agra. On receipt of the package, you find the books are not the same as ordered by you. Write a letter of complaint to the publisher asking him to replace the books or give you a refund.* 6

OR

You are Maria Zen, residing at 26 M.G. Road, Gwalior, Madhya Pradesh. Write a letter to your friend, Rashmi, congratulating her on her brilliant success in the High School Certificate Examination.

SECTION C

7. **Do as directed:** 6
- i) Mr. Sharma teaches us English. (*change into present perfect tense*)
 - ii) When Kiran called I was (sleep). (*use the correct form of the verb and rewrite the sentence*)
 - iii) Who broke this jug? (*change into passive voice*)
 - iv) An honest man is trusted by all. (*change into active voice*)
 - v) The boy is my brother. He is wearing a red cap. (*combine the sentences using relative clause*)
 - vi) She found the necklace. She was sweeping the floor at that time. (*combine the sentences using adverbial clause*)

SECTION D

- 8 a. *Read the following lines taken from your textbook carefully and answer the questions that follow:*

Here captain! dear father!
The arm beneath your head.
It is some dream that on the deck.
You've fallen cold and dead.

Questions

- i) *Find out the words from the lines given above which:* 2
 - a) *has the same meaning as 'floor surface across a ship'.*
 - b) *Is the opposite of the word 'alive'.*
- ii) *What does the poet mean by 'You've fallen cold and dead'?* 1
- iii) *Write the name of the poet who wrote the poem from which these lines have been taken?* 1

OR

Read the following lines taken from your textbook carefully and answer the questions that follow:

I shall be telling with a sigh
Somewhere ages and ages hence
Two roads diverged in a wood, and I
I took the one less travelled by,
And that has made all the difference.

Questions

- i) Find out the words from the lines given above which:
 - a) has the same meaning as 'a deep breath'.
 - b) Is the opposite of the word 'converged'.
- ii) What does the poet mean by 'I took the one less travelled by'?
- iii) Write the name of the poet who wrote the poem from which these lines have been taken?

b. Answer any three of the following questions: 9

- i) Who are the 'down-trodden'? What can we do to lift them?
- ii) Why is the shepherd considered to be lucky?
- iii) What does the flower symbolise?
- iv) What is meant by age-long sleep?

9. Answer any six of the following questions in 1 or 2 sentences each. 12

- i) What is worse than failure?
- ii) Why did the giant build a high wall round his garden?
- iii) Where had Laxmi's husband gone?
- iv) Where was Lencho's house situated?
- v) Why did Mustafa agree to take the case to the Judge?
- vi) Why could Uncle Podger not find his handkerchief?
- vii) What did the peasant's grandfather do with the grain?

10. Answer any two of the following questions in 3 or 4 sentences each. 10

- i) Describe how Hamid's selflessness affected Amena?
- ii) Describe how the gravitational theory explains earthquakes.
- iii) In what sense was Gandhiji a self remade man?

Annual Evaluation
Model Answers
Class XI
Subject: Gen. English

Time: 3 hours]

[Max. Marks: 100

Q. 1 Objectives

1. a. Fill in the blanks using correct words given in the brackets: 4
- i) Italy is a European country.
 - ii) She tried both keys but neither worked.
 - iii) When he was young, he could cross the river.
 - iv) They were allotted homework by the teacher.

- b. Match the words in column A with their meanings in column B and rewrite: 5

A	B
<i>fuss</i>	unnecessary excitement
<i>prosecute</i>	to take legal action
<i>courage</i>	the ability do something without fear
<i>seismology</i>	the study of earthquakes
<i>monologue</i>	scene in a play etc., in which only one person speaks

- c. Choose the correct alternative from each of the following questions and write them in your answer book: 5

- i) The writer of the lesson, 'The Selfish Giant' is: b) Oscar Wilde
- ii) The poem, 'The Broken Wing' is composed by: d) Sarojini Naidu
- iii) The only two travellers according to the old women are: a) the Sun and the Moon
- iv) Jim's gift to Della was: b) a set of combs
- v) When the Giant closed the gates for children, which of the following did not come to his garden? d) The Hail

SECTION A

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

Answers

- i) Find out the words from the passage which have the same meanings as the words given below: 3
 - a) cause of suffering – scourge
 - b) easily seen or understood – obvious
 - c) belonging to present day – modern
- ii) The discovery by Sir Ronald Ross that the disease was transmitted by female anopheles mosquito was the first breakthrough in the treatment of malaria. 2
- iii) Mosquitoes could breed in marshes, stagnant pools and in places where there is stale water. 2
- iv) The most obvious and easiest method of prevention against malaria is to use wire screens and mosquito netting. 2
- v) Quinine was used widely as protection from malaria. 2
- vi) The indications that certain varieties of malaria germs are becoming resistant to modern drugs has caused quinine to be used as a protective drug once again. 2
- vii) Any suitable title. 2

3. Read the passage carefully and answer the questions that follow:

Answers

- i) Find out the words from the passage which have the same meanings as the words given below: 3
- a) an animal or animals caught, killed, and eaten by another animal as food – prey
 - b) make somebody temporarily unable to move – paralyse
 - c) somebody paid to kill unwanted insects – exterminator
- ii) All spiders=carnivorous, eat insects + sp., 2 types – web & ground, web sp. uses webs to catch prey, grnd sp. directly hunts, all use poison glands bites not dngrs to humans. 30/4000 bites cause illness, rarely atk humans (whn thrtnd) wound not serious. No reason to kill them. 6
- iii) Any suitable title. 1

SECTION B

4. Write a report in about 40 –50 words to be published in a newspaper describing an accident: 4

Bus Collides with Jeep
(By our own correspondent)

A bus going from collided with a Jeep coming from Bhopal on Indore Road near Dewas on Thursday.

Eyewitnesses say the bus was overloaded. The driver could not keep control on a turn and collided with the Jeep.

The two Jeep passengers died on the spot. Ten seriously injured passengers have been admitted to R.B. Hospital, Dewas (helpline number 272777 for blood donors).

The bus driver has been arrested.

OR

5. The following news report is about the ill effects of pesticides. Making use of the given information, write an article for your school magazine in about 80 – 100 words: 10

Are Humans Pests?

Pesticides are used in controlling pests in the farms. They are meant to kill harmful weeds, insects and animals which are harmful to crops.

Their benefits to crops are many. But they can cause serious problems to human beings. They get into our water, milk, fruits, vegetables, eggs, meat, flour and now... soft drinks.

Evidence about the harmful effects of pesticides has been mounting for quite a long time. From mentally retarded babies in one part of the country to cancer cases in the other part, it has been an unending saga of death and misery.

OR

Write an essay on any one of the following topics in about 250 words:

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

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

6. Letter. 6

- Salutation – 1 marks
- Body – 2 marks
- Subscription – 1 marks

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

SECTION C

b. Do as directed:

6

- i) Mr. Sharma has taught us English.
- ii) When Kiran called I was *sleeping*.
- iii) By whom was this jug broken?
- iv) All trust an honest man.
- v) The boy *who is wearing a red cap* is my brother.
- vi) She found the necklace while she was sweeping the floor.

SECTION D

7. a. Read the following lines taken from your textbook carefully and answer the questions that follow:

Answers

- i) Find out the words from the lines given above which: 2
 - a) has the same meaning as 'floor surface across a ship' – *deck*
 - b) Is the opposite of the word 'alive' – *dead*
- ii) The word fallen is used for people who die in battle while fighting. The poet gives his Captain the same honour as given to martyrs. 1
- iii) Walt Whitman. 1

OR

Read the following lines taken from your textbook carefully and answer the questions that follow:

Questions

- i) Find out the words from the lines given above which:
 - a) has the same meaning as 'a deep breath' – *sigh*
 - b) Is the opposite of the word 'converged' – *diverged*
- ii) The road which is less travelled by denotes a less common path.
- iii) Robert Frost.

b. Answer any three of the following questions:

9

- i) People who are treated so badly by those in power that they no longer have the energy to fight back are the down-trodden. We should give them their due, love them and support them.
- ii) The shepherd is considered to be lucky because he enjoys a life full of love and caring for his sheep.
- iii) The flower symbolises the nature's love.
- iv) Age-long sleep symbolises the centuries spent in bondage.

8. *Answer any six of the following questions in 1 or 2 sentences each.*

12

- i) Cheating is worse than failure.
- ii) The giant build a high wall round his garden to disallow children to play there.
- iii) Laxmi's husband had gone to seek his fortune in foreign lands.
- iv) Lencho's house was situated on the crest of a low hill.
- v) Mustafa agreed to take the case to the Judge to test the wisdom of the Judge.
- vi) Uncle Podger could not find his handkerchief because it was in the coat pocket and he had forgotten where the coat was.
- vii) The peasant's grandfather looked at the grain and turned it about in his hand.

9. *Answer any two of the following questions in 3 or 4 sentences each.*

10

- i) Amena was deeply moved by hamid's selflessness. She thought how the little child must have felt when his friends were enjoying themselves. She broke into tears.
- ii) According to the gravitational theory, both the Sun and the Moon exert a pull on earth. The combined pull may exert deep rocks. Thus earthquakes may result.
- iii) Gandhiji was not born great. He was a blundering boy, a mediocre, a poor lawyer, an ordinary individual, until he remade himself. In this sense he was a self remade man.

* * * * *