

Reading Literacy

Class X



Under the aegis of
Department of Education
U.T. Chandigarh

Core Resource Group:
Delhi Public School
Sector 40-C, Chandigarh

Govt. Model Sr. Sec. School
Sector 16, Chandigarh

MODULE FOR CLASS X

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MODULE 1

CLASS: X

Module 1.1 (a) A Letter to God

Learning Competencies

- Managing and retrieving information
- Creative Thinking
- Critical Thinking
- Problem Solving
- Communication

Learning Dimensions

- Global
- Mathematical
- Environmental
- Demographic
- Technological
- Social

Problem Faced By Farmers in 1800s Regarding Railroads

Railroads were a chief focus of complaint by farmers in the late nineteenth century. One of the first farmer's cooperative groups formed after the Civil War, called The Grange or Patrons of Husbandry, was founded specifically to address farmer's problems with the railroads.

In a nutshell, farmers were upset with the high charges the railroads imposed on them to ship farm goods to market. They argued that since a single railroad often had a monopoly over certain lines, the lack of competition lead to price gouging. As the farmers had no choice but to ship their products using the railway that might be available, the railroad company could charge whatever it wanted. (Today, we have similar fears over our equivalent of railway lines—the internet—and the outsized power of companies like Google and Amazon to set high prices for access.) This price gouging, the farmers said, was unfair. They petitioned for the government to nationalize (take over and run) the railroads and charge fair prices.

The complaints of the organized farm societies against the railroads had a lasting impact on the United States. Rather than socialize the railroads, the government regulated private capital. In 1887, for instance, Congress passed the landmark Interstate Commerce Act, which took regulatory power from the railways out of the hands of states and put the federal government in charge of regulating long distance rail shipping. Another significant piece of legislation was the Sherman Antitrust Act of 1890, which ended the legal right of a business to operate as a monopoly and led to the breakup of existing monopolies. The antitrust act also forbade companies to collude or work together to fix prices.

Read the given information carefully and answer the following questions accordingly.

*** All the questions are compulsory.**

*** Each question carries 1 mark each.**

1. What was the name of the first farmer's cooperative groups formed after the Civil War?

- a. The Grange
- b. The Patterns of Grange
- c. The Grange or Patrons of Husbandry
- d. The Grange of Husbandry

(LO: Reads, comprehends, and responds to complex text independently)

2. The farmers were upset with _____.

- a. their produce of crops
- b. high charges imposed by the railroads
- c. no rain in the village
- d. None of the above

(LO: Reads, comprehends, and responds to complex text independently)

3. When was Sherman Antitrust Act introduced?

(LO: Collects evidences and discusses in groups for reading history and science based text)

4. What were the results of the implementation of the Landmark Interstate Commerce Act?

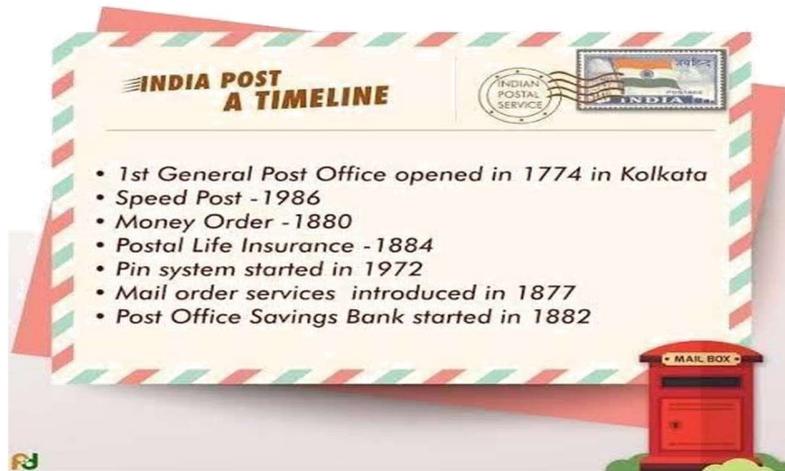
(LO: Evaluates content presented in print media, and in different genres)

5. What is the meaning of the word 'nationalize' in the comprehension?

- a. monopoly
- b. poor produce
- c. high prices
- d. take over and run

(LO: Uses the figurative meaning of words and phrases as given in the texts read)

Passage 1.1 (b)



I. When was Pin system started?

- a. 1877
- b. 1856
- c. 1972
- d. 1978

(LO: Reads, comprehends, and responds to complex text independently)

II. Mail order service was introduced in _____

- a. 1877
- b. 1972
- c. 1977
- d. 1776

(LO: Reads, comprehends, and responds to complex text independently)

III. Speed post was introduced in _____

- a. 1986
- b. 1890
- c. 1882
- d. 1776

(LO: Reads, comprehends, and responds to complex text independently)

IV. When and where was the First General Post Office opened?

- a. 1774 in Kolkata
- b. 1880 in Delhi
- c. 1882 in Mumbai
- d. 1972 in Bangalore

(LO: Collects evidences and discusses in groups for reading history and science based text)

V. When was Post Office Savings Bank started?

- a. 1972
- b. 1883
- c. 1882
- d. 1877

(LO: Reads, comprehends, and responds to complex text independently.)

MODULE 1.2

DUST OF SNOW

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical Thinking
- Problem Solving
- Communication

Learning Dimensions

- Global dimensions
- Mathematical
- Environmental
- Demographic
- Technological
- Social Dimension

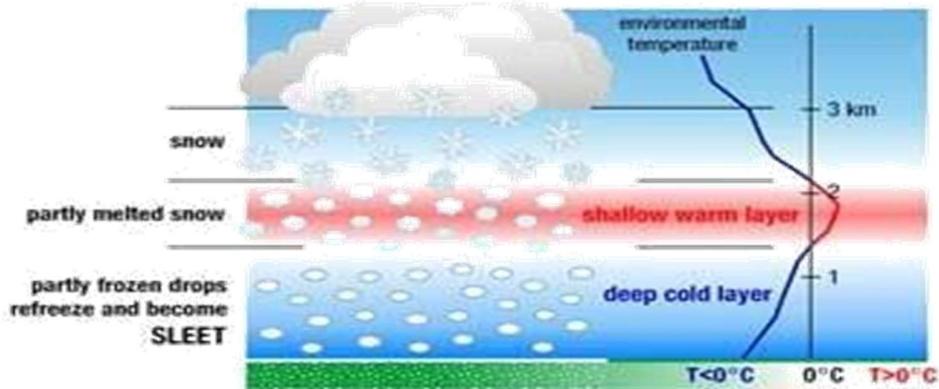
Passage 1.2 (a)

How Do Snowflakes Form?

The life of a snowflake begins high in Earth's atmosphere, and if the snowflake is very lucky it might reach the ground. Study the atmospheric conditions for formation of snow, sleet and freezing rain and answer the questions that follow:



Atmospheric conditions for snow: Snowflakes form high in the atmosphere. They will reach the ground if the air temperature is below freezing all the way down.



Atmospheric conditions for sleet: Snowflakes form high in the atmosphere. If they partially melt on the way down, then refreeze before landing, the result will be sleet.



Atmospheric conditions for freezing rain: Snowflakes form high in the atmosphere. If they melt completely on the way down, then land on a cold Earth, the result will be freezing rain.

Source: <https://geology.com/articles/snowflakes/>

Study the above passage and answer the questions:

* **All the questions are compulsory.**

* **Each question carries 1 mark each.**

1. How high above the ground level does the life of a snowflake begin?

(LO: reads, comprehends, and responds to complex texts independently.)

2. Snow is formed high up in the atmosphere. When snow melts into rain drops after coming into contact with warm layer in the atmosphere and subsequently these raindrops are super cooled after coming into contact with a cold layer, it gives rise to _____?

(LO: evaluates content presented in print media, and in different genres)

3. During the formation of sleet, the environmental temperature of shallow warm layer is half the temperature of the deep cold layer. The temperature of the layer when the snowflake begins its journey is twice the environmental temperature of the deep cold layer, what is the temperature that the snow encounters in the shallow warm layer if the temperature of the layer where the snow is formed is -10°C ?

- a. -2.5°C
- b. $+2.5^{\circ}\text{C}$
- c. -5°C
- d. 0°C
- e. None of the above

(LO: reads, comprehends, and responds to complex texts independently.)

4. How is sleet formed?

(LO: collects evidences and discusses in groups for reading history and science based literary texts.)

5. You want to make a snowman on New Year's Eve in your back yard. If the probability of occurrence of the three conditions is equal, what are the chances that if it snows on New Year's Eve, you will be able to build a snowman?

(LO: evaluates content presented in print media, and in different genres.)

PASSAGE 1.2 (b)

Answer the questions after reading the poem Dust of Snow.

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

1. How did the dust of snow affect the Poet?

- a) changed the weather
- b) changed the Poet's mood
- c) changed the Poet

(LO: reads stories and literary texts both fiction and nonfiction with understanding for pleasure and enjoyment and discusses about it)

2. How does the Poet feel for nature in end?

- a) relaxed and thankful
- b) relaxed and fearful
- c) sad and relaxed

(LO: reads, comprehends, and responds to complex texts independently.)

3. Hemlock tree is a _____

- a) Fruit tree with white flowers
- b) poisonous tree with white flowers
- c) poisonous tree with red flowers

(LO: evaluates content presented in print media, and in different genres.)

4. The image that comes to your mind when you think of a crow is _____

- a) happiness and cheer
- b) hopelessness and happiness
- c) doom and fear

(LO: reads, comprehends, and responds to complex texts independently.)

5. Why doesn't the Poet write about a more beautiful tree such as a Maple, an Oak or a Pine?

(LO: appreciates nuances and shades of literary meanings, allusions, and poet's point of view)

Module 1.3(a)

Poem: Fire and Ice

LEARNING COMPETENCIES

- Reading and interpreting the text.
- Creative thinking
- Critical thinking
- Interpersonal skills
- Intrapersonal skills

LEARNING DIMENSIONS

- To be able to extract the relevant information from texts.
- To understand, use and reflect on written texts.
- To engage with texts and address the content.

Passage 1.3 (a)

(A) Read the given stanza carefully and answer the questions that follow.

*"Some says the world will end in
fire some says in ice
From what I've tasted of desire
I hold with those who favour fire."*

1. According to the stanza, what would be the probable cause/s of the end of the world?

(LO: correlates the text with social phenomena.)

2. What do you infer from the following sentence?

I hold with those who favour fire.

- i. The poet favours peace
- ii. The poet believes in maintaining harmony
- iii. The poet supports those who undertake violence
- iv. The poet is a pacifist

(LO: listen to and discuss literary /non-literary inputs in varied contexts to infer, interpret and appreciate)

3. Which of the following words given in the stanza means the same as 'approval'?

(LO: uses the figurative meaning of words and phrases as given in the texts read.)

- i. tasted
- ii. desire
- iii. favour
- iv. hold

(B) Read the stanza given below and answer the questions that follow.

*But if it had to perish twice,
I think I know enough of hate.
To say that for destruction ice
Is also great
and would suffice.*

4. What according to the poet is sufficient for world destruction?

(LO: read, comprehend, and respond to complex texts independently.)

5. The poem essentially talks about how human feelings are capable of destroying the world. In the present context, the world also suffers on account of many activities undertaken by human beings. Which of the following phenomena comes under the said category?

- i. Tsunami
- ii. Earthquake
- iii. Tornado
- iv. Water Pollution

(LO: Collects evidences and discusses in groups for reading history and science based literary texts.)

PASSAGE 1.3 (b)

Death toll up to 13, over 200 injured | Homes, shops set ablaze | Kejriwal & Shah meet

Mob, courtesy Delhi Police

Right under police nose, men with rods, sticks assault, set homes ablaze, check ID cards, smash CCTVs

DIPANKAR GHOSE & SOURAV ROY BARMAN
NEW DELHI, FEBRUARY 25

IN EMBATTLED neighbourhood after neighbourhood in north-east Delhi, which has been in the grip of violence for three days, one story played through Tuesday from morning to midnight — groups of young men armed with sticks and rods looking for a fight, setting shops and homes owned by Muslims on fire. All right under the nose of the police who either stood as silent spectators, looked the other way or were plain missing when they were most needed.

The death toll from the violence touched 13 by tonight, including a Head Constable who succumbed to bullet injuries, and 12 civilians, most of whom also died of bullet injuries.

The day saw a flood of bloodied men being rushed to GTB hospital, many of whom were severely assaulted by violent mobs. The Rapid Action Force and Central Reserve Police Force arrived in the area only around 3 pm and were repeatedly pushed back by those armed

CONTINUED ON PAGE 4



A mob attacks a person at Khajuri Khas crossing in New Delhi on Tuesday. Photo: Khanna

Divided in violence, united in grief: Families of dead say hate is to blame

Read the given information carefully and answer the following questions accordingly.

1. According to the picture, which of the following incidents took place during the month of February 2020 in the capital territory of India?
 - i. People were assaulted by sticks
 - ii. Hundred trees were planted at Khajuri Khas
 - iii. National Unity pledge was undertaken at Rashtrapati Bhawan
 - iv. Swachh Bharat Campaign was conducted

(LO: listen to and discuss literary /non-literary inputs in varied contexts to infer, interpret and appreciate)

2. Which of the following public areas was set ablaze?

- i. Marriage Banquets
- ii. Homes
- iii. Schools
- iv. Dispensaries

(LO: Reads, comprehends, and responds to complex texts independently.)

3. On 25th February 2020, the reported casualties were 12 and there was an increase of 39% in the number of injured people. What did the count of the people who died and the people who got injured stand after the recent increase?

(LO: Evaluates content presented in print media, and in different genres)

4. From the given picture, find out and write a word that means the same as 'uncivilized crowd of people'.

(LO: uses the word according to the context and delineate it in speech and writing.)

5. Write the antonym of the word 'united' from the given picture?

(LO: uses the word according to the context and delineate it in speech and writing.)

MODULE 2

CLASS: X

Module: 2.1 Nelson Mandela: A Long Walk to Freedom

Learning Competencies

- Managing/Retrieving information
- Creative Thinking
- Critical thinking
- Problem solving
- communication

Learning Dimensions

- Social
- Demographic
- Mathematical
- Environmental

Module 2.1(a)

JIM CROW

The term "Jim Crow" typically refers to repressive laws and customs once used to restrict black rights, but the origin of the name itself actually dates back to before the Civil War. In the early 1830s, the white actor Thomas Dartmouth "Daddy" Rice was propelled to stardom for performing minstrel routines as the fictional "Jim Crow," a caricature of a clumsy, dimwitted black slave. Rice claimed to have first created the character after witnessing an elderly black man singing a tune called "Jump Jim Crow" in Louisville, Kentucky. He later appropriated the Jim Crow persona into a minstrel act where he donned blackface and performed jokes and songs in a stereotypical slave dialect. For example, "Jump Jim Crow" included the popular refrain, "Weel about and turnabout and do 'jis so, eb'ry time I weel about I jump Jim Crow." Rice's minstrel act proved a massive hit among white audiences, and he later took it on tour around the United States and Great Britain. As the show's popularity spread, "Jim Crow" became a widely used derogatory term for blacks.

Jim Crow's popularity as a fictional character eventually died out, but in the late 19th century the phrase found new life as a blanket term for a wave of anti-black laws laid down after Reconstruction. Some of the most common laws included restrictions on voting rights—many Southern states required literacy tests or limited suffrage to those whose grandfathers had also had the right to vote—bans on interracial relationships and clauses that allowed businesses to separate their black and white clientele. The segregationist philosophy of "separate but equal" was later upheld in the famous 1896 Supreme Court decision "Plessy vs. Ferguson," in which the Court ruled that the state of Louisiana had the right to require different railroad cars for blacks and whites. The "Plessy" decision would eventually lead to widespread adoption of segregated restaurants, public bathrooms, water fountains and other facilities. "Separate but equal" was eventually overturned in the 1954 Supreme Court Case "Brown vs. Board of Education," but Jim Crow's legacy would continue to endure in some Southern states until the 1970s.

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Q1 Was Jim Crow a real person?

(LO: reads textual and non-textual materials in English with comprehension)

Q2 The Jim Crow repressive laws and customs were practiced in which country?

(LO: Responds to questions based on text and non-textual material.)

Q3 Do you find any similarities between Apartheid and Jim Crow?

(LO: Thinks critically, compares and contrasts ideas, themes etc. and relates them to life.)

Q4 What segregation philosophy was the country following?

(LO: Thinks critically, compares and contrasts ideas, themes etc. and relates them to life.)

Q5 The teacher will explain the difference between two major social issues of the world i.e. the Caste system and Racism. Followed by her explanation she/he will ask the students to think and comment the statement given below.

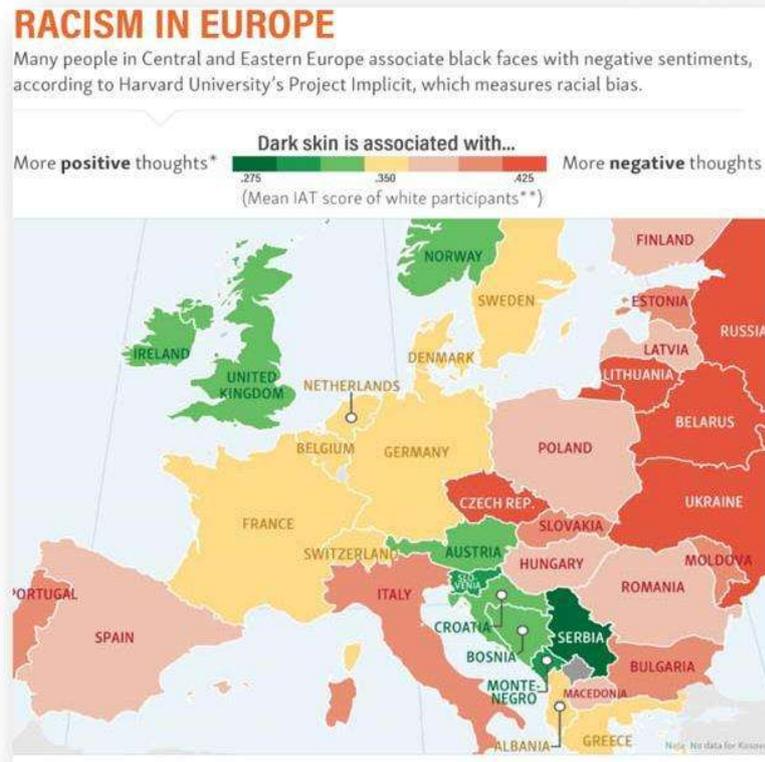
(LO: Evaluates content presented in print media, and in different genres.)

Now based on your understanding put the statements correctly in the box below:

- a) A fair skinned employee is treated better than a dark skinned one with similar qualifications.
- b) A better performing Sri Lankan associate is not promoted by his boss while relatively lower performing Greek associate is given promotion.
- c) A couple was outcaste by the society for their inter cast marriage.
- d) Brahmins are not supposed to eat meat
- e) Dalits are not allowed to enter temples and take bath in the holy rivers.

Casteism	Racism

Look at the map below and answer the related questions:



- a) What does the map show?
(LO: Thinks critically, compares and contrasts ideas, themes etc. and relates them to life and the environment)
- b) According to the map name the countries that are the worst sufferers of racism.
(LO: Thinks critically, compares and contrasts ideas, themes etc. and relates them to life and the environment)
- c) According to the map which are the least racist countries?
(LO: Collects evidences and discusses in groups for reading autobiographies, history and science based literary texts.)
- d) Which countries are neutral?
(LO: Evaluates content presented in print media, and in different genres)
- e) Which country is not at all racist?
(LO: Evaluates content presented in print media, and in different genres)

Module 2.2 Poem: A Tiger in the Zoo

Learning Competencies

- Managing/ retrieving information
- Creative thinking
- Critical thinking
- Problem solving
- Communication

Learning Dimensions

- Social
- Demographical
- Environmental
- Mathematical
- Creative writing

2.2 (a) Tigers: Reading Comprehension



Who would win in a

Fight, a lion or a tiger? Well, if size has anything to do with the matter, the tiger would win. That's because tigers are the largest of all cat species. They grow up to eleven feet long and weigh as much as 670 lbs. This makes tigers the third largest land carnivore. The only larger land carnivores are polar bears and brown bears. Tigers are not only large, they are also fast. They can sprint as fast as 40 miles per hour for short distances and leap as far as 30 feet horizontally. This makes for an extremely dangerous pounce. You might not think that such large, fast, and ferocious creatures need help to survive, but they do. The tiger is an endangered species.

Despite all of the tiger's strengths, the future of the species is uncertain. Tigers face a very high risk of extinction. It is estimated that at the start of the 20th century, there were over 100,000 tigers living in the wild. By the turn of the century, the number of tigers outside of captivity dwindled to just over 3,000.

Interestingly, the most serious threats that tigers face come from a much smaller species, one with an average weight of around 140 lbs. That species is *Homo sapiens*, better known as humans.

Humans threaten tigers in primarily two ways: hunting and destroying habitat.

Tigers are hunted for many reasons. People have long valued the famous striped skins. Though trading tiger skins is now illegal in most parts of the world, tiger pelts are worth around \$10,000 on the black-market. Though the fur would be incentive enough for most poachers, other parts of the tiger can also fetch a pretty penny. Some people in China and other Asian cultures believe that various tiger parts have healing properties. Traditional Chinese medicine calls for the use of tiger bones, amongst other parts, in some prescriptions.

Tigers have also been hunted as game. In other words people hunted tigers solely for the thrill and achievement of killing them. Such killings took place in large scale during the 19th and early 20th centuries, when a single maharaja or English hunter might claim to kill over a hundred tigers in their hunting career. Though this practice is much less popular today than it was in the past, it has not ceased entirely.

Humans have done considerable damage to the world's tiger population through hunting, but perhaps more damage has been caused through the destruction of habitat. Tigers once ranged widely across Asia, all the way from Turkey to the eastern coast of Russia. But over the past 100 years, tigers have lost 93% of their historic range. Instead of spanning all the way across Asia, the tiger population is now isolated in small pockets in south and south-eastern Asia. This is because humans have drastically changed the environments. Humans have built towns and cities. Road and transit systems were created to connect these towns and cities.

To feed the people living in these areas, forests and fields have been cleared to create farmland. Large tracts of land have been strip-mined to yield metals and other materials used in manufacturing. All of these activities have consumed habitats that at one time supported tigers.

A major obstacle to preserving tigers is the enormous amount of territory that each tiger requires. Each wild tiger demands between 200 and 300 square miles. Tigers are also both territorial and solitary animals. This means that they are protective of the areas that they claim and they generally do not share with other tigers. Because tigers need so much territory, it is difficult for conservationists to acquire land enough to support a large population of tigers. Even when such these considerable spaces are allocated, it is even more difficult to patrol such large areas to prevent poaching. There is no easy way to preserve the wild tiger population without making large sacrifices.

Though tiger population faces many threats and obstacles to recovery, there have been some successes in conservation and preservation efforts. For example, Save China's Tigers, an organization working to restore the wild tiger population, successfully rewilded a small number of South China tigers. These tigers were born into concrete cages from parents who were also captive and unable to sustain in the wild.

This organization brought these tigers to South Africa and helped them learn the necessary skills for a predator to survive in the wild. Current evidence indicates that the project was been successful. While this is just a small step, it shows that restoring the world's tiger population is possible.

Directions: Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

- a. Which of the following is not a reason in the article explaining why tigers are hunted? Because tiger skins are worth a lot of money
- b. Because tiger parts are used as medicines in some cultures
- c. Because some tigers attack local villages
- d. Because tigers are hunted for enjoyment by some people

(LO: Responds to questions based on textual and non-textual materials.)

2. Which animal does not grow larger than the tiger?

(LO: Thinks critically, compares and contrasts ideas, themes etc. and relates them to life and the environment and to other chapters from Social Sciences and Environmental education.)

- a. Brown bear
- b. Lion
- c. Polar bear
- d. All of these animals grow larger than a tiger

3. Which number is closest to the estimation of the wild Tiger population in 2003? **(LO:** Responds to questions based on textual and non-textual materials.)

- a. 3,000
- b. 100,000
- c. 140
- d. 30,000

4. Which of the following best describes the author's main purpose in writing this article?

(LO: Thinks critically, compares and contrasts ideas, themes etc. and relates them to life and the environment and to other chapters from Social Sciences and Environmental education.)

- a. To provide readers with interesting information about the lifestyles of tigers
- b. To persuade readers to help the world's tiger population and to offer ways to help
- c. To entertain readers with stories about how tigers hunt and are hunted
- d. To explain to readers why the world's tiger population is endangered

5. Which best explains why tigers have lost so much of their habitat according to the text?
- (LO: Evaluates content presented in print media, and in different genres.)
 - a. Because humans are afraid of tigers
 - b. Because tiger skins are extremely valuable
 - c. Because humans have changed the land
 - d. Because tigers need so much space to survive

2.2 (b) Look at the graph given below and answer the questions that follow:



Q 1 Calculate the average mortality rate of animals from 2016 to 2019?

(LO: Reads, comprehends, and responds to complex texts independently)

Q 2 Which species had not lost its entire population in the zoo till 2019?

(LO: Evaluates content presented in print media, and in different genres)

- 1) Black Neck Stork 2) Grey Hornbill 3) Ostrich 4) Soft –Shelled turtle

Q 3 What was the trend in mortality rate in year 2017-18 and 2018-19 as compared to its previous years?

(LO: evaluates content presented in print media, and in different genres)

Q 4 What was the age of Star tortoise and Chinkara when they died in 2018-19?

(LO: reads, comprehends, and responds to complex texts independently)

Q 5 The Mortality rate in 2018-19 suddenly Proliferated, what according to you is the reason for it?

(LO: organizes and structures thoughts, presents information and opinions in a variety of written forms.)

MODULE 3

CLASS: X

Module 3.1: The Black Aeroplane

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical Thinking
- Problem Solving
- Communication

Learning Dimensions

- Global dimensions
- Mathematical
- Environmental
- Demographic
- Technological
- Social Dimension

Module 3.1 (a) Introduction

The civil aviation industry in India has emerged as one of the fastest growing industries in the country during the last three years. India is currently considered the third largest domestic civil aviation market in the world. India has become the third largest domestic aviation market in the world and is expected to overtake UK to become the second largest air passenger* market by 2024.

Market Size

India's passenger* traffic stood at 199.60 million in FY20 (April-October 2019) where domestic passenger traffic reached 160.16 million and International passenger reached 39.43million.

In FY20 (April-October 2019), domestic freight traffic stood at 0.80 million tonnes, while international freight traffic was at 1.20 million tonnes.

India's domestic and international aircraft movements reached 1.24 million and 0.25 million in FY20 (April-October 2019), respectively.

To cater to the rising air traffic, the Government of India has been working towards increasing the number of airports. As of March 2019, India has 103 operational airports. India has envisaged increasing the number of operational airports to 190-200 by FY40.

Further, the rising demand in the sector has pushed the number of airplanes operating in the sector. As of July 2018, there were nearly 620 aircraft being operated by scheduled airline operators in India. The number of airplanes is expected to grow to 1,100 planes by 2027.

Investment

According to data released by the Department of Industrial Policy and Promotion (DIPP), FDI inflows in India's air transport sector (including air

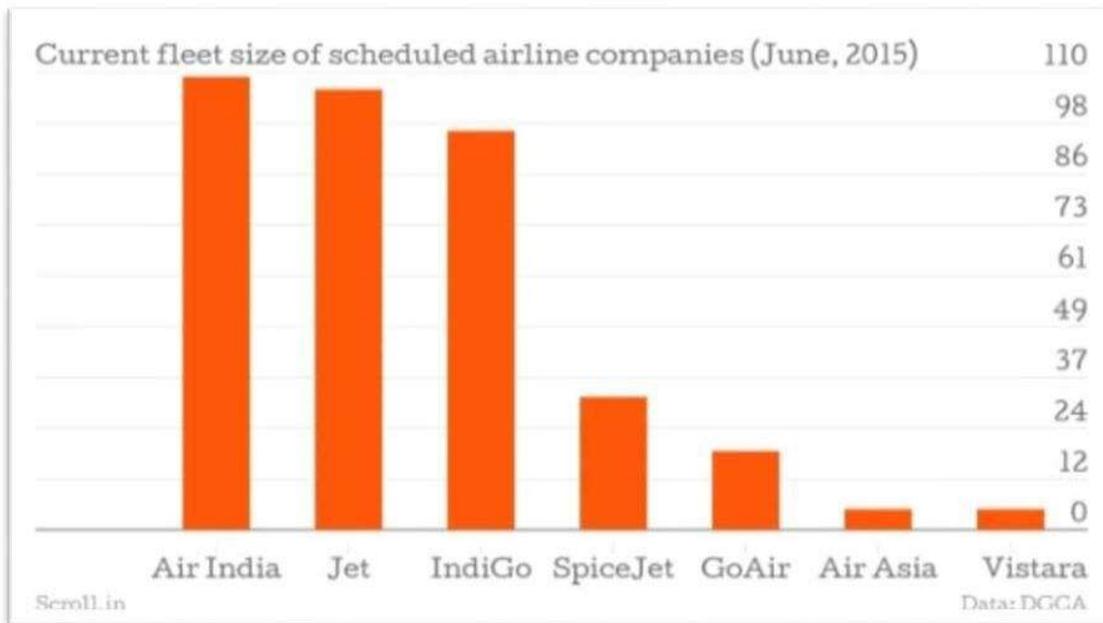
freight) reached US\$ 1,904.37 million between April 2000 and June 2019. The government has 100 per cent FDI under automatic route in scheduled air transport service, regional air transport service and domestic scheduled passenger airline. However, FDI over 49 per cent would require government approval.

India's aviation industry is expected to witness Rs 35,000 crore (US\$ 4.99 billion) investment in the next four years. The Indian government is planning to invest US\$ 1.83 billion for development of airport infrastructure along with aviation navigation services by 2026.

Answer the questions after reading the above passage:

1. What is the rank of India in domestic civil aviation market in the world?
(LO: reads, comprehends, and responds to complex texts independently)
2. What is the ratio of domestic and international freight traffic FY20? (April-Oct 2019)
(LO: evaluates content presented in print media, and in different genres)
3. How many airports do Govt. of India wish to add by the end of 2040?
(LO: reads, comprehends, and responds to complex texts independently)
4. Find the word in the passage which means 'predicted', from the options given below:
a approval
b envisaged
c scheduled
d operational
(LO: uses words according to the context and delineate it in speech and writing.)
5. What according to you is the reason for development in Aviation market in India?
(LO: evaluates content presented in print media, and in different genres)

Module 3.1(b)



Q-1 Which Airlines have the highest and lowest fleet size?

(LO: evaluates content presented in print media, and in different genres)

Q-2 If Air India is the highest grossing airline, which airline will be on fifth?

(LO: evaluates content presented in print media, and in different genres)

Q-3 Which two Airlines have analogous number of aircrafts?

(LO: reads, comprehends, and responds to complex texts independently)

Q-4 As per the graph what is the fleet size of Jet Airways?

- a) 90
- b) 98
- c) More than 98
- d) Less than 98

(LO: evaluates content presented in print media, and in different genres)

Q-5 What is the proportionate difference in fleet size of Air India and Spice Jet?

(LO: reads, comprehends, and responds to complex texts independently)

3.2 POEM- The Ball

Learning Competencies

- Appreciates nuances and shades of literary meanings.
- Reads stories and literary texts both fiction and non-fiction with understanding for pleasure and enjoyment and discusses about them
- Speaks and writes on variety of ideas.



Q1. Man is constantly trying to find some kind of happiness by owning physical objects. Do you agree with the statement?

(LO: organizes and structures thoughts, presents information and opinions in a variety of written forms.)

Q2. What defines emotional health?

- To deal with all kinds of thoughts positive and negative.
- To control the thoughts.
- To control anger.
- Dealing with loss and anxiety.

(LO: reads, comprehends, and responds to complex texts independently)

Q3. How giving away to others change life?

(LO: organizes and structures thoughts, presents information and opinions in a variety of written forms.)

Q4. One should learn to embrace impermanence living in the material world.

(LO: organizes and structures thoughts, presents information and opinions in a variety of written forms.)

Q5. Write about three different social media platforms being used by the people to connect with one another.

(LO: organizes and structures thoughts, presents information and opinions.)

MODULE 4

CLASS: X

Module 4.1 From the Diary of Anne Frank

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical Thinking
- Problem Solving
- Communication

Learning Dimensions

- Global dimensions
- Mathematical
- Environmental
- Demographic

4.1 (a) The Atlantic

World War II: After the War

At the end of World War II, huge swaths of Europe and Asia had been reduced to ruins. Borders were redrawn and homecomings, expulsions, and burials were under way. But the massive efforts to rebuild had just begun. When the war began in the late 1930s, the world's population was approximately 2 billion. In less than a decade, the war between the Axis and Allied powers had resulted in 80 million deaths -- killing off about 4 percent of the whole world. Allied forces now became occupiers, taking control of Germany, Japan, and much of the territory they had formerly ruled. Efforts were made to permanently dismantle the war-making abilities of those nations, as factories were destroyed and former leadership was removed or prosecuted. War crimes trials took place in Europe and Asia, leading to many executions and prison sentences. Millions of Germans and Japanese were forcibly expelled from territories they called home. Allied occupations and United Nations decisions led to many long-lasting problems in the future, including the tensions that created East and West Germany, and divergent plans on the Korean Peninsula that led to the creation of North and South Korea and -- the Korean War in 1950. The United Nations Partition Plan for Palestine paved the way for Israel to declare its independence in 1948 and marked the start of the continuing Arab-Israeli conflict. The growing tensions between Western powers and the Soviet Eastern Bloc developed into the Cold War, and the development and proliferation of nuclear weapons raised the very real specter of an unimaginable World War III if common ground could not be found. World War II was the biggest story of the 20th Century, and its aftermath continues to affect

Read the information given above to answer the following questions.

1. According to the article, what were the three immediate tasks taken up after the World War II?

(LO: Thinks critically, compares and contrasts ideas, themes etc. and relates them to life and the environment)

Q 2 Which of the following option is correctly matched?

Term	Meaning
1 counterstrike	a. violently destructive effect
2 ravage	b. to attack by surprise from a hidden place
3 assault	c. a return strike
4 ambush	d. a violent physical or verbal attack

- a. 1-c, 2-b, 3-a, 4-d
- b. 1-b, 2-a, 3-d, 4-c
- c. 1-c, 2-a, 3-d, 4-b
- d. 1-a, 2-c, 3-b, 4-d

(LO: Reads, comprehends, and responds to complex texts independently.)

Q 3 Identify the word given in the above text which means 'production and creation'.

- a. massive
- b. dismantle
- c. execution
- d. Proliferation

(LO: Reads, comprehends, and responds to complex texts independently.)

Q 4 The reaction taking place in an atomic bomb responsible for large scale destruction during the wars.

- a. chemical reaction
- b. nuclear fission
- c. nuclear fusion
- d both b &c

(LO: Reads, comprehends, and responds to complex texts independently.)

Q 5 During World War II, India was part of a colony

4.2 Read the map given below and answer the questions which follow:



1 What is main reference in this map?

- a. German invasion
- b. Russian invasion
- c. Poland invasion
- d. none of the above

(LO: Interprets map/graph/table.)

2. When did German forces invade Poland?

- a. 17/09/1939
- b. 01/09/1939
- c. 01/09/1940
- d. None of the above

(LO: Interprets map/graph/table.)

3. Which part of Poland was occupied by Soviet Union?

- a. Kovel
- b. Brest -Litovsk
- c. western Poland
- d. eastern Poland

(LO: Reads, comprehends, and responds to complex texts independently)

4. Arrows in the map indicate

- a. Invaded countries
- b. Invasion routes
- c. Escape routes
- d. None of the above

(LO: Interprets map/graph/table.)

5. Name the countries not effected by Russian invasion

- a. Slovakia, Hungary, Romania
- b. Hungary and Romania
- c. Romania
- d. Poland

(LO: Interprets map/graph/table.)

Module 4.2 'Amanda'

Learning Competencies

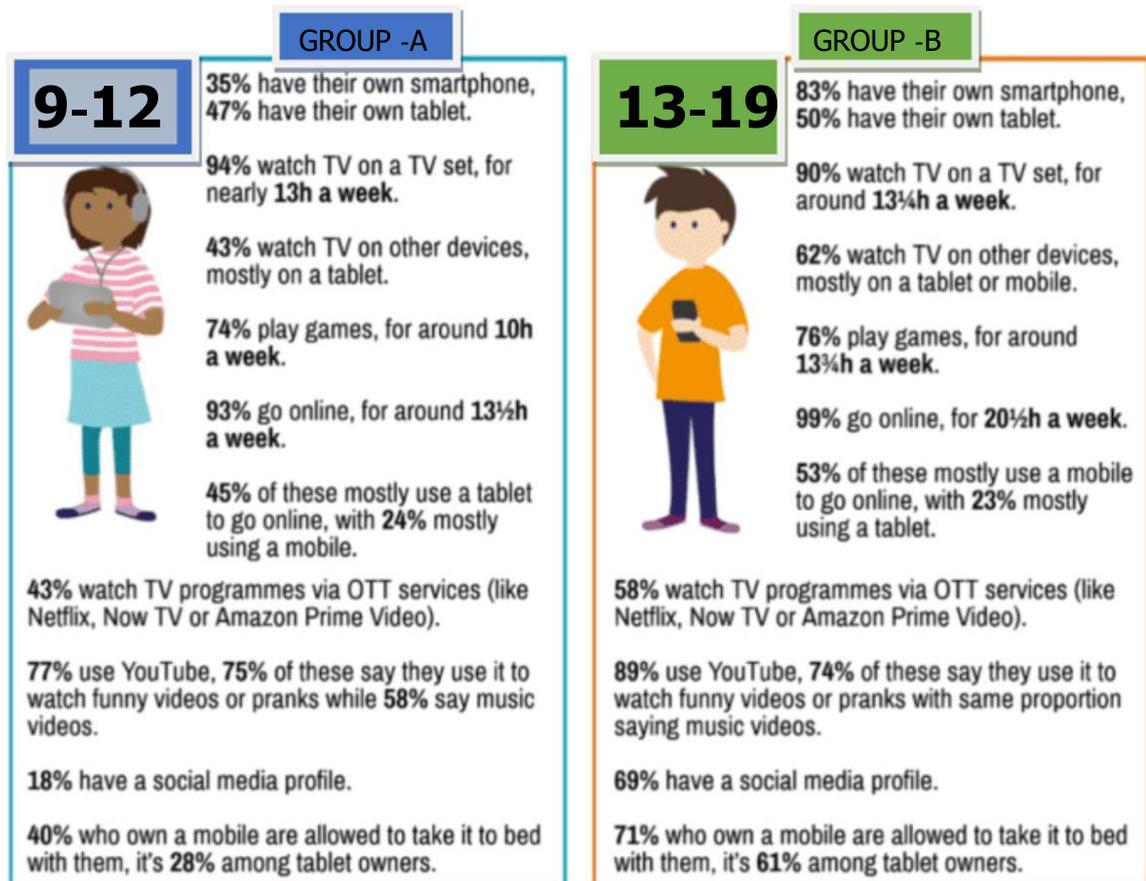
- Managing and retrieving information
- Creative thinking
- Critical Thinking
- Problem Solving
- Communication

Learning Dimensions

- Global dimensions
- Mathematical
- Environmental
- Demographic

Module 4.2 (a) Survey report on Pre-teens and Teenagers

A study was conducted on kids of two age groups. The findings of the study are given below. Read the reports and answer the questions which follow.



Study the data given above and answer the questions:

1. Kids in group A spend 780 minutes per week and kids in group B spend 795 minutes per week on this activity. Which activity is this?

(LO: Reads, comprehends, and responds to complex texts independently.)

2. Which age group of children uses tablets more than mobiles to go online?

(LO: Reads, comprehends, and responds to complex texts independently.)

3. Name any one 'Over-The-Top' service listed above.

(LO: Thinks critically, compares and contrasts ideas, themes etc. and relates them to life and the environment)

4. If the survey was conducted on 450 teenagers, what number of teenagers play games on their mobile phones?

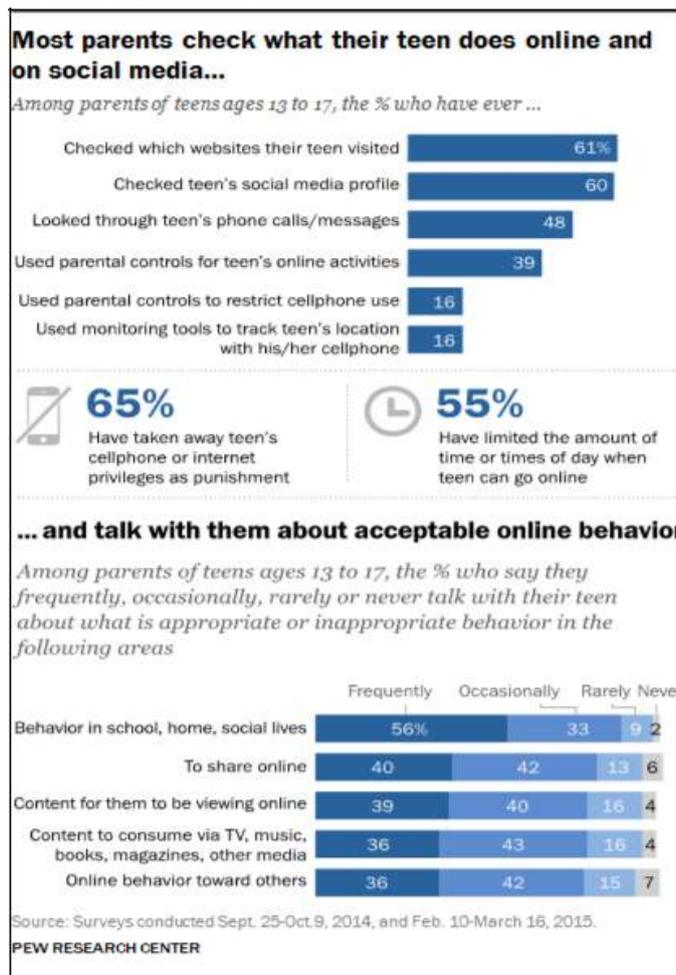
(LO: Reads, comprehends, and responds to complex texts independently.)

5. Name any social media platform and what is it mainly used for?

(LO: provides facts and background knowledge in areas and presents view points based on the facts)

Module 4.2 (b)

A Pew Research Center survey of parents of 13- to 17-year-olds finds that today's parents take a wide range of actions to monitor their teen's online lives and to encourage their child to use technology in an appropriate and responsible manner. Study the data and answer the questions that follow:



Q1. What percentage of parents have never used 'digital grounding' as a method of punishing their teenage children?

- A) 35%
- B) 45%
- C) 55%
- D) 65%

(LO: Reads, comprehends and responds to complex text independently)

Q2. Name any two social media platforms which teenagers use nowadays.

(LO: Uses language as a skill for real life requirements)

Q3. What can parental controls be used for? Would you consider them a popular medium among parents?

(LO: Evaluates content presented in print media)

Q4. What percentage of parents have ever talked to their children about online behaviour towards others, and how many of them do so frequently?

(LO: Analyses and interprets the data)

Q5. What period has the above survey been conducted for?

(LO: Reads textual and non-textual materials in English with comprehension)

MODULE 5.1 HUNDRED DRESSES-1

Learning Competencies

- . Creative thinking
- . Critical thinking
- . Problem solving
- . Communication and Writing

Learning Dimensions

- . Global dimensions
- . Environmental
- . Social
- . Demographic

5.1 Read the given extract and answer the questions that follow:

Peggy, who had thought up this game, and Maddie, her inseparable friend, were always the last to leave. Finally, Wanda would move up the street, her eyes dull and her mouth closed, hitching her left shoulder every now and then in the funny way she had, finishing the walk to school alone. Peggy was not really cruel. She protected small children from bullies. And she cried for hours if she saw an animal mistreated. If anybody had said to her, "Don't you think that is a cruel way to treat Wanda?" she would have been very surprised. Cruel? Why did the girl say she had a hundred dresses? Anybody could tell that that was a lie. Why did she want to lie? And she wasn't just an ordinary person, else why did she have a name like that? Anyway, they never made her cry.

As for Maddie, this business of asking Wanda every day how many dresses and how many hats, and how many this and that she had was bothering her. Maddie was poor herself. She usually wore somebody's hand-me-down clothes. Thank goodness, she didn't live up on Boggins Heights or have a funny name.

Q1. What tells you that Peggy wasn't cruel?

- A) protected small children from bullies
- B) couldn't stand animals getting mistreated
- C) did not make Wanda cry
- D) all of the above

(LO: Reads with comprehension the given text materials employing strategies like scanning, inferring and summarising)

Q2. Why was Peggy's game bothering Maddie?

- A) she cared about Wanda
- B) Peggy was harsh on Wanda
- C) she feared she'd be next to get teased
- D) all of the above

(LO: Reads silently with comprehension and interprets layers of meanings)

Q3. Who was the most popular girl in school?

- A) Wanda
- B) Maddie
- C) Peggy
- D) all of them

(LO: Reads with comprehension the given text materials employing strategies like scanning, inferring and summarising)

Q4. The phrase 'hand -me-down' means:

- A) Torn and tattered
- B) Second hand
- C) Hand in hand
- D) On the other hand

(LO: Uses words, phrases, idioms and word chunks for meaning make-up in context)

Q5. Why are pink and blue associated with gender? How do colour stereotypes affect us?

(Write in 30-40 words)

(LO: Experiential learning; organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes)

5.2 Read the poster and answer the questions that follow:

How to Start a **FASHION BLOG**



1. Choose a unique name that represents you.

2. Install WordPress and get a good layout.

Think about what sets your style apart.

3.



4. Brush up your photography and editing skills.

5. Be active on Instagram.

6. Plan out good content.

7. Network.

8. Monetize your blog.



Read the full article at <http://smashthemes.com>

Q1. What do fashion bloggers do?

- A) They write about fashion
- B) They participate on social media by offering feedback and comments
- C) They enable potential improvement of product designs
- D) All

(LO: Uses the figurative meaning of words and phrases as given in the text read)

Q2. What kind of platforms do fashion bloggers use? Name any two.

(LO: Uses language as a skill for real life requirements)

Q3. When can items of clothing be most expensive?

- A) When they are from the supermarket
- B) When they are taxed too much
- C) When it is a well-known brand or design
- D) When they are on sale

(LO: Thinks critically about various issues and concerns)

Q4. What do fashion bloggers need to have knowledge of?

- I. Global economic developments
- II. Latest fashion trends and styles
- III. Scientific principles related to the environment
- IV. Aesthetic sense about colours, patterns and designs

- A) I only
- B) II and IV
- C) I and II
- D) All of the above

(LO: Reads, comprehends and responds to complex texts independently)

Q5. Would you consider fashion as a career option? Why or Why not?

(Write in 30-40 words)

(LO: **Experiential learning;** develops imagination, creativity and aesthetic sensibility and appreciation)

Module 6

Class X

6.1(i) The Hundred Dresses -II

Learning Competencies

- Creative thinking
- Critical thinking
- Problem solving
- Communication and Writing

Learning Dimensions

- Global dimensions
- Environmental
- Social
- Demographic

Read the given extract and answer the questions that follow:

"A deep silence met the reading of this letter. Miss Mason took off her glasses, blew on them and wiped them on her soft white handkerchief. Then she put them on again and looked at the class. When she spoke her voice was very low."

1. Who wrote the letter received by Miss Mason?

- Wanda
- Wanda's mother
- Wanda's father
- Wanda's brother

(LO: Reads silently with comprehension and interprets layers of meanings)

2. What did the letter convey?

- Wanda wasn't well
- Wanda won't be attending school
- they have moved to the big city
- both 2 and 3

(LO: Reads, comprehends, and responds to complex text independently)

3. What else was mentioned in the letter?

- a. her drawings
- b. her medal
- c. the school
- d. her funny name

(LO: Reads with comprehension the given text materials employing strategies like scanning, inferring and summarising)

4. What does the phrase 'voice was very low' mean?

- a. Husky
- b. loud
- c. faintly
- d. Sore throat

(LO: Uses words, phrases, idioms and word chunks for meaning make-up in context)

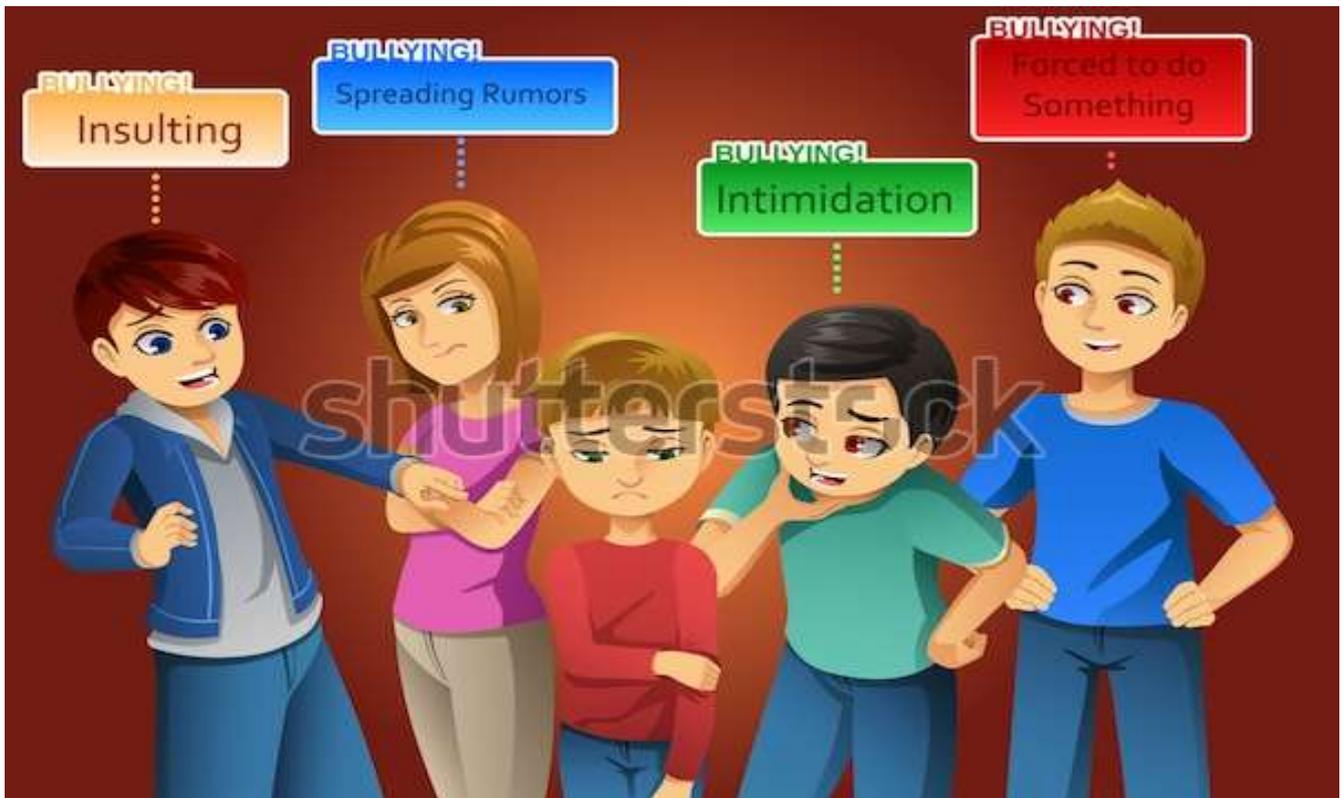
5. 'Migration is like a one-way ticket to a place which can be foreign in many aspects. It can be very difficult to develop roots in the new surroundings' Elucidate on what you feel and where do your roots lie?

(Write in 30-40 words)

(LO: Experiential learning; organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes)

Module 6.1(B)

Read the article and answer the questions that follow:



Bullying Of Students: Here's What To Do About It (Source: <http://bweducation.businessworld.in/article/Bullying-Of-Students-Here-s-What-To-Do-About-It/21-08-2018-158278/>)

Can you recall the nursery jingle "Sticks and stones may break my bones, but words will never hurt me"? Observably that was not and is not the reality and can never be especially in the case of Bullying that takes place at schools. Bullying is a behavior that is purposeful and contains an imbalance of power or strength. It is a behavior that is physical, verbal, or relational. While boys may bully others by more physical means; girls often bully by social rejection. Bullying has been a part of the workplace and School for a long period. More recently through technology & social media bullying has extended its reach. Cyberbullying is the example which takes place online and via cell phones.

There are two types and four styles by which students can be bullied or can bully others. The two means of bullying include direct (e.g., by a student or a group or Adult who target less powerful students as the victim and that occurs in the presence of a targeted student) and indirect (e.g., mental

prohibition from students groups or spreading rumors. In addition to these two modes, the four types of bullying include broad categories of physical, verbal, relational (e.g., efforts to harm the reputation or relationships of the targeted youth), and damage to property.

Occurrence

More than one out of every five (20.8%) students report being bullied according to a report from National Centre for Educational Statistics. Most bullying happens in middle school. The most common kinds are verbal and social bullying. 83% of students who bully others online also bully others in person. 84% of students who were bullied online were also bullied in person.

Where Bullying Occurs?

Bullying can happen at any number of places, situations, or locations. At times that place can be online or through a cell phone. Bullying that occurs using technology (including but not limited to cell phones, chat rooms, instant messaging, email, and social media posts) is considered electronic bullying and is viewed as a context or location. Mostly Bullying takes place in the playgrounds, school buses, cafeteria, in restrooms, hallways, and locker rooms.

Disconnect Between Adults:

It is found that most often there is a disconnect between students and an adult understanding for a case of bullying. Adults often don't know how to react when they do identify a case of bullying. Considerably only about 20 to 30% of students who are bullied inform adults about it.

Laws in Schools

Former HRD minister formed a committee of experts to analyze Bullying in school and to prevent it. Following is the CBSE School Bullying Protection Law guide:

"If any student is found Bullying or ragging it will be given a written notice and can even result in rustication for that particular ward. Putting a notice on Notice Board that if any students are found bullying will be liable for strict action. A Committee member to prevent bullying it shall include the vice principal, a senior teacher, doctor, counsellor, parent - teacher representative, school management representative, and legal representative and peer educators."

1. How does bullying differ among boys and girls?

(LO: Reads, comprehends and responds to complex texts independently)

2. If the sample size taken by National Centre for Educational Statistics constituted 150 middle school students, what was the number of students being bullied?

(LO: Analyses and interprets using analytical skills)

3. Which word in the passage means the same as 'suspended'?

(LO: Uses the figurative meaning of words and phrases as given in the text read)

4. What initiatives are being taken by the government to prevent bullying?

(LO: Thinks critically about various issues and concerns)

5. Why do very few students report about bullying to their elders?

(LO: Uses language as a skill for real life requirement)

Module 6.2(A) POEM- ANIMALS

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical Thinking
- Problem Solving
- Communication

Learning Dimensions

- Global dimensions
- Mathematical
- Environmental
- Demographic

Read the given extract and answer the questions that follow:

"I think I could turn and live with animals, they are
so placid and self-contain'd,
I stand and look at them long and long".

1. Who, according to the poet, is better?

- a. human beings
- b. animals
- c. both are equal
- d. none

(LO: Reads with comprehension the given text materials employing strategies like scanning, inferring and summarizing)

2. What do humans do that animals don't?

- a. greed
- b. jealous
- c. restless
- d. All of the above

(LO: Reads, comprehends, and responds to complex text independently)

3. What is the meaning of "placid"?

- a. Peaceful
- b. Clumsy
- c. Greedy
- d. Jealousy

(LO: Uses words, phrases, idioms and word chunks for meaning make-up in context)

4. Name the literary device used in the line "I think I could turn and live with animals"

- a. Simile
- b. Assonance
- c. Metaphor
- d. Alliteration

(LO: identifies and appreciates significant literary elements such as- metaphor, simile, rhyme scheme, imagery, symbol etc.)

5. "Animals are beautiful creatures of God but they can't enjoy a better life than humans". Express your own opinion.

(Write in 30-40 words)

(LO: Experiential learning; organizes and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes)

Module 7

Class X

Module 7.1(I) GLIMPSES OF INDIA

Learning Competencies

- Creative thinking
- Critical thinking
- Problem solving
- Communication and Writing

Learning Dimensions

- Global dimensions
- Environmental
- Social
- Demographic

Read the extract and answer the questions that follow:

"Tea was first drunk in China," Rajvir added, "as far back as 2700 B.C.! In fact words such as tea, 'chai' and 'chini' are from Chinese. Tea came to Europe only in the sixteenth century and was drunk more as medicine than as beverage."

1. What is Assam popularly known as?

- Tea country
- Coffee country
- Green country
- Plantation country

(LO: Reads, comprehends, and responds to complex text independently)

2. The words like 'chai' and 'chini' are derived from _____.

- India
- China
- France
- None of the above

(LO: analyses and appreciates a point of view or cultural experience as reflected in the text)

3. What was Dhekiabari?

- a. name of a station
- b. tea garden managed by Pranjol's father
- c. tea garden managed by Rajvir's father
- d. name of a hill

(LO: Reads with comprehension the given text materials employing strategies like scanning, inferring and summarising)

4. What is the duration of the second flush or sprouting period?

- a. June-August
- b. October-December
- c. May-July
- d. August-November

(LO: Provides facts and background knowledge in areas such as science and social science and presents viewpoints based on those facts)

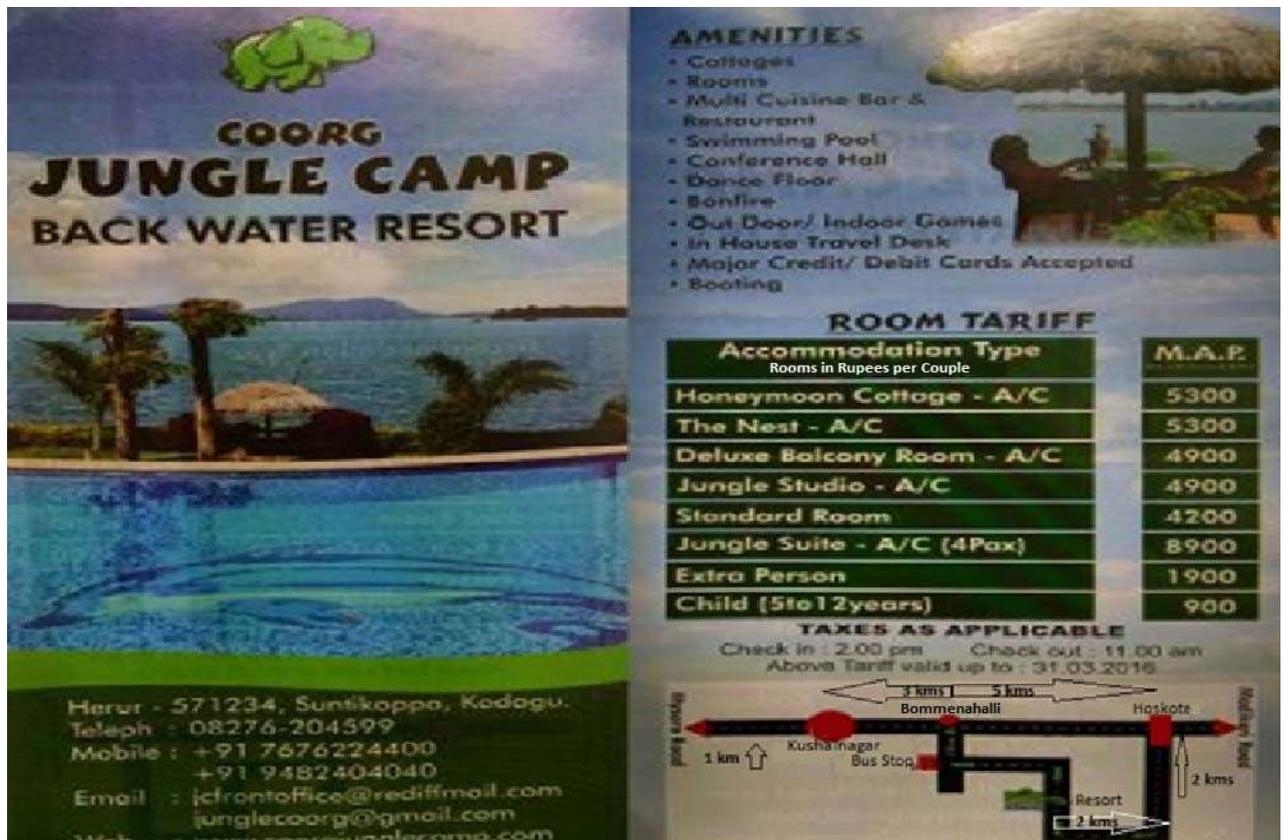
5. "Cultural of India is something that belongs to our community. It represents past, present and future in the form of paintings, drawings, sculptures, manuscripts, photographs, documents, etc." Why do you think it is important?

(Write in 30-40 words)

(LO: Experiential learning; organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes)

Module 7.1(ii)

Read the advertisement of 'Coorg Jungle Camp Backwater Resort' carefully and answer the questions that follow:



COORG JUNGLE CAMP BACK WATER RESORT

AMENITIES

- Cottages
- Rooms
- Multi Cuisine Bar & Restaurant
- Swimming Pool
- Conference Hall
- Dance Floor
- Bonfire
- Out Door/ Indoor Games
- In House Travel Desk
- Major Credit/ Debit Cards Accepted
- Boating

ROOM TARIFF

Accommodation Type	M.A.P.
Honeymoon Cottage - A/C	5300
The Nest - A/C	5300
Deluxe Balcony Room - A/C	4900
Jungle Studio - A/C	4900
Standard Room	4200
Jungle Suite - A/C (4Pax)	8900
Extra Person	1900
Child (5to12years)	900

TAXES AS APPLICABLE

Check in : 2.00 pm Check out : 11.00 am
Above Tariff valid up to : 31.03.2016

Map showing location: 1 km to Kushalnagar Bus Stop, 5 km to Bommenahalli, 2 km to Hoskote, 2 km to Resort, 1 km to Mysore Road.

Contact: Heruz - 571234, Sunskoppa, Kodagu.
Teleph : 08276-204599
Mobile : +91 7676224400
+91 9482404040
Email : jcfrontoffice@rediffmail.com
junglecoorg@gmail.com
Web : www.coorgjunglecamp.com

1. Mention any three amenities offered by the resort that fascinated you. Give reason for your choice.

(LO: Thinks critically about various issues and concerns)

2. Rohit and his family decides to stay at the 'Back Water Resort' in Coorg. His family includes his wife, brother and two sons of age 10 and 12 years respectively. Which room would suit the family the most in terms of low budget and why?

(LO: Uses language as a skill for real life requirement)

3. Identify the perfect squares in the given advertisement. Find their square root.

(LO: Analyses and interprets using analytical skills)

4. Rohit has to go to the Bommenahalli, Kushalnagar and Hoskote. Help him finding the places by writing their coordinates.

(LO: Interprets and analyses from a mathematical bent of mind)

5. Find the area enclosed by Bommenahalli, Kushalnagar, Hoskote and the Mysore road.

(LO: Thinks critically about various issues and concerns)

6. Rohit has decided to go by bus to the Back Water Resort. Find the speed (in m/s) of the bus if it travels from Hoskote to resort via bus stop in 1 hour.

(LO: Interprets and analyses from a mathematical bent of mind)

Module 7.2(i) TREES-POEM

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical Thinking
- Problem Solving
- Communication

Learning Dimensions

- Global dimensions
- Mathematical
- Environmental
- Demographic

Read the given stanza carefully and answer the questions that follow.

“The trees inside are moving out into the forest, the forest that was empty all these days
where no bird could sit no insect hide
no sun bury its feet in shadow
the forest that was empty all these nights will be full of trees by morning.”

- 1. Many a time, writers use literary devices in their writing to create a special effect or emphasis. Such devices allow the writers to engage the readers and make them understand the text at a deeper level. They also enable the readers to understand the author’s/poet’s attitude towards various characters, events, phenomena, situations, etc. One of the devices named Anaphora represents the repetition of a word or phrase at the beginning of sentences in a single piece of writing. Which two sentences from the given paragraph show the usage of Anaphora?**

(LO: appreciate nuances and shades of literary devices like similes, anaphora, imagery, enjambment, metaphors, alliterations, comparisons, etc.)

- 2. Which of the following emotions is shown by the following lines?**

“the forest that was empty all these nights
will be full of trees by morning”

- a.** Despair
- b.** Hopefulness
- c.** Dejection
- d.** contentment

(LO: listen to and discuss literary / non-literary inputs in varied contexts to infer, interpret and appreciate)

3. Besides serving as symbol of women's journey from subjugation to emancipation, the lines deal with environmental damage caused at the hands of human beings for their selfish motives. Which of the following environmentally damaging actions of humans do you think is being talked about?

- a.** Deforestation
- b.** oil spill
- c.** land contamination
- d.** pollution

(LO: read, comprehend, and respond to complex texts independently)

Module 7.2(i-a)

Read the stanza given below and answer the questions that follow.

"I sit inside, doors open to the veranda writing long letters
in which I scarcely mention the departure of the forest from the
house.

The night is fresh, the whole moon shines in a sky still open
the smell of leaves and lichen
still reaches like a voice into the rooms."

- 1. Lichens are plant-like organisms that are found worldwide and occur in a variety of environmental conditions. These are frequently found on tree barks, exposed rocks, and as a part of biological soil crust. Lichens have been used by humans as food and as sources of medicine and dye. They are long-lived and grow relatively slower than other species. Who of the following is most likely to be associated with the use of 'lichen'?**
 - a. District Court Judge
 - b. Fleet Admiral
 - c. Peasant Dyer
 - d. Primary Teacher

(LO: correlate the text with scientific and social phenomena)

- 2. Which of the following statements represents the best inference from the given set of lines?**

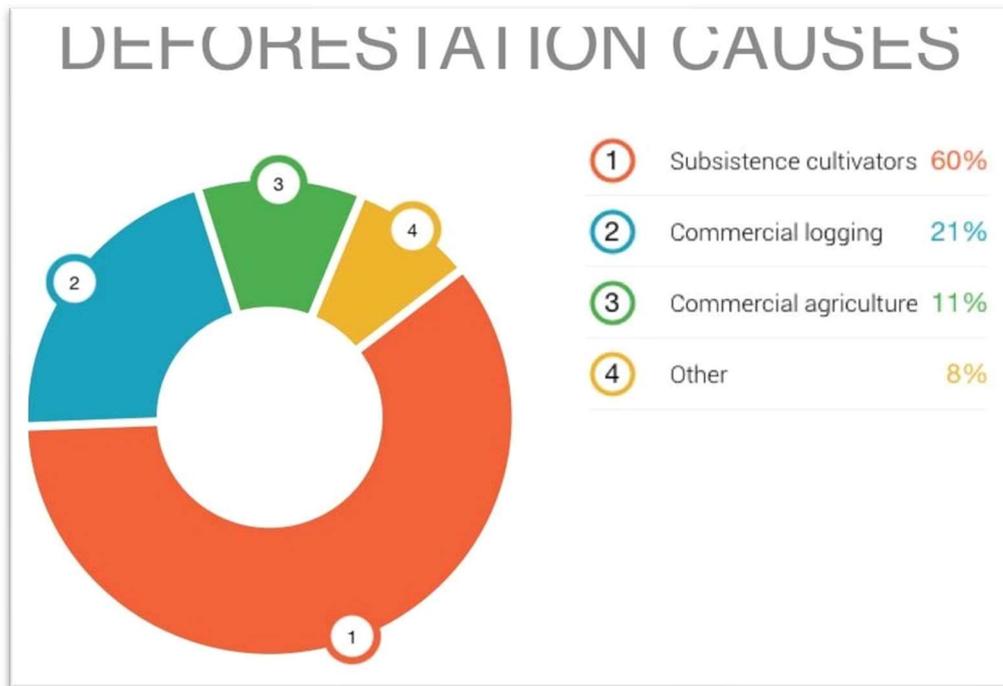
"I sit inside, doors open to the veranda writing long letters
in which I scarcely mention the departure of the forest from the house."

- a. Human beings tend to appreciate the things that matter.
- b. Human beings are prolific writers.
- c. Human beings do not like writing letters.
- d. Human beings tend to ignore the things that matter.

(LO: read, comprehend, and respond to complex texts independently)

Module 7.2(ii)

Study the given picture depicting causes of deforestation of Indian forests and answer the questions that follow.



1. According to the picture, which of the following is the least contributing factor of deforestation?

- Subsistence cultivation
- Commercial agriculture
- Human settlement
- Commercial logging

(LO: understand how deforestation is the major factor of global warming and the consequential climate change.)

2. Deforestation causes global warming as

- trees release ozone.
- the amount of carbon in environment is increased due to clearance of forests.
- trees release oxygen.
- the amount of carbon in environment is decreased due to human settlement.

(LO: read, comprehend, and respond to complex texts independently)

3. If the picture represents total deforestation of 600 sq km of Indian forests in the month of January 2020 then, how much area was deforested on account of commercial logging?

(LO: provides facts and background knowledge areas such as science, social science, mathematics and presents viewpoint)

4. The area deforested due to subsistence cultivation exceeds the area deforested due to commercial agriculture by _____sq. Km.

(LO: solve mathematical sums based on the relevant topics)

5. Which word given in the picture could be a synonym of the word 'support'?

(LO: uses the figurative meaning of words and phrases as given in the text)

Module 8

Class X

Module 8.1(i) MIJBIL THE OTTER

Learning Competencies

- Managing and retrieving information
- Creative thinking
- Critical Thinking
- Problem Solving
- Communication

Learning Dimensions

- Global dimensions
- Mathematical
- Environmental
- Demographic

Read the given extract and answer the questions that follow:

"The second night Mijbil came on to my bed in the small hours and remained asleep in the crook of my knees until the servant brought tea in the morning, and during the day he began to lose his apathy and take a keen, much too keen, interest in his surroundings. I made a body-belt for him and took him on a lead to the bathroom, where for half an hour he went wild with joy in the water, plunging and rolling in it, shooting up and down the length of the bathtub underwater, and making enough slosh and splash for a hippo. This, I was to learn, is a characteristic of otters; every drop of water must be, so to speak, extended and spread about the place; a bowl must at once be overturned, or, if it will not be overturned, be sat in and splashed in until it overflows. Water must be kept on the move and made to do things; when static it is wasted and provoking."

1. The otter was brought to the author by _____.

- a. his friend
- b. two Arabs
- c. hotel staff
- d. none of the above

(LO: Reads silently with comprehension and interprets layers of meanings)

2. What is the meaning of 'apathy'?

- a. absence of interest
- b. the ability to understand and share the feelings of another
- c. unfriendly
- d. rude

(LO: Uses words, phrases, idioms and word chunks for meaning make-up in context)

3. What is wasted and provoking when left static? (according to the otter)

- a. sand
- b. tea
- c. juice
- d. water

(LO: Reads, comprehends, and responds to complex text independently)

4. In the beginning, the otter was _____.

- a. friendly
- b. hostile
- c. aloof and indifferent
- d. sad

(LO: Reads with comprehension the given text materials employing strategies like scanning, inferring and summarizing)

5. According to you what is the chief duty of an air hostess?

(Write in 30-40 words)

(LO: Experiential learning; organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes)

Module 8.1(ii)

Given below is an excerpt. Use the information to answer the questions that follows: Why do we love pets? An expert explains.

- Ours is a pet-loving culture. Researchers spend a lot of time exploring what has become known as “human-animal interactions,” and the pet industry spends a lot of money promoting what it prefers to call the “human-animal bond.” But that concept might have been laughable a century ago, when animals served a more utilitarian role in our lives. And it was “deeply unfashionable” among scholars as recently as the 1980s, as John Bradshaw writes in his new book, “The Animals among Us: How Pets Make Us Human.”
- Bradshaw, an honorary research fellow at the University of Bristol in England, would know. He was trained as a biologist — one who began by studying animals, not people, and not their relationship. But he says his work on dog and cat behavior led him to conclude that he would never fully understand those topics without also considering how humans think about their animals. In 1990, he and a small group of other researchers who studied pet ownership coined a term for their field: anthrozoology. Today, university students at a few dozen U.S. universities study the topic he helped pioneer.
- In his latest book, Bradshaw argues that our fascination with pets is not because they’re useful, nor even because they’re cute, and certainly not because they’ll make us live longer. Instead, he writes, pet-keeping is an intrinsic part of human nature, one rooted deeply in our own species’ evolution. I spoke with him recently about his conclusions.
- I receive loads of press releases and read lots of headlines about how pets make us healthy. But the science is quite a bit fuzzier, right?

- There is evidence that interacting with pets does reduce people's stress, provided the pet is behaving properly. Good interactions do have quite a profound effect, causing changes in oxytocin and in beta endorphins.



Those are actual changes going on is that pets, real pets that actually live with people, cause stress and expense and all sorts of other things that can cause arguments within the family. And if you take humanity as a whole, I suspect that those two things kind of balance out. For every paper that says that pets make you live longer or that they make people healthier, many other reports — particularly those that come from medical professionals, who don't really have a stake in the field — that find no effect or actually negative effects. The reporting bias is in favor of the good ones, so the study that showed that cat owners were usually more depressed than people who don't have any pets didn't rate any headlines. So pet-keeping as a habit, averaged out, is probably not having any major effect on health in either direction. If the dog gets people out and about and likes energetic exercise, then there are probably health benefits. But they're not just going to come as part of the package.

1. **Which of the following is not an example of human –animal bond?**
 - a. feeding the sparrows
 - b. keeping pets at home
 - c. chasing a dog
 - d. caring for sick animals

(LO: Analyses and interprets using analytical skills)

2. Who conceived the term ANTHRO ZOOLOGY for the first time?

(LO: evaluates content presented in print media, and in different genres)

3. Bradshaw argues that our fascination with pets is not because

- a. they're useful
- b. they're cute
- c. they'll make us live longer
- d. pet-keeping is an intrinsic part of human nature

(LO: Thinks critically about various issues and concerns)

4. The human–animal bond was considered as a joke in the 18th century?

True or False

(LO: Reads, comprehends and responds to complex texts independently)

5. "Good interaction does have a profound effect". Justify the statement giving any two points.

(LO: Uses language as a skill for real life requirement)

Module 9

Class X

MODULE 9.1(i) Madam Rides the Bus

Learning Outcomes:

The learner:

- reads literature from different countries and appreciate the ideas, issues, themes given in the text.
- reads the text independently, comprehend and respond to the questions based on the text.
- Develops thinking on contemporary environmental issues.
- understands the given situation in the text and works on the solutions.
- provides facts and background knowledge areas such as science, social science, mathematics and presents viewpoint
- uses the figurative meaning of words and phrases as given in the text.
- collects evidences and discusses in the group for latest changing technical advancements in the contemporary world based on science and technology.
- refers to dictionary, magazine or periodical for academic or other purposes.

1.1 Learning Competencies:

- Problem solving
- Critical thinking
- Communication
- Creative thinking
- Innovative thinking

1.2 Learning Dimensions:

- Sustainable developmental thinking
- Mathematical
- Scientific
- Global dimensions
- Demographic

DIESEL VS. ELECTRIC BUSES

When my young granddaughter plays with her toys, she makes the typical growling “rrrrr” noise for the sound of her cars and trucks but a “whoosh” sound for her toy bus. This puzzled me at first, but then I realized that the city she lives in has mass transit buses powered by rechargeable electric batteries. In addition to being quiet, battery-powered buses don’t spew diesel exhaust into the urban atmosphere. So what’s not to like?

More than you might think. A recent life cycle assessment (LCA) compared battery-powered electric buses to diesel-powered (internal combustion engine) mass transit buses. (1) It revealed that diesel buses have smaller environmental impacts in eight of the 11 impact categories studied. Diesel buses fare better in important environmental categories such as global warming potential (GWP; i.e., carbon footprint), ozone depletion potential, and carcinogens released into the environment. The battery-powered bus fared better only with respect to aquatic eutrophication, land acidification, and the release of non-carcinogens such as mercury, cyanide, and nitrates.

For a diesel bus, the environmental impacts come mostly from the production and combustion of diesel fuel. For a battery-powered bus, the impacts are associated mostly with electricity generation—but there are also substantial contributions to GWP, carcinogens, and ozone depletion from the battery-production phase.

The future, however, is not entirely bleak for electric battery buses. The study found that in states where electricity is generated predominantly from renewable or nuclear energy rather than coal and natural gas, the GWP of an electric battery bus is lower than that of a diesel bus. Right now, only eight states have a high enough proportion of renewable or nuclear energy in their electricity-generating capacities to make this possible. In two of those eight states, Washington and Oregon, electric buses have a lower carbon footprint because they draw on hydroelectric power.

Source: [http:// www.conservationmagazine.org](http://www.conservationmagazine.org) (University of Washington)

On the basis of your reading of the above passage, answer the above questions

1. Why is the author puzzled?

LO The students reads, comprehends, responds to text independently

2. Which of the following options are not correctly matched?

a. Realize	Exposed
b. Reveal	Disclose
c. Depletion	Exhaustion
d. Important	Perceive
e. generated	Produced

- i. 1 and 2 only
- ii. 2 ,3,4 only
- iii. 3,4 only
- iv. 3,4,5 only
- v. 4 only

LO The students uses the figurative meaning of words and phrases given in the text

3. After reading the text above analyse the given statements and state what was not revealed by the comparison of electric and diesel-powered buses:

- a. Diesel buses have smaller environmental impacts in 8 of ten impact categories studied.
- b. Diesel buses fare better in important environmental categories such as global warming potential.
- c. The battery powered bus forced better only with respect to aquatic eutrophication, land acidification and the release of non-carcinogens.
 - i. a only
 - ii. a,b only
 - iii. b,c only
 - iv. all of the above
 - v. none of the above

LO The student reads silently with comprehension, interprets different layers of meanings

4. A man travels from one place to another at 30km/hr and returns at 120km/hr. If the total time taken is 5 hours, then find the distance?

LO The student can apply his mathematical ability in the text

5. The highest capacity Nuclear Power Plant is currently installed in ___state of India.

LO The student can comprehend the text

MODULE 9.1(ii)

Learning Outcomes:

The learner:

- Reads literature from different countries and appreciate the ideas, issues, themes given in the text.
- reads the text independently, comprehend and respond to the questions based on the text.
- Develops thinking on contemporary environmental issues.
- understands the given situation in the text and works on the solutions.
- provides facts and background knowledge areas such as science, social science, mathematics and presents viewpoint
- uses the figurative meaning of words and phrases as given in the text.
- collects evidences and discusses in the group for latest changing technical advancements in the contemporary world based on science and technology.
- refers to dictionary, magazine or periodical for academic or other purposes.

Learning Competencies:

- Problem solving
- Critical thinking
- Communication
- Creative thinking
- Innovative thinking

Learning Dimensions:

- Sustainable developmental thinking
- Mathematical
- Scientific
- Global dimensions
- Demographic

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Study the information given above and answer the questions:

1. Which is the only brand to offer seating capacity for 42 passengers?

LO reads silently with comprehension, interprets layers of meanings

2. To make a booking for 45 passengers, which option can be chosen?

LO collects evidences and discusses

3. If you are planning a trip to Tamilnadu, which services would you like to have in a bus?

LO reads comprehensively and responds to text independently

4. What can the customers do if they require any other information?

LO reads silently with comprehension

5. Which of the following service may not be required if you travelling uphill?

- a. Professional chauffer
- b. Mobile charging points
- c. AC
- d. Audio video

LO understands the words and phrases used in the text

Module 10

Class X

MODULE 10.1(i) The Sermon at Benaras

Learning outcomes

- Students will read the lesson carefully and correctly. This will improve their reading skills and make them more confident socially and culturally.
- It will also enhance their vocabulary and improve their concepts of various topics in grammar.
- They will understand the true value of life and that death is inevitable.
- They will also do a comparative study of information provided, applying the knowledge in their writing and relating it to their real life situations.
- Infer finer creative skills like poem writing and self - created thought of the day.
- They will be able to understand the lesson well and answer the questions accurately.

Learning

Competencies:

- Problem solving
- Critical thinking
- Communication
- Creative thinking
- Innovative thinking

Learning Dimensions:

- Sustainable developmental thinking
- Mathematical
- Scientific
- Global dimensions

Read the above passage and answer the following questions:

Kisa Gotami had an only son, and he died. In her grief she carried the dead child to all her neighbours, asking them for medicine, and the people said, "She has lost her senses. The boy is dead."

At length, Kisa Gotami met a man who replied to her request, "I cannot give thee medicine for thy child, but I know a physician who can."

And the girl said, "Pray tell me, sir; who is it?" And the man replied, "Go to Sakyamuni, the Buddha."

Kisa Gotami repaired to the Buddha and cried, "Lord and Master, give me the medicine that will cure my boy."

The Buddha answered, "I want a handful of mustard seed." And when the girl in her joy promised to procure it, the Buddha added, "The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend."

Poor Kisa Gotami now went from house to house, and the people pitied her and said, "Here is mustard seed; take it!" But when she asked, "Did a son or daughter, a father or mother, die in your family?" they answered her, "Alas! the living are few, but the dead are many. Do not remind us of our deepest grief." And there was no house but some beloved one had died in it.

Kisa Gotami became weary and hopeless, and sat down at the wayside watching the lights of the city, as they flickered up and were extinguished again. At last the darkness of the night reigned everywhere. And she considered the fate of men that their lives flicker up and are extinguished again. And she thought to herself, "How selfish am I in my grief! Death is common to all; yet in this valley of desolation there is a path that leads him to immortality who has surrendered all selfishness."

1. Kisa Gotami has lost her sense of _____ .

- a. Understanding Reality
- b. Positive thinking
- c. Discrimination

LO the student can understand the given text

2. The writer used the phrase "Repaired to "means _____

- a. Looking for help
- b. Request for medicine
- c. Setting up of her mind

LO reads silently with comprehension, interprets different layers of meanings

3. Do you think Kisa Gotami accepts "her son is dead"?

LO reads, comprehends, responds to complex text independently

4. Statement-1: Kisa Gotami became weary and hopeless.

Statement-2: The light of the city flickered up and were extinguished again.

From these two statements extract the mental condition of Kisa Gotami.

LO understands the figurative meaning of words and phrases in the text

5. "If you come across someone who desperately in need of help..." Which option you find relevant to respond?

- a. Give advice to that person.
- b. Try to console that person.
- c. Try to listen patiently to the problem.
- d. Try to make the person understand the problem in a quiet mind.

LO uses his own ability to put himself in the situation and understand the text

Module 10.1(ii)

Timeline

c. 5th century BCE	Life of Siddhartha Gautama Buddha
c. 258 BCE	Ashoka spreads Buddhism outside India
c. 200 BCE-200 CE	Theravada develops
c. 100 BCE-300 CE	Perfection of Wisdom books develop
c. 80 BCE	Pali Canon written down in Sri Lanka
c. 50 CE	Buddhism spreads to China, SE Asia
1st century CE	Mahayana develops
c. 150-250	Life of Nagarjuna
c. 550	Buddhism enters Japan
c. 609-650	Songtsan establishes Tibetan Buddhism
845	Chinese persecute Buddhism
1222-1282	Life of Nichiren
c. 1200-1500	Buddhism declines in India
1959-	China represses Tibetan Buddhism

1. Which Indian ruler took keen interest in spreading Buddhism and why?

LO the students understand how to comprehend timelines

2. Which other countries apart from India followed Buddhism?

LO collects evidences and understands the timeline

3. Which country suppressed the Buddhist followers?

LO tries to comprehend the years and their orders

4. What according to you is the reason for decline in Buddhism in India?

LO understands and comprehends the meaning of the text given

5. The Buddhist shrines are better known by which word? In India where do we have maximum followers of Buddhism?

LO uses his past knowledge and present information

Module 11

Class X

MODULE 11.1(i) Proposal

LEARNING OUTCOMES

The learner

- reads, comprehends and responds to complex texts independently.
- collects evidences and discusses in groups for reading texts on social issues.
- evaluate content presented in print media, and in different genres.
- consults/refers to dictionary, periodicals and books for academic and other purposes.
- understands ,interprets and evaluates the background knowledge in areas such as social science and presents viewpoints based on the facts

LEARNING COMPETENCIES

- managing and retrieving information
- creative thinking
- critical thinking
- problem solving
- communication

LEARNING DIMENTIONS

- global dimension
- mathematical
- environmental
- Demographic

Given below is an article based on 'cultural studies '.

- 1) Marriages are divine alliance between the two individuals and have to be maintained for the entire life. They portray a bond which unlike business should not be dissolved if any problem arises. Marriages on the other hand make it important to maintain heavenly relationships among the humans and promote peace and love. In this modern world, meaning of marriages has changed all throughout the people making more intense problems to maintain a good relationship among individuals. Even though there are some countries which still follow the traditional ways to make this heavenly bond, there are influences from the western societies and the minds of the people which cause the break-up in relationship and

some problems which affect the entire society. In this essay, let us see the trends which have made some huge changes to the cultural marriages in India.

- 2) The rich customs and cultural heritage in India make marriages a special occasion for the friends and relatives. The marriages in India have different varieties owing to the different religions that prevail in India. Every different religion has different wedding rituals, methods and way of celebrations. The common feature of Indian marriages is fun and excitement due to the gathering of friends and relatives. The developing India, has liked the changes that were brought to marriages from the recent past. In the olden days, there used to be many rituals and customs that take place in the marriages and the marriages were considered as a heavenly bond between the individuals and the families as whole. Traditionally, the approval by the elders of the families was considered more important than of the individuals. The trend that was prevalent among these Indian marriages is that of the dowry system. Main reasons for the plummeting trend of arranged marriages are that of the problems that are created by the dowry system which affects the entire society. This system demands material gifts from the family of brides for the exchange of the bridegrooms. This trend in this modern India has caused some deaths of the entire family or the bride because of the rising of the demands even after the marriages.
- 3) Other trends which had caused some unrest in the society were that of the practice of Sati by the widow women and child marriages. According to the laws, practice of Sati is illegal in modern India but some cases have been reported. This practice of Sati resembled and was followed by the acts performed by Gods and Goddess depicted in the epic writings of Mahabharata. On the other hand, child marriages portray the suppression of choice of the individuals in the field of marriages. This was done in the early days to maintain the status of the upper caste families in marrying people from other castes or of religion.
- 4) The existence of a society mainly depends on the customs and traditions of the people. These customs remain as strong pillars in identifying a particular society. Without a tradition or a culture, the man will represent the primitive man from the jungle. This thought urges us to follow a tradition and culture to be respected and make a path of life for the people.

The practice of arranged marriages was performed since the fourth century and it primarily was done to pass on the family tradition and culture from one generation to another. The concept of arranged marriages is liked by the majority of the people in India because the love marriages are not penetrated throughout India. The unlikeliness of love marriages is because it is considered against the Indian culture. Nowadays, both love marriages and arranged marriages are accepted in India. The Indian way of marriages is entirely different from the western way of a marriage where the main difference is the matter of choice of bride or bridegrooms. In the western countries, the couples tend to live together before their marriage which will help them to understand each other in every aspect. But, In India, marriages are planned according to the factors of dowry, caste, age, order of birth among their siblings and the needs of the family to showcase their pride. This tradition which is followed in India causes in inequality to the communities and is also mistreating women in this modern world. About 90% of the Indian marriages are arranged and follow the old tradition of social rituals. Making the individuals in India marry within their caste system bounds them of choices for their likes and also oppresses the ability of women because of the dominant character of men. Marriages are a divine relationship between man and a woman which depends on love, trust and faith between each other. Marriages are celebrated as a festival by the both families to make the couples understand the tradition and value behind the relationship.

Answer the following questions based on this article:

1. Why do different varieties of marriages prevail in India?

LO the student understands the text and its underlying meaning

2. List few factors kept in mind while planning Indian marriages.

LO student can correlate with the present situation

3. Identify the line in the text stating arranged marriages are necessary for the preservation of tradition and culture.

LO collects evidences and discusses the text

4. The arranged marriages according to the text also lead to some unrest in Indian society. The practices responsible for this unrest are:

- i. Sati
- ii. Dowry system
- iii. Child marriage
- iv. Burning of brides

- a. 3 and 1
- b. 1,2,3&4
- c. 2 only
- d. 1 and 4

LO evaluates content presented in different for forms

5. Calculate the cost incurred by bride's family for a gathering of 675 people costing rupees 850 per plate for a dinner party.

LO student uses his mathematical ability with accuracy

Module 11.1(ii)

Study this picture representing social disparity:



Answer the following questions:

1. Why do you think that fat monster is not feeding itself?

LO can understand the text and the figurative meaning of words and phrases

2. Why is a Monster chosen to depict the rich?

LO evaluates the text provided

3. Huge serving to the monster symbolises.....

LO reads silently with comprehension and interprets layers of meanings

6. Which of the following is not quality of a monster?

- Malnourished
- Glutton
- powerful
- Ferocious

LO reads, comprehends the text independently

7. Why are poor serving the rich?

LO collects evidences and discusses in group for reading history

Answer key

MODULE 1

1.1 a ANSWER KEY

1. c) The Grange or Patrons of Husbandry
2. b) high charges imposed by the railroads
3. 1890
4. The Landmark Interstate Commerce Act took regulatory power from the railways out of the hands of states and put the federal government in charge of regulating long distance rail shipping.
5. d) take over and run

1.1 b

Letter to God

1. 1972
2. 1877
2. 986
3. 1774 in Kolkata
5. 1882

1.2 (a) Dust of Snow

—

Answers:

- Q 1.1 : 3 Kms
Q 1.2 : Freezing Rain
Q 1.3 : 2.5°C
Q 1.4 : b
Q 1.5 : 33.33%

1.2 (b) Dust of Snow

- Answer 1 (b)
Answer 2 (a)
Answer 3 (b)
Answer 4 (c)

MODULE 1.3 (a)

FIRE AND ICE (Poem)

- 1. Answer:** fire or ice or anger or jealousy (or as per the child's interpretation)
- 2. Answer:** (iii)
- 3. Answer:** (iii) favour
- 4. Answer:** Jealousy/ Negativity
- 5. Answer:** (iv) Water pollution

1.3 (b) Mob fire and ice

Answer: (i) People were assaulted by sticks

Answer: (ii) Homes

Answer: (iii) Number of people died = 25
Number of people injured = 278

Answer (iv) mob

Answer (v) divided

Module 2

Lesson 2.1 (a) Nelson Mandela: A Long Walk to Freedom A1 No

Jim Crow was not a real person. It was a fictional character.

A2 In Louisville, Kentucky

A3 Yes there is similarity between Apartheid and Jim Crow. Apartheid means total racial separation of different races and Jim Crow was a blanket term for a wave of anti-black laws laid down after Reconstruction.

A4 The country was following "separate but equal" Philosophy.

A5

CASTEISM	RACISM
c) A couple was outcasted by the society for their inter caste marriage. d) Brahmins are not supposed to eat meat. e) Dalits are not allowed to enter temples and take bath in holy rivers.	a) A fair skinned employee is treated better than a dark skinned one with similar qualifications. b) A better performing Sri Lankan associate is not promoted by his boss while lower performing Greek associate is given promotion.

Q No. 2.1(b)

- a) Map shows positive and negative thoughts associated with racism in Europe.
- b) Worst sufferers of racism are:
Russia, Lithuania, Belarus, Ukraine, Czech Rep., Italy
- c) Least racist countries are:
Serbia, Slovenia, Montenegro, Ireland
- d) Neutral countries are:
France, Switzerland, Belgium, Germany, Albania, Greece, Netherlands, Denmark, Sweden.
- e) Serbia

Answer Key 'A Tiger in Zoo '

2.2a

1 Ans Opt (c) Because some tigers attack local villages.

2 Ans Opt (b) Lion

3 Ans Opt (a) 3000

4 Ans Opt (b) to persuade readers to help the world's tiger population and to offer ways to help

5 Ans Opt (a) because tigers need so much space to survive

2.2 (b)

Ans-1) 17.69%,

Ans-2 Grey Hornbill,

Ans-3 2017-18- decreased by 18.25, 2018-19- increased by 12.13% Ans-4 both were four years old.

Ans- 5 Individual Expression may vary but the central idea must revolve around the conditions in which these animals are kept in the zoo

MODULE 3.1

ANSWER KEY

Name of the Chapter: 'THE BLACK AEROPLANE'

3.1(a)

1. Third
2. 2.2/3
3. 97
4. Envisaged
5. Trade, Tourism

3.1(b)

1. Highest Air India lowest Air Asia and Vistara
 2. Go Air
 3. Air Asia and Vistara
 4. 4.(c) more than 98
- Individual expression revolving around economic issue.

MODULE 3.2

Answer key to Poem 'The Ball'

1. A1. Man always tries to find some kind of ownership by creating a relationship between individual and an object. This can be very strong such that the individual considers their possessions as an extension of themselves.
2. A2. Option (a)
3. A3. Giving promotes the feelings of great happiness, helping out others by giving away helps to continue their vital work and this also helps improve one's emotional well-being that's a win- win state.
4. A4. Although humans yearn for permanence in everything but he can't fake reality the law of impermanence and the truth is it allows to bring newness and comfort that everything must pass and letting life work the magic even if it's painful to us in the moment.
5. Twitter, Facebook, Instagram, WhatsApp, FaceTime, Snapchat etc.

MODULE 4 ANSWER KEY

4.1(a) (Anne Frank)

1. Efforts to rebuilt were taken up such as
 - borders were redrawn,
 - expulsions and homecoming was underway,
 - burials were done.
2. c
3. d
4. b
5. British

Answer key 4.1(b)

Ans1. A
Ans2 b
Ans3 d
Ans4- b
Ans 5- a

Answer 4.2(a) MODULE 'Amanda '

Ans-1 Watch TV on a TV set,

Ans-2 Group-A, (Pre-Teens),

Ans-3 Amazon Prime, Now TV, Netflix

Ans-4 342

Ans-5 Individual response

Answer key 4.2 (b)

A1. A

A2. Facebook, Instagram, Twitter, YouTube, WhatsApp, LinkedIn, Snapchat, Pinterest, TikTok etc.

A3. Monitoring, blocking or tracking their teen's online activities and restricting cellphone use.

They do not seem to be very popular since less than 50% of parents have resorted to them.

A4.93%, 36%

A5. Sept. 25-Oct. 9, 2014, and Feb. 10-March 16, 2015

Answer 5.1

A1. D

A2. C

A3. C

A4. B

A5. Children talk about their own opinion. (Gender colour coding seems to reflect a conservative pink-blue worldview of clear and set-in-stone divides amongst the sexes. Before a little human is even born, and certainly before developing the ability to choose colours, it gets colour coded.)

Answer 5.2

A-1 D

A-2 Fashion bloggers employ a variety of platforms such as Instagram, WordPress, TikTok, designer commercials, and videos to emerge as the voice for different brands or fashion items, interpreting fashion from their point of view.

A-3 C

A-4 B

A-5 Children talk about their own opinion

Answer Key 6.1(i)

1. c) Wanda's father
2. d) both 2 and 3
3. d) her funny name
4. c) faintly
5. Children express their own opinion

Answer Key 6.1(ii)

1. Boys may bully others by more physical means; girls often bully by social rejection.
2. 31 students
3. Rusticate
4. HRD minister formed a committee of experts to analyze Bullying. If any student is found Bullying or ragging it will be given a written notice and can even result in rustication for that particular ward. Putting a notice on Notice Board that if any students are found bullying will be liable for strict action.
5. Individual response with keywords: hesitation, fear, disconnect with elders, lack of awareness, lack of support mechanism.

Answer Key 6.2(i)

1. b
2. d
3. a
4. b
5. Children express their own opinion

Answer Key 7.1(i)

1. a) Tea country
2. b) China
3. b) tea garden managed by Pranjol's father
4. c) May-July
5. It is important because it helps people connect with others of similar backgrounds and provide a sense of unity and belonging. Also, it keeps in touch with the old traditions of India that has been lost. Culture is basically a concept of a single society and the communication between its members. So, to protect and conserve it is an important task.

Answer Key 7.1(ii)

Any relevant option and reason of liking is acceptable.

1. Standard Room – 4200/-
Extra Person *1 – 1900/-
Children *2 – 1800/-
Total – 7900/- per night
Why - any other option would cost more and will be expensive.
2. 4900, 900

Square roots: 70, 30 respectively
3. Bommenahalli: (0,0)

Hoskote: (5,0)

Kushagar: (-3, 0)
4. Base: 8 km
Height: 1km
Area: 4 km²
5. Distance: 20 km
Time: 1 hour
Speed= Distance/ Time = 20/1 = 20 km/h
Speed (in m/s) = 20*5/18 = 50/9 m/s
(Ans.)

Answer Key 7.2(i)

1. no insect hide
No sun bury its feet in shadow
2. (b) hopefulness
3. (a) deforestation

Answer Key 7.2(I- a)

1. (c) Peasant Dyer
2. (d) Human beings tend to ignore the things that matter.

Answer Key 7.2(ii)

1. (c) Human settlement
2. (d) The amount of carbon in environment is increased due to clearance of forests.
3. 126 sq. km
4. 294 sq. Km
5. Subsistence

Answer Key 8.1(i)

1. b) Two Arabs
2. a) Absence of interest
3. d)Water
4. c) aloof and indifferent
5. To make passengers feel comfortable, cater to their needs, be patient and polite

Answer Key 8.1(ii)

1. c) chasing a dog
2. Bradshaw, and a small group of other researchers who studied pet ownership coined
a term for their field: anthrozoology
3. d) pet-keeping is an intrinsic part of human nature
4. True
5. a) pets do reduce people's stress
b) causing changes in oxytocin and in beta endorphins.
c) actual changes going on in the body of somebody who is stroking a friendly dog (Any two)

Answers Key 9.1(i)

- 1 Uttering different sounds for her toy car and toy bus /truck by his grandmother had puzzled him
- 2 e (4 only)
- 3 1(a only)
- 4 120 kms
- 5 Kudankulam, Tamil Nadu

Answers Key 9.1(ii)

- 1 seater Mercedes Benz
- 2 seater regular coach
- 3 air conditioner, push back seats, audio video, mobile charging points
- 4 call or mail at the numbers given
- 5 d

ANSWERS Key 10.1(i)

1. a
2. c
3. No, Kisa Gotami was not in a state of peace. She was upset. She looked for Buddha to help her
4. These two statements brought in a contrast in the mind of Kisa Gotami who is caught between doubt and belief
5. d

Answers Key 10.1(ii)

- 1 Ashoka, he was deeply impressed
 - 1 China, South East Asia
 - 2 China
 - 3 Regionalism
 - 4 Stupa, Maharashtra, West Bengal

Answer Key 11.1(i)

1. different varieties due to diverse cultures and taste
2. dowry , caste, age, order of birth among sibling, needs of the family
3. it primarily was done to pass on the
4. b
5. Rs. 573750

Answers Key 11.1(ii)

1. tendency of the rich to hire the poor /or any other answer
- 2 size, threats it can pose, show gaps between two groups of people,
- 3 greed or lack of satisfaction
- 4 malnourished
- 5 monetary needs/fear/ or any other answer

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Answers Key 11.1(ii)

2. tendency of the rich to hire the poor /or any other answer
- 6 size, threats it can pose, show gaps between two groups of people,
- 7 greed or lack of satisfaction
- 8 malnourished
- 9 monetary needs/fear/ or any other answer

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