

CHSE Odisha · +2 Science

ENGLISH

+2 2nd Year (Class XII) · As per CHSE Syllabus 2023-24

Theory in simple language · Formula boxes
Solved problems · Exam Q&A · Practice & revision

Contents

ENGLISH	4
Exam Pattern & How to Study	4
Unit I: Prose	5
Unit II: Poetry.....	7
Unit III: Non-detailed Study.....	9
Reading Skills – 2nd Year	12
Writing Skills – 2nd Year	13
Grammar – 2nd Year (10 marks)	16
PROSE – DETAILED QUESTION BANK.....	20
Prose 1: My Greatest Olympic Prize – Jesse Owens.....	21
Prose 2: On Examinations – Winston S. Churchill.....	25
Prose 3: The Portrait of a Lady – Khushwant Singh.....	28
Prose 4: The Magic of Teamwork – Sam Pitroda.....	31
Prose 5: Development of Polio Vaccines.....	33
Prose – Quick Revision Grid	35
POETRY & NON-DETAILED STUDY – QUESTION BANK	36
Poem 1: Daffodils – William Wordsworth	37
Poem 2: The Ballad of Father Gilligan – W.B. Yeats.....	39
Poem 3: A Psalm of Life – H.W. Longfellow	41
Poem 4: Television – Roald Dahl.....	43
Poem 5: Money Madness – D.H. Lawrence	45
Explain with Reference to the Context – Model Answers	47
Non-detailed Study – Extensive Reading Q&A.....	48
Character Sketches – Ready Answers	52
READING, NOTE-MAKING & SUMMARY PRACTICE	53
Passage 1: The Value of Mangroves	54
Passage 2: Learning from Failure	56
Passage 3: Water – Every Drop Counts	58
Passage 4: The Joy of Reading (literary passage)	60
Passage 5: Artificial Intelligence in Daily Life	61
Passage 6: The Sun Temple at Konark	63
Information Transfer – More Practice.....	64
Dictionary and Reference Skills – Practice	66
Summary Writing – Step-by-step Practice.....	67
WRITING SKILLS – MODEL ANSWERS	68
Formal Letters.....	69
Job Applications and Curriculum Vitae (CV)	73
Personal Letters	77
Reports	79
Notices, Advertisements and Messages.....	81
Essays (about 250 words)	82
Dialogue Writing	85
Story Writing from Outlines	86

Paragraph Bank (about 120 words each).....	87
GRAMMAR - EXERCISES WITH ANSWERS	88
1. Tenses.....	89
2. Active and Passive Voice	90
3. Direct and Reported Speech – Extra Practice.....	91
4. Transformation of Sentences	92
5. Clauses	94
6. Prepositions and Articles	95
7. Modals.....	96
8. Error Correction.....	97
9. Idioms, Phrasal Verbs and Vocabulary	98
10. Question Tags, Determiners and Linkers.....	100
PRACTICE & REVISION.....	101
English – More Practice (2nd Year).....	101
Last-Minute Exam Tips	102

ENGLISH

+2 2nd Year · Invitation to English · Full Marks 100

Exam Pattern & How to Study

English - Question Pattern (100 marks)

Section	1st Year	2nd Year
Reading Comprehension	Prose 10, Poetry 10, Extensive Reading 10	Prose 10, Poetry 10, Extensive Reading 10, Unseen passage 10
Reading-related skills	Vocabulary 5, Information transfer 5, Reordering 5, Dictionary 5, Cohesive devices 5	Vocabulary 5, Information transfer 5, Dictionary 5
Writing skills	Letter 10, Description 10, Slogan/telegram/caption 5	Report 10, Note-making 7, Summary 8, Essay 10
Grammar in context	10	10
Translation / Story developing	10	—

GOLDEN RULES FOR WRITING ANSWERS

- Always write the **formula first**, then substitute values, then the answer **with units**.
- Underline or box the final answer. Examiners mark step-by-step, so even a wrong final answer earns step marks.
- For theory answers, use short points and draw a diagram wherever possible.
- Attempt questions you know best first, but keep their numbering exactly as in the paper.

HOW TO USE THE LITERATURE NOTES

Read each lesson in your textbook at least twice; use these notes for the summary, theme and model answers. Write answers in your own words. For 2-mark questions write 2–3 sentences; for 5-mark extensive-reading questions write 80–100 words with your own judgement.

Unit I: Prose

1. My Greatest Olympic Prize — Jesse Owens

Author: Jesse Owens (1913–1980), African-American athlete who won four gold medals at the 1936 Berlin Olympics.

Summary: The 1936 Olympics were held in Berlin when Hitler was preaching the superiority of the "Aryan" race. Owens was under great pressure. In the qualifying round of the long jump he fouled twice and was close to being eliminated. A tall, blue-eyed German athlete, **Luz Long** — his main rival — came over, introduced himself and advised him to draw a line a few inches before the take-off board and jump from there, to be safe. Owens followed the advice and qualified easily. In the final, Owens won the gold, and Luz Long, who won silver, was the first to congratulate him warmly in front of Hitler. They became close friends and wrote letters to each other. Long was later killed in the Second World War. Owens says the gold medals could be melted down, but the friendship with Luz Long was his greatest Olympic prize.

Theme: True sportsmanship, friendship across race and nationality, the spirit of the Olympics rising above politics and hatred.

Q. What advice did Luz Long give to Owens? [2]

He advised Owens to draw a mark a few inches before the take-off board and jump from there, so that he would not foul and would still qualify easily.

Q. Why does Owens call his friendship with Luz Long his greatest Olympic prize? [2]

Medals lose their shine, but Long's generous friendship, offered to a rival of another race at a time of racial hatred, was a rare and lasting treasure.

2. On Examinations — Winston S. Churchill

Author: Sir Winston Churchill (1874–1965), British Prime Minister during World War II and Nobel Prize winner in Literature. The piece is from his autobiography *My Early Life*.

Summary: Churchill humorously describes his unhappy experience of examinations as a schoolboy. He disliked exams because examiners asked about things he did not know instead of what he did know. At the entrance examination for Harrow he could not answer a single Latin question; he wrote only his name, the question number and a blot of ink. Still, the headmaster admitted him, perhaps seeing some other merit. Being in the lowest form, he was taught English thoroughly — the structure of the ordinary English sentence — and this gave him a strong command of English, which helped him greatly later. He suggests that boys should first learn English well; only the cleverest should be allowed to learn Latin "as an honour" and Greek "as a treat".

Theme: Examinations do not always measure real ability; a good grounding in one's own language is valuable; humour and self-criticism.

Q. What happened at Churchill's Latin paper at the Harrow entrance? [2]

He could not answer any question. He wrote his name and the number of the first question, put brackets around it and made a blot and some smudges. Yet the headmaster admitted him.

Q. How did being in the lowest form benefit Churchill? [2]

He was taught English for a long time by a good teacher and learnt the structure of English sentences thoroughly, which gave him a lifelong mastery of the language.

3. The Portrait of a Lady — Khushwant Singh

Author: Khushwant Singh (1915–2014), famous Indian writer and journalist.

Summary: The author gives a loving pen-picture of his grandmother. She was old, short, fat and slightly bent, always telling her prayer beads, dressed in spotless white. In the village she looked after him, got him ready for school, went with him to the temple school, and fed the village dogs on the way. When they moved to the city, the author went to an English school; she could not help him with lessons, and she disapproved of English education and music lessons, so a distance grew between them. She then spent time feeding the sparrows, which gathered around her. When the author went abroad for higher studies, she saw him off calmly. On his return after five years, she welcomed him, and that evening she sang joyfully on an old drum with the women for hours. The next morning she fell ill, refused to stop her prayers, and died peacefully while praying. Thousands of sparrows came and sat silently around her body, refusing the crumbs thrown to them, and flew away quietly when her body was carried away.

Theme: Love between grandparent and grandchild; generation gap; simplicity, faith and dignity of old age.

Q. Why was the grandmother upset with the English school? [2]

There was no teaching of God and the scriptures, and she was distressed to hear that music was taught, as she thought music was meant only for beggars and prostitutes, not for gentlefolk.

Q. How did the sparrows mourn the grandmother's death? [2]

Thousands of sparrows sat silently around her body without chirping. They ignored the bread crumbs thrown to them and flew away quietly after her body was taken away.

4. The Magic of Teamwork — Sam Pitroda

Author: Sam (Satyanarayan Gangaram) Pitroda, an Odia-born telecom engineer and innovator, known for leading India's telecom revolution (C-DOT and rural telephone exchanges / STD-PCO booths) in the 1980s.

Summary and ideas: The writer explains, from his own experience of building new technology in India, that great results come not from individual brilliance alone but from **teamwork**. A good team has a shared goal, trust, open communication and respect for each member's skills. Members must put the team's success above personal ego, accept

responsibility, and support one another under pressure. A leader's role is to inspire, set clear targets, give freedom and recognise contributions. With such teamwork, a group of young, ordinary engineers can achieve extraordinary things — the "magic" of teamwork.

Theme: Cooperation, leadership and shared vision create success.

Q. What are the qualities of a good team according to the writer? [2]

A common goal, mutual trust and respect, open communication, willingness to subordinate personal ego to the team's success, and shared responsibility.

5. Development of Polio Vaccines — Bonnie A.M. Okonek and Linda Morganstein

Summary: Polio (poliomyelitis) is a viral disease that attacks the nervous system and can cause paralysis, mostly in children. In the first half of the 20th century it caused great fear, with large epidemics in the USA. (US President Franklin D. Roosevelt himself was paralysed by polio.) Scientists worked hard to make a vaccine. **Dr Jonas Salk** developed an injectable vaccine using **killed (inactivated) virus**, which was tested on a huge scale in 1954 and declared safe and effective in 1955. Later **Dr Albert Sabin** developed an **oral vaccine** using **live, weakened** virus, which was cheaper and easier to give (drops). Mass vaccination dramatically reduced polio worldwide. The lesson describes the scientific process — research, trials, setbacks and public cooperation — behind this achievement. (India was declared polio-free in 2014 thanks to the Pulse Polio campaign.)

Theme: Value of scientific research and public health; dedication of scientists.

Q. Distinguish between Salk's and Sabin's vaccines. [2]

Salk's vaccine used killed virus and was given as an injection; Sabin's used live weakened virus and was given orally as drops, which made mass vaccination cheaper and easier.

Unit II: Poetry

1. Daffodils — William Wordsworth

Summary: The poet, wandering alone like a lonely cloud, suddenly sees a large crowd of golden daffodils beside a lake under the trees, fluttering and dancing in the breeze. They stretch in an endless line like the stars of the Milky Way; he sees thousands at a glance, tossing their heads. The waves of the lake also dance, but the daffodils outdo them in joy. The poet gazes at them without realising what wealth the sight has given him. Later, when he lies on his couch in a vacant or thoughtful mood, the daffodils flash upon his "inward eye" (memory/imagination), and his heart fills with pleasure and dances with them.

Theme: Beauty of nature and its lasting power to heal and delight the mind; "emotion recollected in tranquillity".

Devices: simile (lonely as a cloud; continuous as the stars), personification (dancing daffodils), hyperbole (ten thousand), rhyme scheme ababcc.

Q. What "wealth" did the daffodils bring to the poet? [2]

A lasting memory of joy. Whenever he is lonely or sad, the picture of the dancing daffodils returns to his mind and fills his heart with pleasure.

Q. Why does the poet compare the daffodils to stars? [2]

Because they were countless and spread in a continuous, shining line along the bay, like the stars that twinkle in the Milky Way.

2. The Ballad of Father Gilligan — W.B. Yeats

Summary: Father Gilligan, an old, poor Irish priest, is worn out because many of his parishioners are sick and dying, and he must attend them day and night. One evening he is called again to a dying man. Exhausted, he complains, then repents and prays, and falls asleep in his chair. He wakes up late at night, realises with horror that the man must have died without his last rites, and rushes on his horse to the house. The man's wife tells him the priest had already come, the man had died peacefully, and the priest had left. Father Gilligan understands that God, in His mercy, had sent an angel in his form. He kneels and thanks God, who cares for the humblest and weakest.

Theme: God's mercy and care for the humble; faith and devotion; ballad form (simple language, story, quatrains, refrain-like repetition).

Q. Why did Father Gilligan feel guilty? [2]

He had fallen asleep instead of going to the dying man and thought the man had died without receiving the last rites because of him.

Q. Who attended to the dying man? [2]

An angel sent by God in the form of Father Gilligan attended him, so the man died peacefully.

3. A Psalm of Life — H.W. Longfellow

Summary: The poet rejects the gloomy idea that life is only an empty dream and that death is its goal. Life is real and earnest; the soul does not die. The aim of life is neither enjoyment nor sorrow but **action** — to progress each day. Art is long and time is short; our hearts beat like muffled drums marching towards the grave, so we should not waste time. In the battlefield of the world we should be heroes in the strife, not dumb driven cattle. We should not trust the future or mourn the past, but act in the living present with courage and faith in God. The lives of great men remind us that we too can make our lives noble and leave "footprints on the sands of time", which may encourage some shipwrecked brother in the future. So let us be up and doing, with a heart ready for any fate, achieving and pursuing, learning to labour and to wait.

Theme: Optimism, purposeful action and hard work; make the best use of the present.

Q. What does the poet mean by "footprints on the sands of time"? [2]

Noble deeds and achievements of great people that remain after their death and inspire others to follow them.

Q. How should we act in the "battle of life"? [2]

We should be brave heroes who fight and act with purpose, not like dumb, driven cattle who are pushed along without will.

4. Television — Roald Dahl

Summary: In this humorous poem (from *Charlie and the Chocolate Factory*), the poet warns parents never to let children near a television set — better not to install one at all. Children sit glued to the screen, eyes popping out, absorbed in rubbish; TV kills imagination, rots the senses, clogs the mind, and makes a child dull and unable to think or understand fairyland. Parents may ask what to do instead. The poet reminds them that before TV was invented, children **read books** — adventure stories, tales of pirates, dragons, kings and animals — which filled their minds with wonder. He urges parents to throw out the TV and put up a bookshelf; children will at first protest, but soon they will love reading and thank their parents.

Theme: Harmful effects of too much television; value of reading for imagination. Tone: humorous, exaggerated, satirical.

Q. What harm does television do to children according to the poet? [2]

It kills their imagination, makes the mind dull and lazy, rots their senses, and stops them from thinking and reading.

Q. What does the poet suggest in place of television? [2]

He suggests installing a bookshelf and encouraging children to read books, as children used to do before TV was invented.

5. Money Madness — D.H. Lawrence

Summary: The poet says that money has a strange and terrible power over people; we are all a little mad about it. We are afraid of money, and we bow before it in fear, not love. The thought of having no money fills people with terror, and society is cruel to the penniless. He suggests that people should be given a basic share of food, shelter and fire free, without having to earn money for these essentials, so that they are free from the fear and madness of money. Otherwise mankind may go collectively insane over money.

Theme: Criticism of the materialistic society; money as a tyrant; need for a humane system that frees people from fear.

Q. Why does the poet call it "money madness"? [2]

Because people are obsessed with money and live in constant fear of being without it; this fear makes them behave irrationally, like mad people.

Q. What solution does the poet suggest? [2]

Basic necessities — bread, shelter and fire — should be provided to everyone free, so that people are freed from the fear of money.

Unit III: Non-detailed Study

1. The Doctor's Word — R.K. Narayan

Summary: Dr Raman was a skilled doctor known for his frankness; he never gave false hope — when he said a patient would live, the patient lived. His dearest friend Gopal fell seriously ill. Dr Raman tried everything, but Gopal's condition was hopeless. Gopal, very weak, asked him to tell the truth whether he would survive, as he wanted to sign his will.

Raman realised that if he said the truth, Gopal would lose hope and die; so for the first time he went against his principle and told Gopal firmly that he would live. The reassurance gave Gopal the will to fight, and he survived the crisis. Raman was puzzled, because medically it should not have happened.

Theme: Power of hope and the human will; friendship versus professional honesty.

2. The Nightingale and the Rose — Oscar Wilde

Summary: A young student is sad because the professor's daughter will dance with him only if he brings her a red rose, and there is none in his garden. A nightingale, who believes he is a true lover, decides to help. The rose-tree tells her that a red rose can be made only if she sings all night with her breast pressed against a thorn, letting her heart's blood flow into the rose. She does so, and dies at dawn having created a beautiful red rose. The student picks it and takes it to the girl, but she rejects it because another young man has sent her real jewels. The student throws the rose into the street, where a cart wheel crushes it, and he returns to his books, calling love silly and impractical.

Theme: True love and sacrifice versus shallow, materialistic love; irony.

3. Mystery of the Missing Cap — Manoj Das

About the author: Manoj Das (1934-2021), eminent Odia and English writer, known for gentle humour about village life.

Summary and points to study: The story is set in a small Odisha village preparing to welcome an important visitor (a minister). Mr Panda, a simple and nervous villager, has been chosen to give the welcome speech, and he is anxious about wearing his cap and saying the right things. His cap goes missing at the crucial moment, and the "mystery" of where it has gone creates a series of comic situations and suspicions. The writer uses the incident to gently laugh at people's fear of officials, their love of formality and show, and village gossip. Read the textbook for how the mystery is finally solved and note the light, ironic tone.

4. The Monkey's Paw — W.W. Jacobs

Summary: Sergeant-Major Morris brings from India a dried monkey's paw on which an old fakir put a spell: it will grant three wishes to three men, to show that fate rules life and those who interfere suffer. Morris throws it into the fire, but Mr White rescues it. On his son Herbert's joking suggestion, he wishes for 200 pounds. Next day a man from Herbert's factory comes: Herbert has been killed in the machinery, and the company pays 200 pounds as compensation. Mad with grief, Mrs White makes her husband wish their son alive again. At night there is knocking at the door; terrified at what may be standing there (Herbert's mangled body), Mr White uses the third wish just as his wife opens the door — the knocking stops and the road is empty.

Theme: Don't tamper with fate; greed and wishes bring tragedy; horror and suspense.

5. My Mother — Charlie Chaplin

Summary: From Chaplin's autobiography. Chaplin recalls his mother Hannah, a music-hall singer in London. She lost her voice on stage one night; five-year-old Charlie went on stage in her place and sang, delighting the audience — his first performance. After that the family fell into terrible poverty. His mother worked hard sewing, yet kept her dignity, taught her sons manners, entertained them by acting out scenes and observing people through the window, and gave them love and imagination. Poverty and strain later broke her health. Chaplin credits her with his talent for mime and observation.

Theme: A mother's love and influence; struggle against poverty; roots of artistic genius.

6. Stay Hungry, Stay Foolish — Steve Jobs

Summary: This is from Steve Jobs's 2005 address to graduates of Stanford University. He tells three stories. **(1) Connecting the dots:** he dropped out of college but attended a calligraphy class out of interest; ten years later it helped him design beautiful typefaces for the Macintosh. One cannot connect the dots looking forward, only backward — so trust that they will connect. **(2) Love and loss:** he was fired from Apple, the company he had founded, but the setback freed him to start NeXT and Pixar and to meet his wife; later Apple bought NeXT and he returned. "Find what you love" — in work and in life. **(3) Death:** after being diagnosed with cancer, he realised that remembering we will die soon is the best way to avoid the trap of fear; time is limited, so don't live someone else's life — follow your heart and intuition. He ends with the motto from the *Whole Earth Catalog*: "Stay Hungry. Stay Foolish."

Theme: Follow your passion, learn from failure, and live fully.

Q. What does "Stay hungry, stay foolish" mean? [5]

It means never be satisfied with what you have achieved: always remain hungry for new knowledge and experiences, and keep the humble, open, adventurous mind of a beginner who is not afraid to look foolish while trying new things. Jobs's own life — dropping out, learning calligraphy, being fired and starting again — showed that curiosity and courage to take risks lead to creativity and success. The message encourages young people to follow their passion instead of settling for comfort.

Q. Why did Dr Raman tell Gopal that he would live? Was he right? [5]

Dr Raman knew that Gopal's case was nearly hopeless, but he also saw that if Gopal heard this he would give up the struggle and die. Out of love for his friend he broke his rule of frankness and firmly assured him he would survive. This gave Gopal the will to live, and he pulled through. I think Raman was right: in that situation a word of hope worked as medicine. The story shows that a doctor treats a human being, not just a disease, and that compassion sometimes matters more than rigid rules.

Reading Skills – 2nd Year

Unseen prose passage (10 marks) and vocabulary (5 marks)

METHOD

(1) Read the questions first. (2) Read the passage twice — once for the general idea, once for details. (3) Underline the lines that answer each question. (4) For inferential questions ("Why do you think...", "What does the writer suggest..."), combine facts from the passage with your reasoning. (5) For vocabulary, find a word in the passage that fits the meaning and the part of speech.

PRACTICE PASSAGE

Plastic was once hailed as a miracle material: cheap, light, strong and long-lasting. Yet the very quality that made it useful — its durability — has turned it into a curse. A plastic bag used for twenty minutes may survive for hundreds of years. Every year, millions of tonnes of plastic waste reach rivers and oceans, where it breaks into tiny particles called microplastics. Fish and birds swallow these particles, and through them plastic enters our own food. Cattle on Indian streets often die after eating plastic bags. Banning single-use plastic is a good beginning, but laws alone cannot solve the problem. Each citizen must refuse, reduce, reuse and recycle. Carrying a cloth bag to the market may seem a small step, but millions of small steps can save the planet.

1. Why was plastic called a miracle material? [2]

Because it was cheap, light, strong and long-lasting.

2. How has durability become a curse? [2]

Plastic does not decay; a bag used for minutes survives for centuries, piling up as waste in land and water.

3. How does plastic enter our food? [2]

It breaks into microplastics in water; fish and birds swallow them and we eat these creatures.

4. What does the writer suggest besides laws? [2]

Every citizen should refuse, reduce, reuse and recycle plastic — for example, carry a cloth bag.

5. What is the writer's tone? [2]

Concerned but hopeful — warning about the danger while encouraging individual action.

Vocabulary: Find words from the passage that mean: (a) praised enthusiastically (b) ability to last long (c) very small (d) prohibiting (e) a serious misfortune.

(a) hailed (b) durability (c) tiny (d) banning (e) curse.

Information transfer – non-verbal to verbal (5 marks, ~70 words)

Here you are given a chart/table and must describe it in words. Start with what the chart shows, mention highest and lowest, compare, and conclude.

Mode of transport used by 200 students	Number
Bicycle	80
Bus	60
Walk	40
Motorbike/scooter	20

Model answer

The table shows how 200 students of a college travel to college. The bicycle is the most popular mode, used by 80 students (40%). Buses come next with 60 students (30%). Forty students (20%) walk to college, while only 20 students (10%) use a motorbike or scooter. Thus, most students prefer cheap and eco-friendly means like bicycles and buses, and very few use motor vehicles.

Dictionary / reference skills (5 marks)

Know: alphabetical order, guide words, syllable division (com·pu·ter), primary stress (sometimes marked ' : com'puter), part of speech, word forms, choosing the correct meaning in context, and abbreviations used in dictionaries (n., v., adj., adv., pl., sing., syn., opp.).

Writing Skills – 2nd Year

(a) Interpreting graphs, charts, tables and diagrams

Useful phrases: "The bar graph shows / illustrates...", "rose sharply", "fell gradually", "remained steady", "reached a peak of", "was the highest/lowest", "twice as many as", "in contrast", "overall".

(b) Report writing (10 marks, ~200 words)

Types: newspaper report of an event; report of a function in college; business report.

Format for a newspaper report: Headline → By-line (By our Staff Reporter) → Place and date → Body: what, when, where, who, why, how (5 Ws and 1 H) in the past tense, preferably passive for formal tone → closing/quote.

Write a newspaper report on a flood in a coastal district of Odisha.**FLOODS DISRUPT LIFE IN KENDRAPARA**

By a Staff Reporter

Kendrapara, 12 September: Incessant rain for four days, combined with water released from the Hirakud reservoir, has caused severe floods in several blocks of Kendrapara district. More than 150 villages have been marooned and about two lakh people affected. Embankments of the Brahmani and Kharasrota rivers were breached at three places last night, submerging paddy fields and houses. Road links to Rajnagar and Pattamundai have been cut off.

The district administration has opened 120 relief camps in schools and cyclone shelters, where cooked food, drinking water and medicines are being provided. Teams of ODRAF and NDRF, with 40 boats, rescued over 3,000 people, including the elderly and children. Two persons are reported missing. Health officials have warned of water-borne diseases and are distributing halogen tablets.

The Collector said that damage to crops and houses would be assessed once the water recedes, and compensation would be paid. Local residents demanded permanent strengthening of river embankments.

Report of a college event - Science Exhibition (outline)

Title → name of college, date → organised by, chief guest → number and kinds of models (solar car, rain-water harvesting, smart irrigation) → prizes → visitors' response → closing remarks by Principal. Use past tense and an objective tone.

Reporting business matters

A business report is addressed to a manager/board; it has a title, "To/From/Date/Subject", introduction (purpose), findings (in points or table), conclusion and recommendations. Example: report on falling sales of a product, with reasons (competition, price, poor advertising) and suggestions.

(c) Note-making (7 marks)**RULES FOR NOTE-MAKING**

1. Give a suitable **title**.
2. Use **headings and sub-headings** with numbering: 1., 1.1, 1.2, 2., (a), (b)...
3. Write only key words/phrases, not full sentences.
4. Use **abbreviations** (at least 4) and give a key: govt. = government, edu. = education, env. = environment, & = and, → = leads to, info. = information, imp. = important.
5. Keep the logical order of the passage.

Notes on the plastic passage above**Title: Plastic - From Miracle to Menace**

1. Why once popular
 - 1.1 cheap, light
 - 1.2 strong, durable
2. Problems
 - 2.1 survives 100s of yrs
 - 2.2 mlns of tonnes → rivers & oceans
 - 2.3 microplastics → fish, birds → human food
 - 2.4 cattle die eating bags
3. Solutions
 - 3.1 ban single-use plastic
 - 3.2 citizens' role – refuse, reduce, reuse, recycle
 - 3.3 use cloth bags

Key: yrs = years; mlns = millions; & = and; → = leads to

(d) Summary (8 marks)

Write a summary of about one-third of the passage, using your notes. Write in complete sentences and your own words, keep only main ideas, avoid examples and repetition, and give a title.

Summary of the plastic passage

Plastic, once valued as cheap, light and durable, has become a serious threat because it does not decay. Huge quantities reach rivers and seas, break into microplastics and enter the food chain, while cattle die eating plastic bags. Bans help, but every citizen must reduce, reuse and recycle plastic, as small steps by many can save the planet.

(e) Extended writing – Essay (10 marks, ~250 words, on given outlines)

Structure: **Introduction** (define/introduce topic) → **body** (develop each outline point in a paragraph) → **conclusion** (summary, suggestion, hope). Use linkers and avoid going beyond the outline.

Essay: "Digital India" — Outline: meaning - aims - achievements - benefits - challenges - conclusion**Digital India**

Digital India is a programme of the Government of India, launched in 2015, to transform the country into a digitally empowered society and knowledge economy. Its central idea is to make government services available to citizens electronically and to connect every part of the country with high-speed internet.

The programme has three main aims: to build digital infrastructure as a basic utility for every citizen, to provide governance and services on demand, and to empower citizens digitally through literacy. Under it, optical-fibre networks are being extended to gram panchayats, and services like DigiLocker, UMANG, e-Hospital and online scholarships have been introduced.

The achievements are visible everywhere. UPI has made India a world leader in digital payments; a vegetable seller in a village market now accepts payment by scanning a QR code. Aadhaar-based direct benefit transfer sends subsidies straight into bank accounts, reducing corruption. Online classes and platforms like DIKSHA and SWAYAM kept education going during the pandemic.

The benefits include transparency, saving of time and money, and easy access to information. However, challenges remain: poor connectivity in remote areas, lack of digital literacy among the elderly and poor, cyber fraud and threats to data privacy.

In conclusion, Digital India is a powerful step towards a modern, inclusive nation. If the digital divide is bridged and citizens are made aware of cyber safety, it can truly bring good governance to every doorstep.

Other likely essay topics: Importance of Trees; Role of Youth in Nation Building; Cleanliness (Swachh Bharat); Science: Boon or Bane; Mobile Phones and Students; Disaster Management in Odisha; Women Empowerment; Value of Games and Sports; Tourism in Odisha.

Grammar – 2nd Year (10 marks)

1. Revision of tenses and modals

See the 1st-year tense chart and modal table. Key points: present perfect for recent past with result now; past perfect for the earlier of two past actions; "since/for"; modal + base form.

2. Conditionals

Type	Use	Pattern	Example
Zero	General truths	If + present, present	If you heat ice, it melts.
First	Real/possible future	If + present, will + V1	If it rains, we will stay home.
Second	Unreal/imaginary present or future	If + past, would + V1	If I were rich, I would help the poor.
Third	Unreal past (regret)	If + had + V3, would have + V3	If he had studied, he would have passed.

Note: "unless" = "if not" — "Unless you work hard, you will fail." Use "were" for all persons in the second conditional (If I were you...).

3. The passive voice

Used when the doer is unknown/unimportant, or to sound formal (processes, reports).

Form: **object** → **subject** + **correct form of "be"** + **past participle (V3)** + **by** + **agent**.

Tense	Active	Passive
Simple present	She writes a letter.	A letter is written by her.
Present continuous	He is painting the wall.	The wall is being painted by him.
Present perfect	They have finished the work.	The work has been finished by them.
Simple past	Ram killed a snake.	A snake was killed by Ram.
Past continuous	She was singing a song.	A song was being sung by her.
Simple future	I will do it.	It will be done by me.
Modal	You must obey the rules.	The rules must be obeyed.
Imperative	Open the door.	Let the door be opened. / You are requested to open the door.
Question	Who wrote this book?	By whom was this book written?

4. Direct and reported (indirect) speech

RULES

Reporting verb in past → tense moves one step back: is → was; am/are → was/were; has → had; will → would; can → could; may → might; simple past → past perfect.

Universal truths and habitual facts do not change tense.

Pronouns change according to speaker and listener.

Words of time/place: now → then; today → that day; tomorrow → the next day; yesterday → the previous day; here → there; this → that; ago → before.

Questions: yes/no → "asked + if/whether"; wh- questions → "asked + wh-word"; statement word order (no question mark).

Commands → "told/ordered/requested + to + V1"; negative → "not to".

Exclamations → "exclaimed with joy/sorrow that..."

Examples

1. He said, "I am busy now." → He said that he was busy then.
2. She said to me, "Did you see the film?" → She asked me if I had seen the film.
3. The teacher said, "Where do you live?" → The teacher asked where I lived.
4. Mother said to me, "Don't go out in the rain." → Mother told me not to go out in the rain.
5. He said, "The earth moves round the sun." → He said that the earth moves round the sun.
6. He said, "What a beautiful sight!" → He exclaimed that it was a very beautiful sight.
7. "Please help me," she said to him. → She requested him to help her.

5. Interrogatives

Yes/No questions: auxiliary before subject — "Is he coming?", "Do you like tea?", "Can she swim?". **Wh-questions:** who, what, which, where, when, why, how, whose, whom — "Where do you live?". **Question tags:** positive statement → negative tag, and vice versa: "He is honest, isn't he?"; "They didn't come, did they?"; "Let's go, shall we?"; "I am right, aren't I?"; "Open the door, will you?"

Frame questions to get the underlined answers: (a) She lives in Puri. (b) The train leaves at 6 p.m. (c) Ravi broke the glass.

(a) Where does she live? (b) When does the train leave? (c) Who broke the glass?

6. Phrasal verbs

Phrasal verb	Meaning	Example
break down	stop working; lose control emotionally	The bus broke down on the way.
bring up	raise a child; mention	She was brought up by her aunt.
call off	cancel	The match was called off due to rain.
carry out	perform	Scientists carried out the experiment.
give up	stop doing	He gave up smoking.
look after	take care of	She looks after her parents.
look into	investigate	Police are looking into the matter.
look forward to	wait eagerly	I look forward to meeting you.
put off	postpone	The meeting was put off till Monday.
put up with	tolerate	I can't put up with noise.
run out of	use up completely	We ran out of petrol.
set up	establish	He set up a new business.
take after	resemble a parent	She takes after her mother.
turn down	reject	He turned down the offer.
get over	recover from	She got over her illness.
come across	meet/find by chance	I came across an old friend.

Grammar practice with answers

1. Change into passive: (a) The peon opened the gate. (b) People speak English all over the world. (c) Who taught you French?

(a) The gate was opened by the peon. (b) English is spoken all over the world. (c) By whom were you taught French?

2. Complete: (a) If you ___ (study), you will pass. (b) If I ___ (be) a bird, I would fly. (c) If she had come earlier, she ___ (meet) him.

(a) study (b) were (c) would have met.

3. Report: He said to me, "I will help you tomorrow."

He told me that he would help me the next day.

4. Add tags: (a) You can swim, ___? (b) Nobody came, ___?

(a) can't you? (b) did they?

5. Replace with a phrasal verb: (a) The function was postponed. (b) I cannot tolerate rude people.

(a) put off (b) put up with.

PROSE – DETAILED QUESTION BANK

English · +2 2nd Year · Lesson-wise summaries, short and long answers, vocabulary

HOW TO USE THIS QUESTION BANK

For each prose lesson you will find: (1) a step-by-step summary in simple words, (2) key points to remember, (3) very short answers (1 mark), (4) short answers (2 marks), (5) long answers (5 marks), and (6) vocabulary with meanings and sentences. Learn the ideas, then write answers in your own words. Examiners give more marks to clear, correct, simple English than to long, memorised answers.

Prose 1: My Greatest Olympic Prize – Jesse Owens

Background

The 1936 Summer Olympic Games were held in Berlin, Germany. Adolf Hitler, the German dictator, wanted to use the Games to show the world that the so-called "Aryan" race (white, blond Germans) was superior to all other races. Jesse Owens, a black athlete from the United States, went to Berlin and won four gold medals (100 metres, 200 metres, long jump and 4 × 100 metres relay). In this lesson Owens remembers not his medals but a friendship he made during the long jump competition.

Summary in simple steps

1. Owens arrived in Berlin in the summer of 1936 determined to win. He was especially confident about the long jump, as he held the world record.
2. Because of Hitler's racial propaganda, Owens felt extra pressure. He wanted to prove that a black man could beat the best of Germany.
3. In the qualifying round, the jumpers needed to reach a fairly ordinary distance to enter the final. Owens was angry and tense. On his first attempt he stepped over the take-off board, which was a foul. His second attempt was also a foul. One more foul would mean he was out of the competition.
4. At this moment a tall German athlete, Luz Long, who was Owens's strongest rival, walked up and introduced himself. Long was the very picture of the "Aryan" type that Hitler praised.
5. Long told Owens that he could easily qualify with his eyes closed. He suggested a practical trick: make a mark a little before the take-off board and jump from there. Even if he lost a few inches, he would still qualify safely.
6. Owens followed the advice and qualified with ease. In the final, Owens broke the Olympic record and won the gold medal. Luz Long came second.
7. The first person to congratulate Owens was Luz Long — in full view of Hitler. That evening they talked for hours about sport, the world and their lives, and became friends.
8. After the Games they wrote to each other regularly. Then the Second World War broke out. Long's last letter asked Owens to visit his son one day and tell him about his father and about the friendship that grew between them. Long was killed in the war.
9. Owens concludes that his medals and trophies could be melted down, but the friendship he found with Luz Long could never be melted or lost. That was his greatest Olympic prize.

Key points to remember

- Venue and year: Berlin, 1936.
- Owens's problem: two fouls in the long jump qualifying round.
- Helper: Luz Long, German long jumper and Owens's chief rival.
- Advice: take off from a mark drawn a little before the board.

- Result: Owens wins gold, Long wins silver, and Long congratulates him first.
- Message: real sportsmanship and friendship are greater than medals, race or politics.

Very short answers (1 mark each)

1. Where were the 1936 Olympics held?

In Berlin, Germany.

2. Who was Luz Long?

A German long jumper and Owens's main rival, who later became his close friend.

3. How many fouls had Owens made before Long spoke to him?

Two.

4. What did Hitler want to prove through the Olympics?

That the "Aryan" race was superior to all other races.

5. Who was the first to congratulate Owens after his win?

Luz Long.

6. What happened to Luz Long later?

He was killed fighting in the Second World War.

Short answers (2 marks each)

1. Why was Owens angry and nervous during the qualifying round?

He felt the pressure of Hitler's racial propaganda and wanted badly to prove him wrong. This anger made him careless, and he fouled twice, which put him in danger of being eliminated.

2. Why was Long's help surprising?

Long was Owens's strongest rival and a German who looked like the model of Hitler's "master race". Instead of enjoying Owens's trouble, he helped him, which showed his noble heart.

3. What did Long's last letter ask Owens to do?

He asked Owens to find his son some day after the war and tell him about his father and about the friendship that had grown between them.

4. How did Long's congratulation show courage?

He hugged and praised a black athlete in front of Hitler, who believed black people were inferior. Doing so publicly in Nazi Germany needed real moral courage.

5. What do you learn about Owens's character from the lesson?

He was talented, determined and proud, but also humble and grateful. He honestly admits his mistakes and values friendship above his own medals.

Long answers (5 marks each)

1. Describe how Luz Long helped Jesse Owens. What does the incident teach us?

In the 1936 Berlin Olympics, Jesse Owens was in trouble in the long jump qualifying round. Tense because of Hitler's racial claims, he fouled on his first two attempts and was one jump away from elimination. At that point his German rival, Luz Long, came up, introduced himself and calmly advised him to draw a mark a little before the take-off board and jump from there. This way he would not foul and would still clear the

qualifying distance easily. Owens followed the advice and qualified. In the final he won the gold, and Long, who won silver, was the first to congratulate him, in front of Hitler. The incident teaches us that true sportsmanship means wanting to beat your rival at his best, not when he is in difficulty. It also shows that friendship and kindness can cross the walls of race, nation and politics.

2. "You can melt down all the medals and cups I have and they couldn't be a plating on the twenty-four carat friendship I felt for Luz Long." Explain in your own words.

Owens means that medals are only metal objects; they can be melted and they lose their shine with time. The friendship of Luz Long was pure and precious, like twenty-four carat gold. It was offered freely by a rival at a time when hatred between races was being spread by Hitler. Long helped Owens to qualify, congratulated him openly, and remained his friend by letter until his death in the war. For Owens, this human bond was worth far more than all his trophies put together. The statement shows his humility and his understanding of the true Olympic spirit — that sport should bring people together.

3. Write a character sketch of Luz Long.

Luz Long was a tall, handsome German athlete and Owens's chief rival in the long jump. He was a brilliant sportsman who won the silver medal. More than his talent, his character shines in the lesson. He was generous: he helped his rival when he could have kept quiet and won easily. He was brave: he openly befriended and congratulated a black athlete in front of Hitler. He was friendly and warm, spending hours talking to Owens and writing to him afterwards. He was also a loving father, as his last letter shows. Long represents the true spirit of the Olympics — fair play, respect and friendship.

4. How does the lesson show that sport can rise above politics?

Hitler wanted to use the Berlin Olympics as political propaganda to show German racial superiority. The lesson shows that the athletes themselves refused to be part of such hatred. A German athlete helped an African-American rival, and the two became friends. Owens's victory itself disproved Hitler's theory, and Long's public congratulation disproved it even more strongly. Sport, at its best, is about effort, skill and respect, and these belong to all human beings. So the lesson shows that sportsmanship can defeat the narrow politics of race and nation.

Vocabulary

Word	Meaning	Use in a sentence
qualify	reach the standard needed to enter the next round	She qualified for the state-level final.
foul	an unfair or illegal move in a game	The jump was declared a foul.
rival	opponent; competitor	The two teams have been rivals for years.
superiority	the state of being better or higher	He never boasted of his superiority.
propaganda	information, often false, spread to support a political idea	War-time propaganda misled many people.
determination	firmness of purpose	With determination she finished the race.
plating	a thin covering of metal	The ring had only a gold plating.

Prose 2: On Examinations – Winston S. Churchill

Summary in simple steps

1. Churchill begins by saying that he was happy at school only when he was learning things that interested him. Examinations were a great trial for him.
2. He complains that examiners always wanted to ask what he did not know, and never what he did know. He would have liked to show his knowledge, but they tried to show his ignorance.
3. His entrance examination to Harrow School was a disaster. In the Latin paper he could not answer anything. He wrote his name, wrote the number of the first question, put brackets around it, and then left only a blot of ink and a few smudges on the paper.
4. Yet, to his surprise, the headmaster of Harrow, Mr Welldon, admitted him. Churchill humorously says this shows the headmaster could look beyond the paper and judge a boy's ability.
5. He was placed in the lowest class (form). As a result, he stayed in the lowest form longer than others and was taught English again and again by an excellent teacher, Mr Somervell.
6. The teacher taught the structure of the ordinary English sentence through a system of analysis using different coloured inks and brackets. Churchill learnt it thoroughly, "into his bones".
7. While cleverer boys went on to Latin and Greek, Churchill mastered English. Years later, when those boys had to write good English to earn a living, Churchill felt he had no disadvantage.
8. He concludes with his famous joke: he would make all boys learn English; then he would let the clever ones learn Latin as an honour and Greek as a treat. But the only thing he would punish them for is not knowing English.

Key points

- Source: *My Early Life* (Churchill's autobiography, published 1930).
- Tone: humorous, ironic and self-mocking.
- Main idea: examinations often test ignorance rather than knowledge; mastery of one's own language is most valuable.

Very short answers

1. Which school did Churchill try to enter?

Harrow School.

2. In which subject's paper could he not answer anything?

Latin.

3. Who admitted Churchill to Harrow?

The headmaster, Mr Welldon.

4. What did Churchill learn thoroughly in the lowest form?

The structure of the ordinary English sentence.

5. From which book is this lesson taken?

My Early Life.

Short answers**1. What was Churchill's complaint against examiners?**

He felt that examiners asked about things he did not know, instead of giving him a chance to show what he knew. Thus exams exposed his ignorance rather than his knowledge.

2. Why did Churchill think the headmaster was wise?

Because Mr Welldon admitted him in spite of a blank Latin paper. Churchill felt the headmaster judged his general ability and was not misled by a single bad paper.

3. How was English taught to Churchill?

His teacher divided long sentences into parts — principal clause, subordinate clauses and so on — and marked them in different coloured inks. They practised this almost daily until the structure of English became second nature to him.

4. "Latin as an honour, and Greek as a treat." Explain.

Churchill jokes that learning English should be compulsory for all. Latin should be a reward only for the best students and Greek a special pleasure for the very cleverest, reversing the usual school practice of his time.

Long answers**1. Describe Churchill's experience at the Harrow entrance examination.**

Churchill was very nervous about the entrance examination to Harrow, especially the Latin paper. When the paper was given, he could not answer a single question. After a long time he wrote his name at the top, wrote the number "1" of the first question, then thought and put brackets around it. Nothing else came to his mind, so he ended up with only a blot of ink and some smudges. For two hours he looked at this sad piece of paper, and then the ushers took it away. He expected to be rejected, but the headmaster, Mr Welldon, admitted him. Churchill praises the headmaster for judging a boy's worth by more than one paper. The episode shows that exams are not always a true measure of ability.

2. How did being in the lowest form turn out to be an advantage for Churchill?

Because he did badly, Churchill was put in the lowest form and stayed there nearly three times as long as others. Boys in that form were taught only English, by an excellent teacher, Mr Somervell. He taught them to analyse long sentences, separating the main clause from the subordinate parts and marking them in coloured inks. Churchill did this so often that he learnt the basic structure of the English sentence perfectly. Later in life, when his clever classmates who had won prizes in Latin and Greek had to come back to writing plain English for their careers, Churchill felt at no disadvantage. His command of English helped him become a great writer, speaker and even a Nobel Prize winner. So his early failure turned into a blessing.

3. What are Churchill's views on examinations? Do you agree?

Churchill thought exams were unfair because they tried to find out what a student did not know instead of what he knew. They caused fear and did not measure real talent,

imagination or character. His own life proves the point: he failed in Latin, yet became a great leader and writer. I partly agree with him. Exams are necessary to check learning, but they should not be the only measure of a student. Projects, practical work, oral tests and continuous assessment give a fuller picture. Students should also learn from failure, as Churchill did, rather than lose heart.

Vocabulary

Word	Meaning
ordeal	a very difficult or painful experience
blot	a spot or stain of ink
smudge	a dirty mark made by rubbing
discern	to recognise or judge well
essential	absolutely necessary
whip	(here) punish

Prose 3: The Portrait of a Lady – Khushwant Singh

Summary in three stages

Stage 1 – Village life. The author's grandmother was an old woman — short, fat and slightly bent, with a wrinkled face. He could not imagine she had ever been young and pretty. When his parents went to live in the city, the author was left with her in the village. She woke him every morning, bathed and dressed him, gave him his breakfast of thick, stale chapatis with butter and sugar, and walked with him to the school attached to the temple. While he learnt the alphabet and morning prayer, she read the scriptures. On the way back they threw stale chapatis to the village dogs, who followed them in a crowd.

Stage 2 – City life. When his parents settled in the city, they sent for the author and his grandmother. He went to an English school by motor bus. The grandmother could not go with him and could not help him with his lessons because she did not understand English, the law of gravity, or Archimedes' principle. She was unhappy that no one taught about God and the holy books there. When he told her about music lessons, she was deeply upset, because to her music was not for respectable people. After this she spoke very little to him. They had a friendship, but the distance kept growing.

Stage 3 – The parting and her death. When the author went to university, he was given a room of his own and the common link of friendship was snapped. The grandmother spent her time spinning and feeding the sparrows in the courtyard. When he left for abroad for five years, she came to the railway station, silent, praying, and kissed his forehead. On his return she welcomed him warmly. That evening, for the first time, she did not pray; instead she collected the women of the neighbourhood, beat an old drum and sang songs of the homecoming of warriors for hours. The next morning she fell ill. She knew her end was near and refused to waste her last hours talking. She lay in bed, praying and telling her beads, until her lips stopped moving. The family laid her body on the floor, covered with a red shroud. In the evening, thousands of sparrows came and sat silently around her body. They did not touch the crumbs the author's mother threw to them. When the body was carried away, they flew away quietly. Next morning the sweeper swept the crumbs into the dustbin.

Character of the grandmother – points

- **Deeply religious:** always praying, telling her beads, reading scriptures.
- **Loving and caring:** looked after the boy in every way in the village.
- **Simple and traditional:** disliked English education and music lessons.
- **Kind to animals:** fed dogs in the village and sparrows in the city.
- **Dignified and calm:** never showed her sorrow at partings; faced death peacefully.
- **Beautiful in spirit:** the author calls her "not pretty but beautiful" in a deeper sense — like a winter landscape in the mountains, serene and content.

Very short answers

1. What did the grandmother feed in the village?

Stray village dogs.

2. What did she feed in the city?

Sparrows.

3. What was the turning point in their friendship?

Moving to the city and the author joining an English school.

4. How did she celebrate the author's return from abroad?

By singing with the neighbourhood women on an old drum for hours.

5. What colour was the shroud placed over her body?

Red.

Short answers

1. Why could the author not believe that his grandmother was once young and pretty?

She had been old and wrinkled for as long as he had known her. Stories of her childhood games seemed absurd to him, like fables of prophets.

2. Why did she accompany the author to school in the village?

The school was attached to the temple. She went with him and read the scriptures inside while he learnt lessons, and on the way back they fed the village dogs.

3. What was the "accepted sign of her disapproval"?

When she disliked something, she said nothing; she became silent and prayed with her beads more intensely. Her silence showed her disapproval of music lessons.

4. How did she spend her last day?

She refused to talk to anyone, lay in bed praying and telling her beads, and died peacefully with prayer on her lips.

Long answers

1. Trace the changing relationship between the author and his grandmother.

In the village, the author and his grandmother were close friends. She did everything for him and they spent the whole day together. When they moved to the city, the relationship changed. He went to an English school by bus, so she could no longer go with him. She could not help with lessons that taught science and English, and she disapproved of the lack of religious teaching and the music classes. She became silent and withdrew into her prayers. At university he got a separate room, and the common link of friendship broke. Yet she remained affectionate in her quiet way, saw him off without tears and welcomed him with great joy on his return. The relationship shows the gap between the old and new generations, but also a love that never ended.

2. Describe the grandmother's death and the strange behaviour of the sparrows.

The morning after she sang to celebrate the author's return, the grandmother fell ill with a mild fever. The doctor said it would pass, but she knew her end had come. She regretted that she had missed her prayers the evening before, and refused to waste any more time talking. She lay praying and telling her beads until her lips stopped and the rosary fell from her hands. Her face had a peaceful pallor. The family placed her body on the floor and covered it. In the evening thousands of sparrows came and sat silently in

the verandah and the room. Nobody chased them. They did not eat the crumbs offered to them. When the body was carried away for cremation, they flew away silently. The sparrows seemed to mourn the loss of a true friend.

3. Why is the lesson called "The Portrait of a Lady"?

A portrait is a detailed picture of a person. In this lesson the author draws a pen-picture of his grandmother — her appearance, habits, beliefs, kindness and peaceful death. Like a painter, he shows her in different settings: the village, the city, the railway station and her deathbed. The word "Lady" shows respect and suggests her dignity and grace. So the title is very suitable.

Vocabulary

Word	Meaning
absurd	foolish; ridiculous
undignified	not showing proper self-respect
monotonous	dull, without variety
disapproval	feeling that something is not good
frivolous	not serious
pallor	paleness of the face
shroud	a cloth covering a dead body
serene	calm and peaceful

Prose 4: The Magic of Teamwork – Sam Pitroda

Summary in simple words

In this essay the writer, who led large technology projects in India, explains why teamwork works like magic. One person, however brilliant, can do only a limited amount of work. When people with different skills join together for a common purpose, they can achieve results far greater than the sum of their individual efforts. The writer explains that a team needs a clear and shared goal; when every member understands the goal and believes in it, they work with energy and commitment. Members must trust and respect one another. They should listen to each other, share information openly and solve disagreements through discussion rather than ego.

A good team also needs good leadership. The leader sets direction, makes sure that roles are clear, encourages members, gives them freedom to try new ideas, and gives credit for success to the whole team while taking responsibility for failure. The writer stresses that in India we are often trained to work as individuals and to compete, from school onward, so we must consciously learn the habits of teamwork: punctuality, accountability, honest feedback, and respect for others' time and skills. He shows from experience that a group of young engineers, given a common vision, freedom and trust, could produce world-class technology at low cost. That is the "magic" of teamwork.

Elements of good teamwork (learn as a list)

1. Common goal or shared vision
2. Mutual trust and respect
3. Clear roles and responsibilities
4. Open communication and listening
5. Putting the team above personal ego
6. Accountability — keeping promises and deadlines
7. Supportive leadership that encourages and gives credit
8. Celebrating success together and learning from failure together

Short answers

1. Why is teamwork called "magic"?

Because a well-knit team achieves results much bigger than what its members could achieve separately. Ordinary people working together with trust and a common goal can produce extraordinary results.

2. What is the role of a leader in a team?

A leader gives a clear vision, divides responsibilities, encourages and trusts members, solves conflicts, shares credit with the team and accepts responsibility for failures.

3. Why, according to the writer, do many Indians find teamwork difficult?

From childhood we are trained to compete individually, for marks and ranks, rather than to cooperate. So we must consciously learn listening, sharing and respecting others' views.

4. How does ego harm a team?

Ego makes a member want personal credit, ignore others' ideas and refuse to admit mistakes. This breaks trust and communication, and the team's goal suffers.

Long answers

1. What are the qualities that make a team successful? Explain with examples.

A successful team has, first, a clear common goal that every member understands. Second, members trust and respect one another; they believe that others will do their part. Third, there is open communication — people share ideas, problems and information freely. Fourth, each member has a clear role and is accountable for it. Fifth, members put the team's success above their own ego. Finally, a good leader guides, encourages and gives credit to all. A cricket team is a good example: a match is won not by one batsman alone but by bowlers, fielders, the captain and the support staff working together. Similarly, in a college project, students who divide work, meet regularly and help each other produce a better result than one student working alone.

2. "Teamwork is essential in today's world." Discuss with reference to the lesson.

Today's problems — building technology, running hospitals, managing disasters, conducting research — are too big for one person. They need knowledge from many fields. The lesson shows how a team of young engineers, united by a shared vision of bringing telephones to ordinary Indians, achieved what seemed impossible. In offices and factories, teamwork increases productivity and reduces mistakes. In disaster management in Odisha, for example, government officials, volunteers, the police and local people work together during cyclones, and this teamwork saves thousands of lives. So, as the writer argues, we must learn to cooperate, communicate and trust if we want to succeed as individuals and as a nation.

Vocabulary

Word	Meaning
collaborate	work together
accountability	being responsible for one's actions
vision	a clear idea of the future goal
consensus	general agreement
synergy	combined effect greater than the sum of parts
commitment	dedication to a cause

Prose 5: Development of Polio Vaccines

Summary in simple steps

1. **The disease:** Poliomyelitis (polio) is caused by a virus that enters through the mouth, multiplies in the intestine, and in some cases attacks the nerves of the spinal cord, causing paralysis. It mostly affected children, so it was also called infantile paralysis.
2. **The fear:** In the first half of the twentieth century, polio epidemics struck many countries, especially the United States, in summer. Swimming pools and cinemas were closed; parents lived in fear. Many patients needed the "iron lung", a machine that helped paralysed people breathe.
3. **Funding the research:** The National Foundation for Infantile Paralysis in the USA, supported by President Franklin D. Roosevelt (himself a polio victim), collected money from ordinary people through the "March of Dimes" campaign to support research.
4. **Scientific breakthroughs:** Scientists found that there are three types of poliovirus, and a successful vaccine must protect against all three. A key advance was learning to grow the virus in tissue culture in the laboratory, which made vaccine production possible.
5. **Salk vaccine:** Dr Jonas Salk developed an inactivated (killed) polio vaccine given by injection. In 1954 a huge field trial was conducted involving well over a million schoolchildren. In April 1955 the vaccine was announced to be safe and effective, and Salk became a national hero.
6. **Sabin vaccine:** Dr Albert Sabin developed a vaccine from live but weakened virus, given by mouth as drops or on a sugar cube. It was cheaper, easy to give in mass campaigns, and gave strong intestinal immunity. It was widely used from the early 1960s.
7. **Result:** Polio cases fell dramatically. Worldwide campaigns followed, and India, through the Pulse Polio programme, was certified polio-free in 2014.

Comparison table

Point	Salk vaccine (IPV)	Sabin vaccine (OPV)
Type of virus	Killed (inactivated)	Live, weakened (attenuated)
How given	Injection	Oral drops
Announced/used	1955	Early 1960s
Advantage	Cannot cause the disease	Cheap, easy for mass campaigns, gut immunity

Short answers

1. What is polio?

Polio is an infectious viral disease that can attack the nervous system and cause paralysis, mainly in young children.

2. What was the "March of Dimes"?

A fund-raising campaign in the USA in which ordinary people sent small coins (dimes) to support polio research and patient care.

3. Why was the 1954 field trial important?

It tested Salk's vaccine on a very large number of children to prove scientifically that it was safe and effective before it was used everywhere.

4. Why was the oral vaccine preferred for mass campaigns?

It was cheap, did not need trained people to inject, and could be given easily as drops to millions of children.

Long answers

1. Describe the role of scientists and the public in the conquest of polio.

Scientists studied the poliovirus, discovered its three types and learnt to grow it in tissue culture. Jonas Salk used this knowledge to make an injectable vaccine with killed virus, and Albert Sabin later made an oral vaccine using weakened live virus. But scientists alone could not succeed. Ordinary people donated money through the March of Dimes, parents volunteered their children for the trials, and health workers carried out vaccination. Governments organised mass campaigns. In India, millions of volunteers went from house to house on Pulse Polio days. This cooperation between science and the public eventually freed most of the world from polio.

2. What lessons can we learn from the history of polio vaccines?

First, scientific research needs patience, careful testing and hard work. Second, safety must be proved through proper trials before a medicine is used widely. Third, public support and trust in science are essential. Fourth, prevention through vaccination is far better and cheaper than treatment. Finally, international cooperation can defeat diseases that cross borders. The recent Covid-19 vaccination drive shows these lessons are still relevant.

Vocabulary

Word	Meaning
epidemic	rapid spread of a disease in a community
vaccine	a substance that gives immunity against a disease
immunity	the body's power to resist disease
paralysis	loss of the power to move a part of the body
inactivated	made inactive; killed
attenuated	weakened
trial	a test to check effectiveness

Prose – Quick Revision Grid

Lesson	Writer	Central idea	Key character / fact
My Greatest Olympic Prize	Jesse Owens	Friendship and sportsmanship above medals and race	Luz Long; Berlin 1936; long jump
On Examinations	Winston Churchill	Exams test ignorance; mastery of English is valuable	Harrow; Latin paper; Mr Welldon; Mr Somervell
The Portrait of a Lady	Khushwant Singh	Love, faith and dignity of the grandmother; generation gap	Dogs, sparrows, drum, red shroud
The Magic of Teamwork	Sam Pitroda	Shared vision and trust create extraordinary results	Common goal, leadership, accountability
Development of Polio Vaccines	Okonek and Morganstein	Science plus public cooperation defeats disease	Salk (killed, injection); Sabin (live weakened, oral)

COMMON MISTAKES IN PROSE ANSWERS

(1) Writing the whole story instead of answering the exact question. (2) Mixing up names — Luz Long is German, not American; Sabin's vaccine is oral, Salk's is injected. (3) Copying textbook lines word for word. (4) Forgetting your own opinion in questions that ask "Do you agree?" or "What do you learn?".

POETRY & NON-DETAILED STUDY – QUESTION BANK

English · +2 2nd Year · Poem-wise and story-wise answers

HOW TO ANSWER POETRY QUESTIONS

(1) Mention the poet and the poem in the first line. (2) Explain the idea in your own words — do not copy lines. (3) Name a poetic device only if you can explain how it works. (4) For "explain with reference to the context" questions, write: context (which poem, who speaks, situation) → explanation → comment on the idea or style.

Poem 1: Daffodils – William Wordsworth

About the poet

William Wordsworth (1770–1850) was a major English Romantic poet. With S.T. Coleridge he published *Lyrical Ballads* (1798), which began the Romantic movement in English poetry. He loved nature and believed that nature teaches, heals and gives joy to the human mind. He became Poet Laureate of Britain in 1843. The poem "Daffodils" (also known by its first line about wandering lonely as a cloud) was inspired by a walk he took with his sister Dorothy near a lake in the Lake District.

Stanza-wise explanation in own words

Stanza 1: The poet was walking alone, aimlessly, like a single cloud drifting high over hills and valleys. Suddenly he saw a large crowd of golden daffodils beside the lake and under the trees, moving and dancing in the gentle wind.

Stanza 2: The flowers stretched in an unbroken line along the edge of a bay, as continuous as the shining stars of the Milky Way. At a single glance he saw thousands of them, tossing their heads as if in a lively dance.

Stanza 3: The waves of the lake beside them were also dancing and sparkling, but the daffodils were even happier. A poet could not help feeling cheerful in such joyful company. He kept gazing at them, but did not yet realise what a treasure the scene had given him.

Stanza 4: Now, often, when he lies on his couch in an empty or thoughtful mood, the daffodils flash before his "inward eye" — his memory and imagination — which is the blessing of solitude. Then his heart fills with pleasure and dances with the daffodils.

Poetic devices

Device	Where / how
Simile	The poet compares himself to a lonely cloud; the flowers are compared to the stars of the Milky Way.
Personification	Daffodils dance, toss their heads, and are called a crowd or host; the waves also dance.
Hyperbole	"Ten thousand" flowers seen at a glance — exaggeration to show their huge number.
Metaphor	"Inward eye" for memory/imagination; "wealth" for joy.
Alliteration	Repetition of initial sounds, e.g. in phrases with "f" sounds about fluttering flowers.
Rhyme scheme	ababcc in each six-line stanza.

Short answers

1. Why does the poet compare himself to a cloud?

Because, like a single cloud floating high and alone in the sky, he was wandering alone without any particular purpose.

2. How did the daffodils outdo the waves?

Both seemed to dance, but the daffodils looked more cheerful and lively than the sparkling waves.

3. What is the "inward eye"? Why is it the "bliss of solitude"?

It is the mind's eye — memory and imagination. When we are alone and quiet, it lets us see again beautiful scenes from the past, which gives us great happiness.

4. What is the mood of the poet at the beginning and at the end?

At the beginning he is lonely and aimless; at the end he is full of joy because the memory of the daffodils makes his heart dance.

Long answer**1. How does "Daffodils" show the healing power of nature?**

In the poem Wordsworth is lonely and dull when he sees a vast crowd of golden daffodils dancing by a lake. The beauty of the scene immediately makes him cheerful. More importantly, the joy does not end there. Later, whenever he is lying on his couch, sad or thoughtful, the picture of the daffodils comes back to his mind and his heart again fills with pleasure. So nature gives not only momentary delight but a lasting "wealth" stored in memory, which heals loneliness and sadness. This reflects Wordsworth's belief that poetry comes from strong feeling remembered in calm, and that nature is a teacher and comforter of man.

Poem 2: The Ballad of Father Gilligan – W.B. Yeats

About the poet

William Butler Yeats (1865–1939) was an Irish poet and dramatist who received the Nobel Prize for Literature in 1923. He was a leading figure of the Irish Literary Revival and used Irish folk stories, legends and simple people in his early poems. This ballad tells a story from Irish Catholic village life.

What is a ballad?

A **ballad** is a short narrative poem that tells a simple, often dramatic story, usually in four-line stanzas with a regular rhyme, simple language, repetition and dialogue. Ballads were originally sung by common people.

Story in own words

1. Father Gilligan is an old, poor priest whose parishioners are dying in great numbers, possibly from a sickness. He has been working day and night, giving the last rites to the dying, and is exhausted.
2. One evening, just as he sits down to rest, he is called again to a dying man. In a moment of weakness he complains that he never gets any peace or rest.
3. Immediately he feels ashamed of his complaint, asks God's forgiveness, and kneels in prayer. Being very tired, he falls asleep in his chair.
4. He wakes up when it is already night and the stars are out. Realising that the sick man must have died without the last rites, he is filled with grief and guilt. He rides fast on his horse to the man's house.
5. The man's wife opens the door and is surprised to see him. She says he came earlier, the man died peacefully and happily, and he had left only a short while ago.
6. The old priest understands that God sent an angel in his form to help the dying man, because God had pity on his weariness. He kneels down and humbly praises God, who cares even for the least of His creatures.

Themes

- God's mercy and compassion for the humble and sincere.
- Devotion to duty and the guilt of failing in duty.
- Human weakness (tiredness, complaint) and repentance.
- Faith and miracles in simple village life.

Short answers

1. Why was Father Gilligan tired?

Half his parishioners were sick or dying, and he had been attending them day and night without rest.

2. What did he say when he was called to the dying man?

He complained that he had no rest, joy or peace because people were always dying. Then he repented at once.

3. Why did the wife say "You come again"?

She was surprised because, as far as she knew, the priest had already visited, given the last rites and left only a short time earlier.

4. What did Father Gilligan realise at the end?

That God had taken pity on him and sent an angel in his likeness to comfort the dying man, so God cares for even the humblest people.

Long answer

1. Bring out the ballad features of "The Ballad of Father Gilligan".

The poem has all the features of a traditional ballad. It tells a simple story with a beginning, a crisis and a happy ending. The language is plain and easy, using everyday words. It is written in four-line stanzas with regular rhyme, which make it musical and easy to remember. There is dialogue between the priest and the dying man's wife, which makes it dramatic. There is a supernatural element — the angel who comes in the priest's form. Repetition of phrases about the priest's weariness gives it the feel of a song. Finally, it ends with a clear moral: God is merciful to those who are humble and devoted.

Poem 3: A Psalm of Life – H.W. Longfellow

About the poet

Henry Wadsworth Longfellow (1807–1882) was one of the most popular American poets of the nineteenth century. He was a professor at Harvard University and wrote musical, easy-to-understand poems with moral lessons. "A Psalm of Life" is one of his best-known inspirational poems.

Meaning of the title

A psalm is a sacred song or hymn of praise. By calling the poem a psalm of life, the poet suggests that life itself is sacred and should be celebrated through noble action. The subtitle in many editions explains that it is what the heart of a young man said to a gloomy thinker (the psalmist).

Ideas in own words (stanza groups)

- Life is real, not a dream:** Do not tell me in sad songs that life is just an empty dream. A person who is spiritually asleep is as good as dead. Life is real and serious, and the grave is not its final goal; the body returns to dust, but the soul does not.
- Purpose of life is action:** We are not here only to enjoy or to suffer. We must act so that each tomorrow finds us better than today.
- Time is short:** Learning and art take a long time, but life passes quickly. Our hearts, though brave, are beating like muffled drums at a funeral march towards the grave.
- Be a hero:** The world is like a vast battlefield and a camp. Do not be like animals driven by others; be a hero who fights the battle of life.
- Live in the present:** Do not depend on the future, however pleasant it looks; let the dead past bury itself. Act in the present with a brave heart and trust in God.
- Lessons from great men:** Great lives remind us that we can also make our lives noble, and when we die we can leave behind marks of our deeds, like footprints on sand. A discouraged person in the future may see them and take heart again.
- Final message:** So let us be active, ready to face any fate, always achieving and pursuing goals, and learning both to work hard and to wait patiently for results.

Poetic devices

Device	Example in own words
Simile	Hearts beating like muffled drums; people compared to dumb driven cattle.
Metaphor	World as a battlefield and a bivouac (camp); life's journey as a voyage; footprints on the sands of time.
Antithesis	Enjoyment versus sorrow; the past versus the future; labour versus wait.
Apostrophe	The speaker addresses the gloomy thinker directly.
Rhyme scheme	abab in quatrains.

Short answers

1. What does the poet mean by "Art is long, and Time is fleeting"?

There is much to learn and achieve, but life is short and time passes very quickly, so we should not waste it.

2. Why does the poet say "Trust no Future"?

Because the future is uncertain. Depending on it makes us lazy; we should act in the present.

3. Who is the "forlorn and shipwrecked brother"?

A person in the future who has failed and lost hope. Seeing the good deeds left behind by great people, he may regain courage.

4. What does "learn to labour and to wait" mean?

We should work hard and also be patient for the results of our work.

Long answer

1. "A Psalm of Life" is a poem of optimism and action. Discuss.

The poem rejects the gloomy view that life is meaningless and that death ends everything. The poet declares that life is real and earnest and the soul is immortal. He says that the true purpose of life is neither pleasure nor sorrow but action that makes us better each day. Since time is short, we must not waste it by dreaming of the future or mourning the past; we must work bravely in the present with faith in God. He asks us to be heroes, not cattle, in the battle of life, and to follow the example of great people so that our own deeds may guide others. The final call to be "up and doing", achieving and pursuing, and learning to labour and wait, makes it a powerful poem of hope and activity, especially meaningful for young students.

Poem 4: Television – Roald Dahl

About the poet

Roald Dahl (1916–1990) was a British writer of Norwegian parents, famous for children's books such as *Charlie and the Chocolate Factory*, *Matilda* and *The BFG*. His writing is full of humour, exaggeration and sometimes dark comedy. The poem "Television" is a song sung by the Oompa-Loompas in *Charlie and the Chocolate Factory* after a TV-addicted boy, Mike Teavee, meets with trouble.

Ideas in own words

1. The most important thing for parents is to keep children away from the television; better still, never install one at home.
2. In almost every house children sit staring at the screen, lazing and slumped, with eyes almost popping out. They are so absorbed that you could do anything around them.
3. Parents think TV keeps children quiet and out of mischief. But it rots the senses, kills imagination, fills the mind with rubbish and makes children unable to think or understand a fairy tale. Their brains become soft like cheese and their thinking rusty.
4. Parents may ask what to do instead. The poet reminds them that before TV was invented, children read and read. They had shelves full of books and read stories of dragons, gypsies, queens, whales, pirates, smugglers, elephants and cannibals.
5. So parents should throw away the TV and put up a bookshelf. Children will shout and protest for some time, but soon they will find the joy of reading, and later they will love their parents for it.

Tone and devices

- **Tone:** humorous, exaggerated, satirical and advisory; serious message in a comic manner.
- **Hyperbole:** brains turning soft, eyes popping out, children kicking and screaming.
- **Imagery:** vivid pictures of children glued to the screen and of adventure stories.
- **Rhyming couplets:** lines rhyme in pairs, giving a sing-song rhythm suitable for children.
- **Direct address:** the poet speaks directly to parents.

Short answers

1. Why do parents allow children to watch TV, according to the poet?

Because it keeps children still and quiet and out of mischief, giving parents peace.

2. What did children do before television was invented?

They read books — exciting stories of adventure, animals, pirates, kings and queens.

3. How will children react when the TV is removed?

At first they will protest angrily, but gradually they will start reading and come to love books and thank their parents.

Long answer

1. Do you agree with the poet's view on television? Give reasons.

I agree with the poet's main message, though not with his extreme suggestion of throwing the TV away. It is true that watching television for hours makes children passive. They only receive pictures and do not use their imagination, unlike reading, where the mind creates the scenes. Too much screen time also harms eyes and health, and reduces play and conversation. Today the same is true of mobile phones. However, television also offers news, educational programmes and documentaries. So the answer is balance: parents should limit screen time, choose good programmes and build a reading habit through libraries and family reading time. The poem, through humour and exaggeration, reminds us of the value of books.

Poem 5: Money Madness – D.H. Lawrence

About the poet

David Herbert Lawrence (1885–1930) was an English novelist, poet and essayist, the son of a coal miner. His novels include *Sons and Lovers*. In his poems he often criticised modern industrial society for destroying natural human feelings. "Money Madness" attacks the hold money has over people's minds.

Ideas in own words

1. Money has a strange, frightening power over people. We are all mad about it, and our madness is not pleasure but fear.
2. We bow before money as before a god, but we do it in fear. We are terrified at the idea of being without money.
3. Society treats the poor cruelly; a man without money feels humiliated and helpless. This fear drives people to compete, cheat and lose their humanity.
4. The poet proposes a solution: bread, shelter and fire — the basic necessities — should be given to all people free, without anyone having to pay money for them.
5. If this is done, people will be freed from the mad fear of money and may become sane and human again. Otherwise mankind may go collectively mad over money.

Devices and features

- **Free verse:** lines of uneven length, no regular rhyme — natural, speech-like style.
- **Personification:** money is shown as a powerful master or tyrant that people worship and fear.
- **Repetition:** of words related to fear and madness, to stress the theme.
- **Tone:** critical, serious and urgent, with a humane appeal.

Short answers

1. What kind of power does money have, according to the poet?

A strange, fearful and almost magical power that controls people's minds and actions.

2. Why do people fear money?

They are terrified of being poor and of how cruel society is to those without money.

3. What are the three basic needs the poet mentions?

Bread (food), shelter and fire.

Long answer

1. What is the central idea of "Money Madness"? Is the poet's solution practical?

The poet says that modern people are mad about money, not because they love it but because they fear being without it. Money controls their lives, and this fear makes them selfish, anxious and cruel to the poor. His solution is that society should provide everyone with the basic necessities free, so that people are not forced to sell their souls for survival. The solution is not fully practical in its pure form, because someone must produce and pay for these goods. But the idea behind it is valuable. Modern welfare

schemes — free rations, housing for the poor, free education and health care — are partial steps in this direction. The poem reminds us that money should serve human beings, not rule them.

Explain with Reference to the Context – Model Answers

FORMAT

Context: These lines are taken from the poem ___ written by ___. Here the poet/speaker ___. **Explanation:** meaning in your own words. **Comment:** the idea, feeling or device used.

1. Lines about the daffodils flashing upon the inward eye (Daffodils).

Context: These lines are from "Daffodils" by William Wordsworth. The poet describes how the scene he saw by the lake affects him later. **Explanation:** Whenever he lies alone in a dull or thoughtful mood, the image of the dancing daffodils suddenly appears in his memory, and this brings him great happiness. **Comment:** The lines show the lasting value of nature's beauty and the Romantic idea of recollecting emotion in tranquillity. "Inward eye" is a beautiful metaphor for memory.

2. Lines in which the priest kneels and praises God who has pity on the least of things (Father Gilligan).

Context: These lines conclude W.B. Yeats's "The Ballad of Father Gilligan". The old priest has just learnt that the dying man was attended by someone in his likeness. **Explanation:** Father Gilligan realises that God sent an angel because He took pity on a tired old priest. Full of gratitude, he kneels and praises God, who cares even for the humblest creatures. **Comment:** The lines express the theme of divine mercy and end the ballad on a note of faith and peace.

3. Lines about leaving footprints on the sands of time (A Psalm of Life).

Context: From H.W. Longfellow's "A Psalm of Life". The poet speaks of the inspiration we get from great men. **Explanation:** The lives of great people remind us that we can also live nobly, and when we die we can leave behind good deeds that guide others, like footprints on the sand. **Comment:** A famous metaphor; it encourages purposeful action.

4. Lines advising parents to throw the TV out and install a bookshelf (Television).

Context: From Roald Dahl's humorous poem "Television". The poet is advising parents. **Explanation:** He tells them to get rid of the television and put a bookshelf on the wall instead, filling it with books. **Comment:** The tone is light and exaggerated, but the message — reading develops imagination — is serious.

5. Lines saying bread, shelter and fire should be free (Money Madness).

Context: From D.H. Lawrence's "Money Madness". **Explanation:** The poet suggests that basic necessities should be given free to everyone so that people are not ruled by the fear of money. **Comment:** It shows his humane concern and criticism of a money-centred society.

Non-detailed Study – Extensive Reading Q&A

ANSWERING 5-MARK EXTENSIVE QUESTIONS

Write 80–100 words. Begin with one sentence about the situation, then give the main points, and end with your judgement or the message of the story.

1. The Doctor's Word – R.K. Narayan

About the writer: R.K. Narayan (1906–2001) was one of the earliest major Indian novelists in English. He created the imaginary South Indian town of Malgudi. His works include *Swami and Friends*, *The Guide* and *Malgudi Days*. He wrote with gentle humour about ordinary people.

1. Why was Dr Raman respected by his patients?

He was very skilled and completely honest. He never gave false hope; if he said a patient would live, the patient lived, and if he said there was no hope, people prepared for the worst. His word was trusted completely.

2. Describe the conflict in Dr Raman's mind.

As a doctor he was known for his frankness, and medically Gopal's case looked hopeless. As a friend he loved Gopal and knew that telling him the truth would kill his will to live. He had to choose between his principle of honesty and his friend's life. He chose hope and compassion, telling Gopal he would live.

3. What made Gopal recover?

Dr Raman's treatment helped, but the real turning point was his firm assurance. Gopal trusted the doctor's word completely, so the assurance gave him strong will and mental strength, which helped his body pass through the crisis.

4. Why did Gopal want to know the truth?

He wanted to sign his will so that his family would be secure after his death. Only if he knew he was dying would he sign it.

2. The Nightingale and the Rose – Oscar Wilde

About the writer: Oscar Wilde (1854–1900) was an Irish writer known for his wit. He wrote plays like *The Importance of Being Earnest*, the novel *The Picture of Dorian Gray*, and fairy tales such as *The Happy Prince*, which includes "The Nightingale and the Rose".

1. Why was the student unhappy?

The professor's daughter had promised to dance with him at the ball only if he brought her a red rose, and there was no red rose in his garden.

2. What sacrifice did the nightingale make?

To create a red rose, she sang all night with her breast pressed against a thorn of the rose-tree. The thorn pierced her heart, her life-blood coloured the rose red, and she died at dawn.

3. Why did the girl reject the rose?

The chamberlain's nephew had sent her real jewels, and she felt that jewels were worth far more than flowers. Also, she said the rose would not match her dress.

4. Bring out the irony of the story.

The nightingale, a small bird, understands true love and gives her life for it, believing the student is a true lover. But the student and the girl are shallow and selfish. The girl prefers jewels; the student throws the rose into the street and calls love silly. The bird's great sacrifice is wasted on people who do not deserve it. This contrast is the central irony.

5. Compare the nightingale and the student.

The nightingale is romantic, selfless and ready to sacrifice. The student is selfish, impractical and changeable; he thinks of love only in terms of getting what he wants, and gives up love the moment he is rejected. The nightingale represents true love; the student represents shallow, intellectual and practical attitudes.

3. Mystery of the Missing Cap – Manoj Das

About the writer: Manoj Das (1934–2021) was a renowned Odia writer who wrote in both Odia and English. He received the Sahitya Akademi Award and the Padma Bhushan, among other honours, and lived for many years at the Sri Aurobindo Ashram in Puducherry. His stories often present village life in Odisha with gentle humour and insight.

1. What is the setting of the story?

A small village in Odisha whose people are excitedly preparing to welcome an important visitor — a minister — with a public function and speeches.

2. What does the writer satirise in the story?

He gently laughs at the villagers' nervousness before important officials, their love of show and formality, their worry about small things like a cap, and the way rumour and suspicion spread quickly in a village.

3. Write a short note on the humour of the story.

The humour arises from a small problem — a missing cap — becoming a great mystery at an important moment. The anxious central character, the suspicions of the villagers and the contrast between the grand occasion and the trivial worry create comic situations. The writer never mocks cruelly; he smiles at human weakness with sympathy.

4. The Monkey's Paw – W.W. Jacobs

About the writer: W.W. Jacobs (1863–1943) was an English writer of short stories, many of them humorous tales about sailors and the sea. "The Monkey's Paw" (1902) is his most famous horror story and has been adapted many times for stage and screen.

1. Why did the fakir put a spell on the monkey's paw?

To show that fate rules people's lives, and that those who interfere with it do so to their sorrow.

2. What were the three wishes and their results?

First, Mr White wished for 200 pounds; the money came as compensation for Herbert's death in a factory accident. Second, Mrs White forced him to wish their son alive again; at night there was a terrible knocking at the door. Third, fearing the mangled body of his son, Mr White wished it away, and the knocking stopped.

3. How does the writer create suspense?

Through the stormy night, the sergeant-major's warnings, the paw twisting in Mr White's hand, the stranger's hesitant visit, and the slow, loud knocking at night. The writer never shows what is at the door, leaving it to our imagination, which makes the story more frightening.

4. What is the moral of the story?

We should accept our fate and not try to get things by unnatural means. Greed and curiosity can bring tragedy.

5. My Mother – Charlie Chaplin

About the writer: Charlie Chaplin (1889–1977) was a famous English comic actor and film-maker of the silent-film era, best known for his character "the Tramp". This piece is from *My Autobiography* (1964).

1. How did Chaplin first appear on stage?

When he was about five, his mother's voice failed during a performance and the audience jeered. The stage manager led little Charlie on to the stage, and he sang a popular song. The audience loved it and threw coins on the stage.

2. How did his mother entertain her children in poverty?

She sat by the window watching people in the street and imitated them, describing their character and mood from the way they walked and behaved. She also acted out scenes and told stories.

3. What did Chaplin learn from his mother?

He learnt the art of observing people, mime and expressing feelings through gestures and faces, which later made him a great actor. He also learnt kindness, dignity and good manners.

6. Stay Hungry, Stay Foolish – Steve Jobs

About the speaker: Steve Jobs (1955–2011) co-founded Apple and led the creation of products like the Macintosh, iPod and iPhone. He also led Pixar Animation Studios. He delivered this famous address at Stanford University's graduation ceremony in 2005.

1. Why did Jobs drop out of college?

His working-class adoptive parents were spending all their savings on his costly college fees, and he could not see the value of the required courses. So he dropped out, but stayed on informally to attend classes that interested him.

2. How did the calligraphy class help him later?

He learnt about beautiful typefaces and spacing. Ten years later, while designing the first Macintosh computer, he used this knowledge to give it beautiful fonts.

3. What did Jobs learn from being fired from Apple?

He realised that he still loved his work. The setback freed him to be a beginner again; he started NeXT and Pixar, and later returned to Apple. Failure became a new beginning.

4. What did Jobs say about death?

Remembering that we will die soon helps us make big choices, because fear of failure and embarrassment fall away in the face of death. Our time is limited, so we should not waste it living someone else's life.

Character Sketches – Ready Answers

1. Dr Raman (The Doctor's Word)

Dr Raman is an expert doctor, famous for his skill and frankness. He never flatters patients with false hope. He is dedicated and works tirelessly. But beneath his professional strictness lies a loving heart. When his friend Gopal is dying, he breaks his lifelong rule and assures him of life, knowing hope may save him. He is honest even with himself, admitting afterwards that medically Gopal should not have survived. He shows that a good doctor needs both knowledge and compassion.

2. The Nightingale (The Nightingale and the Rose)

The nightingale is the true heroine of the story. She is romantic and idealistic, believing that love is greater than wisdom and power. She is sensitive to the student's sorrow and selfless enough to give her own life to make a red rose for him. She sings her most beautiful song while dying. Her sacrifice, though wasted on undeserving people, shows the highest form of love.

3. Mr White (The Monkey's Paw)

Mr White is an ordinary, contented old man who loves his family. He is curious and a little greedy, which makes him rescue the paw and make the first wish half in jest. He is weak before his wife's grief and makes the second wish against his judgement. But at the crucial moment he shows wisdom and courage by using the third wish to undo the horror. He is a man punished for tampering with fate.

4. Hannah Chaplin (My Mother)

Hannah Chaplin was a talented stage singer and a devoted mother. Though she fell into terrible poverty, she kept her dignity, fought to give her sons good manners and kept them cheerful with her acting and stories. She was a keen observer of people, a gift she passed to Charlie. Her life was tragic, as poverty and strain broke her health, but her influence made Charlie Chaplin a great artist.

5. The Student (The Nightingale and the Rose)

The student is a young, emotional but shallow man. He weeps for a red rose but does not understand real love. When the girl rejects him, he throws away the rose without a thought and returns to his books, calling love impractical. He represents people who see love only as a means to their own satisfaction.

READING, NOTE-MAKING & SUMMARY PRACTICE

English · +2 2nd Year · Original passages with full answers

BEFORE YOU BEGIN

Each passage below is followed by comprehension questions, a vocabulary task, model notes and a model summary. Try to answer on your own first, then compare with the model. Remember: short answers in complete sentences, notes in phrases with headings, and summaries in full sentences of about one-third the length.

Passage 1: The Value of Mangroves

Along the coast of Odisha, at places like Bhitarkanika, grow forests of strange trees that stand with their roots in salty water. These are mangroves. Their roots arch above the mud like the legs of a giant spider, and some roots even grow upward out of the mud to breathe. For many years people looked upon mangrove swamps as useless wasteland, fit only to be cut down for firewood or cleared for shrimp farms. Today scientists know better. Mangroves are among the most valuable ecosystems on Earth.

First, mangroves are natural shields. Their thick network of roots slows down waves and storm surges. During the super cyclone of 1999, villages behind healthy mangrove belts suffered much less damage than villages where the forests had been destroyed. Second, mangroves are nurseries of the sea. Fish, crabs and prawns lay eggs among the roots, where the young are safe from bigger predators. Many fishermen's catches depend on the health of nearby mangroves. Third, mangroves hold the soil together and prevent the coast from being eaten away by the sea. Finally, they store large amounts of carbon in their mud, helping to slow down climate change.

Bhitarkanika is also famous for its saltwater crocodiles, which were once close to disappearing. A conservation programme that began in the 1970s bred crocodiles and released them into the creeks, and today their numbers have recovered. Protecting mangroves therefore protects both people and wildlife. The challenge is to give local communities a share in the benefits, through eco-tourism and sustainable fishing, so that they become guardians of the forest rather than its destroyers.

Questions and answers

1. Where do mangroves grow?

They grow along sea coasts, with their roots in salty water and mud, for example at Bhitarkanika in Odisha.

2. How did people once regard mangrove swamps?

They thought the swamps were useless wasteland, good only for firewood or to be cleared for shrimp farms.

3. How do mangroves act as natural shields?

Their thick roots slow down waves and storm surges, so villages behind them suffer less damage during cyclones.

4. Why are mangroves called "nurseries of the sea"?

Fish, crabs and prawns lay their eggs among the roots, where the young ones grow up safely.

5. How can local people be made guardians of the forest?

By giving them a share of the benefits through eco-tourism and sustainable fishing.

Vocabulary: Find words from the passage that mean (a) curved (b) animals that hunt others (c) protection of nature (d) protectors (e) returned to a normal level.

(a) arch (b) predators (c) conservation (d) guardians (e) recovered.

Model notes

Title: Mangroves - Valuable Coastal Forests

1. Intro

- 1.1 grow in salty water on coast (e.g. Bhitarkanika, Odisha)
- 1.2 arched & breathing roots
- 1.3 once seen as wasteland → cut for firewood, shrimp farms

2. Benefits

- 2.1 natural shields – slow waves, storm surges (1999 cyclone)
- 2.2 nurseries – fish, crabs, prawns breed
- 2.3 prevent coastal erosion
- 2.4 store carbon → slow clim. change

3. Bhitarkanika crocodiles

- 3.1 nearly extinct
- 3.2 consvn. prog. from 1970s → numbers recovered

4. Way ahead

- 4.1 involve local commun.
- 4.2 eco-tourism, sustainable fishing

Key: & = and; → = leads to; clim. = climate; consvn. = conservation; prog. = programme; commun. = communities

Model summary

Summary (about 80 words)

Mangroves, which grow in salty coastal mud as at Bhitarkanika, were once considered wasteland but are now known to be extremely valuable. They protect coastal villages from waves and cyclones, serve as breeding grounds for fish and prawns, prevent erosion and store carbon. Bhitarkanika's protected forests have also helped saltwater crocodiles recover. To save mangroves, local people must share their benefits through eco-tourism and sustainable fishing so that they protect rather than destroy them.

Passage 2: Learning from Failure

Nobody likes to fail. From our earliest school days we are taught that failure is shameful, something to be hidden from friends and relatives. A student who fails an examination often feels that the world has ended. Yet if we study the lives of successful people, we find that almost all of them failed, sometimes many times, before they succeeded.

Failure is painful, but it is also a teacher. When we succeed, we rarely stop to ask why; we simply enjoy the result. When we fail, we are forced to examine what went wrong. Was our preparation careless? Did we choose the wrong method? Did we give up too soon? Honest answers to these questions show us the way forward. A scientist who tries a hundred experiments that do not work has not wasted his time; he has learnt a hundred ways that do not work, and is closer to the one that will.

What matters, then, is not whether we fail, but how we respond. Some people blame luck, teachers or circumstances, and learn nothing. Others lose confidence and stop trying. The wise treat failure as feedback. They accept responsibility, change their methods and try again with fresh determination. Parents and teachers can help by praising effort and improvement rather than only marks, so that young people are not afraid to take risks. A society that punishes every mistake will produce timid followers; a society that allows people to fail and rise again will produce inventors, artists and leaders.

Questions and answers

1. How are we taught to look at failure from childhood?

We are taught that failure is shameful and must be hidden from others.

2. Why does the writer call failure a teacher?

Because failure forces us to examine our mistakes — poor preparation, wrong method or giving up too soon — and these lessons show us how to improve.

3. What does the example of the scientist show?

That unsuccessful attempts are not wasted; each failure eliminates a wrong method and brings one closer to the right one.

4. What are the wrong and right ways of responding to failure?

Wrong: blaming others or losing confidence and giving up. Right: accepting responsibility, treating failure as feedback, changing methods and trying again.

5. How can parents and teachers help?

By praising effort and improvement rather than only marks, so that young people are not afraid to try and take risks.

Vocabulary: Find words that mean (a) causing shame (b) information about performance used for improvement (c) lacking courage (d) firmness of purpose (e) situations or conditions.

(a) shameful (b) feedback (c) timid (d) determination (e) circumstances.

Model notes

Title: Failure - A Teacher

1. Common attitude
 - 1.1 seen as shameful, hidden
 - 1.2 but most successful people failed first
2. Failure as teacher
 - 2.1 success → no analysis
 - 2.2 failure → examine causes: prep., method, giving up
 - 2.3 eg scientist - each failed expt. → closer to success
3. Responses
 - 3.1 wrong - blame others; lose confidence
 - 3.2 right - accept resp., change method, try again
4. Role of parents/teachers
 - 4.1 praise effort, improvement
 - 4.2 tolerant society → inventors, leaders

Key: prep. = preparation; eg = for example; expt. = experiment; resp. = responsibility; → = leads to

Model summary

Summary

Though failure is usually considered shameful, most successful people have failed before succeeding. Failure teaches us by forcing us to analyse our mistakes, and every unsuccessful attempt brings us closer to success. The important thing is our response: instead of blaming others or giving up, we should accept responsibility and try again with better methods. Parents and teachers should praise effort, because a society that tolerates failure produces creative leaders.

Passage 3: Water – Every Drop Counts

India has about eighteen per cent of the world's population but only about four per cent of its fresh water. As cities grow and farming expands, the demand for water rises every year, while the supply from rivers and underground sources remains limited. In many towns, taps run dry for hours, and women in villages still walk long distances to fetch water in summer.

The largest user of water is agriculture. Traditional flood irrigation, in which whole fields are flooded, wastes a great deal of water through evaporation and seepage. Drip and sprinkler irrigation, which deliver water directly to the roots or spray it evenly, can reduce water use considerably while increasing yields. In cities, leaking pipes and careless use waste large quantities. Ground water is being pumped out faster than rain can refill it, so the water table in many districts is falling year after year.

The solution lies partly in old wisdom and partly in new technology. Our ancestors built tanks, step-wells and ponds to store rainwater. Reviving these structures and adopting rooftop rainwater harvesting in homes, schools and offices can recharge ground water. Treated waste water can be reused for gardens and industry. But no scheme will succeed without a change in our habits. Turning off a tap while brushing, repairing a leaking pipe, and reusing water from washing vegetables to water plants may seem small, but multiplied across millions of homes they can save rivers of water.

Questions and answers

1. What does the first sentence tell us about India's water situation?

India has a large share of the world's population but a very small share of its fresh water, so water is scarce.

2. Why is flood irrigation wasteful?

Because much of the water is lost through evaporation and seepage instead of reaching the plants.

3. How do drip and sprinkler irrigation help?

They supply water directly to the roots or spray it evenly, which saves water and increases crop yields.

4. Why is the water table falling?

Ground water is being pumped out faster than rain can refill it.

5. Mention two individual habits that can save water.

Turning off the tap while brushing and reusing water used for washing vegetables to water plants.

Vocabulary: Find words meaning (a) slow leaking through soil (b) amount of crop produced (c) bring back to use (d) refill (e) change of liquid into vapour.

(a) seepage (b) yields (c) reviving (d) recharge (e) evaporation.

Model summary

Summary

India faces water scarcity because it has a large population but little fresh water, and demand keeps rising. Agriculture wastes much water through flood irrigation, which drip and sprinkler methods can reduce, while leaking city pipes and over-pumping lower the water table. Reviving traditional storage, harvesting rainwater and reusing treated water will help, but real change requires every household to adopt careful habits of water use.

Passage 4: The Joy of Reading (literary passage)

My grandfather owned only a few books, but he kept them wrapped in cloth on the highest shelf of his house, as if they were jewels. When I was eight, he took one down and placed it in my hands. It was a collection of stories from the Panchatantra, its pages yellow and soft with age. "A book is a friend who never gets tired of you," he said. I did not understand him then. I read the stories because there was nothing else to do on long summer afternoons when the heat kept us indoors.

Slowly, however, something changed. The clever jackal and the foolish lion, the loyal mongoose and the talkative tortoise, began to live in my imagination. I found myself thinking about them while walking to school. When a friend cheated me in a game, I remembered the monkey and the crocodile and laughed instead of crying. The book had become a companion that went everywhere with me.

Years later, in a crowded hostel room far from home, I felt lonely and lost. I went to the college library almost by accident and borrowed a novel. That night, for the first time in weeks, I forgot my loneliness. I understood at last what my grandfather had meant. People may move away, friends may change, but a good book waits patiently, ready to speak whenever we are ready to listen.

Questions and answers

1. How did the grandfather treat his books?

He wrapped them in cloth and kept them on the highest shelf, treating them like precious jewels.

2. Why did the narrator first read the Panchatantra?

Because there was nothing else to do on hot summer afternoons when he had to stay indoors.

3. How did the stories help the narrator in real life?

When a friend cheated him, he remembered the story of the monkey and the crocodile and laughed instead of feeling hurt.

4. When did the narrator understand his grandfather's words?

When he felt lonely in his college hostel and a novel from the library made him forget his loneliness.

5. Give a suitable title to the passage.

"A Friend on the Shelf" or "My Grandfather's Gift".

Vocabulary: Find words meaning (a) a group of stories in one book (b) friend who is always with us (c) full of people (d) quietly without complaint (e) by chance.

(a) collection (b) companion (c) crowded (d) patiently (e) by accident.

Passage 5: Artificial Intelligence in Daily Life

Artificial intelligence, or AI, is the ability of computers to perform tasks that normally require human intelligence, such as recognising speech, translating languages, identifying faces or making decisions. A few years ago these abilities belonged to science fiction. Today most of us use AI many times a day without realising it. When a phone unlocks by recognising its owner's face, when a map suggests a faster route to avoid traffic, or when a video site recommends a song we may like, AI is at work.

The benefits are considerable. In hospitals, AI tools help doctors detect diseases from X-rays and scans. Farmers can receive advice on weather and pests in their own language on their phones. Students can get explanations of difficult topics at any hour. In offices, routine tasks such as sorting documents are done in seconds, freeing people for more creative work.

Yet AI also raises serious questions. Machines learn from data, and if the data is biased, their decisions may be unfair. Fake images and videos created with AI can spread false information. Some jobs may disappear, and workers will need new skills. Students who let machines do all their thinking may never develop their own abilities. AI, like fire or electricity, is a powerful tool. Whether it helps or harms us depends on how wisely and responsibly we use it.

Questions and answers

1. What is artificial intelligence?

It is the ability of computers to do tasks that normally need human intelligence, such as recognising speech or faces, translating and making decisions.

2. Give two examples of AI in everyday life.

A phone unlocking by face recognition and a map app suggesting a faster route.

3. How does AI help doctors and farmers?

It helps doctors detect diseases from scans, and gives farmers advice on weather and pests in their own language.

4. Why may AI decisions be unfair?

Because AI learns from data, and if the data is biased, its decisions will also be biased.

5. Why does the writer compare AI to fire or electricity?

Because all of them are powerful tools that can either help or harm, depending on how they are used.

Vocabulary: Find words meaning (a) large in amount (b) find or discover (c) unfairly favouring one side (d) regular, ordinary (e) imaginative stories about future science.

(a) considerable (b) detect (c) biased (d) routine (e) science fiction.

Model notes

Title: AI - Uses and Concerns

1. Meaning

- 1.1 computers doing human-like tasks – speech, faces, transln., decisions
- 1.2 daily use – face unlock, maps, recommendations

2. Benefits

- 2.1 health – detect diseases from scans
- 2.2 agri. – weather, pest advice in local lang.
- 2.3 edu. – explanations anytime
- 2.4 offices – routine tasks fast

3. Concerns

- 3.1 biased data → unfair decisions
- 3.2 fake images, videos
- 3.3 job loss → need new skills
- 3.4 students' over-dependence

4. Concl. – powerful tool; use wisely

Key: transln. = translation; agri. = agriculture; lang. = language; edu. = education; concl. = conclusion

Passage 6: The Sun Temple at Konark

On the sandy coast of Odisha, about thirty-five kilometres from Puri, stands the Sun Temple of Konark, one of the greatest monuments of India. It was built in the thirteenth century during the reign of King Narasimhadeva I of the Eastern Ganga dynasty. The temple was designed as a gigantic chariot of the Sun God, drawn by seven horses and resting on twenty-four huge stone wheels. Each wheel is carved in such detail that its spokes and the shadows they cast were once used to tell the time of day.

The walls of the temple are covered with carvings of gods, dancers, musicians, animals, hunting scenes and everyday life, showing the artistic skill and imagination of the sculptors of Kalinga. The main tower, which was much taller than the surviving structure, collapsed long ago, and what we see today is mainly the hall in front of it. Sailors once called the temple the "Black Pagoda" because its dark tower served as a landmark for ships.

In 1984 UNESCO declared the Sun Temple a World Heritage Site. Every year thousands of tourists visit it, and the Konark Dance Festival held in December brings classical dancers from all over India to perform against its stone walls. Protecting the temple from salty winds, crowds and pollution is a constant challenge, and visitors must help by not touching or damaging the carvings.

Questions and answers

1. Who built the Konark temple and when?

King Narasimhadeva I of the Eastern Ganga dynasty built it in the thirteenth century.

2. Describe the design of the temple.

It is designed as a huge chariot of the Sun God, pulled by seven horses and resting on twenty-four carved stone wheels.

3. Why was it called the "Black Pagoda"?

Because sailors used its dark tower as a landmark when sailing along the coast.

4. What do the wall carvings show?

Gods, dancers, musicians, animals, hunting scenes and scenes of daily life.

5. What is the duty of visitors?

They should not touch or damage the carvings and should help protect the monument.

Vocabulary: Find words meaning (a) huge (b) fell down (c) a well-known object used to find one's way (d) people who carve stone (e) continuous, never-ending.

(a) gigantic (b) collapsed (c) landmark (d) sculptors (e) constant.

Information Transfer – More Practice

1. Bar graph described in a table: Literacy rate of a district (per cent)

Year	Male	Female
1991	62	35
2001	74	50
2011	82	64

Write a paragraph of about 80 words.

The data shows the male and female literacy rates of a district in 1991, 2001 and 2011. Both rates rose steadily over the twenty years. Male literacy increased from 62 per cent to 82 per cent, a rise of 20 points. Female literacy grew faster, from 35 per cent to 64 per cent, a rise of 29 points. As a result, the gap between men and women narrowed from 27 points to 18 points. However, women still lag behind, so more effort is needed for girls' education.

2. Pie chart in words: How a student spends 24 hours

Activity	Hours
Sleep	8
College	6
Self-study	4
Mobile/TV	3
Games and exercise	1
Other (meals, travel, chores)	2

Model answer

The chart shows how a student divides a day of 24 hours. The largest share, one-third of the day (8 hours), goes to sleep. College takes 6 hours, followed by self-study with 4 hours. Surprisingly, the student spends 3 hours on mobile phone and television, which is three times the single hour given to games and exercise. The remaining 2 hours are used for meals, travel and household work. The student could reduce screen time and spend more time on physical activity.

3. Flow chart into words: How a bill becomes law

Bill introduced in one House → discussed and passed → sent to the other House → passed → sent to the President → assent → becomes an Act (law).

Model answer

A bill is first introduced in one House of Parliament, where it is discussed and passed. It is then sent to the other House, which also discusses and passes it. After both Houses have passed it, the bill is sent to the President. When the President gives assent, the bill becomes an Act, that is, a law of the land.

Dictionary and Reference Skills – Practice

1. Arrange in alphabetical order: courage, country, council, count, cousin, courtesy.

council, count, country, courage, courtesy, cousin.

2. Arrange: preserve, present, presence, president, press, pressure.

presence, present, preserve, president, press, pressure.

3. Divide into syllables: education, beautiful, comfortable, environment, examination.

ed·u·ca·tion; beau·ti·ful; com·fort·a·ble; en·vi·ron·ment; ex·am·i·na·tion.

4. Mark the stressed syllable: photograph, photographer, photographic; record (noun), record (verb).

PHO-to-graph; pho-TO-gra-pher; pho-to-GRa-phic; RE-cord (noun); re-CORD (verb).

5. Guide words on a page are "fable" and "factory". Which of these words will be on that page: face, fact, fail, fabric, fad?

fabric, face, fact. ("fad" and "fail" come after "factory".)

6. Give the part of speech of the underlined word: (a) He gave a present. (b) She will present a report. (c) All were present.

(a) noun (b) verb (c) adjective.

7. What do these dictionary abbreviations mean: n., v.t., v.i., adj., adv., prep., conj., pl., syn., ant.?

noun, transitive verb, intransitive verb, adjective, adverb, preposition, conjunction, plural, synonym, antonym.

8. Choose the correct meaning of "bank" in: "They sat on the bank and watched the river."

The land along the side of a river (not a financial institution).

9. Give the noun, adjective and adverb forms of "decide".

Noun: decision; adjective: decisive; adverb: decisively.

10. Which letters are silent in: knife, honest, psychology, island, debt?

k in knife; h in honest; p in psychology; s in island; b in debt.

Summary Writing – Step-by-step Practice

SEVEN STEPS

1. Read the passage carefully. 2. Find the central idea and give a title. 3. Underline main points. 4. Remove examples, repetition, figures of speech and direct speech. 5. Write a rough draft in your own words, in reported form. 6. Check length (about one-third). 7. Write the fair copy with the title.

Passage: Many students believe that intelligence is fixed at birth: some people are clever and others are not, and nothing can change this. Research in psychology suggests otherwise. When people believe that ability can grow through effort, they tend to take on harder challenges, persist longer when things get difficult, and see mistakes as opportunities to learn. Those who believe ability is fixed often avoid challenges because failure would prove they are not clever. Over time, the first group improves steadily, while the second group stays where it is. Teachers can encourage the "growth mindset" by praising hard work, good strategies and persistence rather than simply calling a child "intelligent". Students, for their part, can replace the thought "I can't do this" with "I can't do this yet".

Title: Ability Can Grow

Summary: Contrary to the belief that intelligence is fixed, research shows that people who believe ability grows with effort accept challenges, persist and learn from mistakes, and so improve steadily, while those with a fixed view avoid challenges and stagnate. Teachers should praise effort and strategy, and students should think of difficulties as temporary.

Passage: Festivals are an important part of Indian life. They bring families together, as members working in distant places return home. They give people a break from the routine of work and fill life with colour, music and food. Festivals also keep alive our traditions, crafts and art forms; the potters who make lamps for Diwali and the artists who build pandals for Durga Puja depend on them for their livelihood. In recent years, however, some celebrations have become noisy and wasteful. Loud music, firecrackers and the immersion of painted idols in rivers pollute the environment. We can enjoy festivals fully while celebrating in eco-friendly ways, such as using clay idols, limiting noise and avoiding plastic decorations.

Title: Festivals – Joy with Responsibility

Summary: Festivals unite families, break the monotony of daily life, keep traditions alive and support artisans. But some celebrations now cause noise and water pollution. We should celebrate in eco-friendly ways, such as using clay idols, controlling noise and avoiding plastic.

WRITING SKILLS – MODEL ANSWERS

English · +2 2nd Year · Letters, applications, CV, reports, notices, essays, dialogues, stories

MARKS GO TO

correct format (layout, salutation, subscription), relevant content covering all given points, organisation into paragraphs, and accuracy of language. A short, correct, well-arranged answer earns more than a long careless one. Do not write your real name or address in the exam; use "ABC" or the name given in the question.

Formal Letters

Format of a formal letter

Part	What to write
Sender's address and date	Top left (or as given). Date in full: 15 March 2026.
Receiver's designation and address	The Editor / The Principal / The Manager, with full address.
Subject	One line stating the purpose.
Salutation	Sir / Madam / Dear Sir.
Body	Paragraph 1: purpose. Paragraph 2: details. Paragraph 3: request/ expectation.
Complimentary close	Yours faithfully (formal), Yours sincerely (semi-formal).
Signature and name	Signature, name, (designation/class/roll no.)

1. Write a letter to the Editor of a newspaper about the poor condition of roads in your locality.

Ward No. 7, Old Town
Bhubaneswar
10 August 2026

The Editor
The Daily Herald
Bhubaneswar

Subject: Poor condition of roads in Old Town

Sir,

Through the columns of your esteemed newspaper, I wish to draw the attention of the authorities to the terrible condition of the roads in Ward No. 7, Old Town.

The main road connecting our area to the bus stand is full of deep potholes. During the monsoon these fill with water, and it is impossible to know how deep they are. Two-wheeler riders fall regularly, and last week a schoolboy was seriously injured. Auto-rickshaw drivers refuse to come to our locality, and ambulances take a long time to reach patients. Drains along the road are blocked, so dirty water flows onto the road, causing a foul smell and breeding mosquitoes.

I request the Municipal Corporation to repair the road immediately, clear the drains and ensure regular maintenance. Publishing this letter will, I hope, bring quick action.

Yours faithfully,
Ramesh Sahu

2. Write a letter to the Station Master complaining about the loss of your luggage on a train journey.

Plot No. 12, Shanti Nagar
Cuttack
2 June 2026

The Station Master
Cuttack Railway Station
Cuttack

Subject: Loss of luggage in train journey

Sir,

I wish to report the loss of my suitcase during my journey from Howrah to Cuttack by train on 1 June 2026. I was travelling in coach S5, berth 34, on a confirmed ticket (PNR details enclosed).

The suitcase was a dark blue trolley bag with my name tag. It contained clothes, my college certificates and some books. I had chained it under my berth, but when I woke near Balasore, the chain had been cut and the bag was missing. I informed the TTE, who advised me to report at the destination.

I request you to register my complaint, inform the Railway Protection Force, and take steps to trace the bag. The certificates are very important for my admission. I shall be grateful for early action.

Yours faithfully,
Priya Mohanty

3. Write a letter to the Manager of a company placing an order for books for your college library.

The Librarian
XYZ Higher Secondary School
Balangir
5 July 2026

The Manager
Kalinga Book House
Cuttack

Subject: Order for books

Sir,

Please supply the following books to our college library at the earliest:

1. An English Dictionary (latest edition) — 5 copies
2. A Practical English Grammar — 10 copies
3. Selected Short Stories of R.K. Narayan — 5 copies
4. A General Knowledge Yearbook 2026 — 10 copies
5. Wings of Fire by A.P.J. Abdul Kalam — 5 copies

Kindly allow the usual discount for educational institutions and send the books by registered parcel. Please ensure that the books are not damaged. Payment will be made by bank transfer on receipt of the books along with the bill.

Yours faithfully,
(Librarian)

4. Write a letter to the Collector requesting relief for a flood-affected village.

Village Haripur, PO Rajkanika

Kendrapara

14 September 2026

The Collector

Kendrapara

Subject: Request for relief for flood victims of Haripur

Sir,

I write on behalf of the people of Haripur village, which has been badly hit by floods after the breach of the river embankment on 11 September.

Nearly all houses are under water, and about four hundred families have taken shelter on the embankment and in the school building. They have no dry food, drinking water or medicines. Children and old people are suffering from fever and diarrhoea. Our crops have been completely destroyed and many cattle have drowned.

I earnestly request you to send relief materials — food, drinking water, tarpaulin and medicines — and a medical team immediately. I also request that the embankment be repaired and a survey of crop loss be conducted for compensation.

Yours faithfully,

Sarpanch, Haripur Gram Panchayat

Job Applications and Curriculum Vitae (CV)

TWO PARTS

A job application usually has (1) a covering letter, which explains which job you are applying for and why you are suitable, and (2) a CV or bio-data, which lists your details in a clear table or list.

5. Write an application for the post of a Computer Operator in response to an advertisement, with a CV.**Covering letter**

Plot 45, Saheed Nagar
Bhubaneswar
20 May 2026

The Managing Director
Odisha Tech Solutions Pvt. Ltd.
Bhubaneswar

Subject: Application for the post of Computer Operator

Sir,

In response to your advertisement in *The Daily Herald* of 18 May 2026, I wish to apply for the post of Computer Operator in your company.

I have passed the +2 Science examination of CHSE, Odisha, with first division and have completed a one-year Diploma in Computer Applications. I can type 40 words per minute in English and am familiar with word processing, spreadsheets, presentations and internet use. I have six months' experience as a data entry assistant in a local bank branch.

I am hard-working, punctual and willing to learn. If given an opportunity, I shall work with sincerity. My CV is enclosed for your consideration. I shall be happy to appear for an interview at your convenience.

Yours faithfully,
Anita Behera
Encl.: CV and copies of certificates

CURRICULUM VITAE

Name	Anita Behera
Father's name	Sri Prakash Behera
Date of birth	12 January 2007
Address	Plot 45, Saheed Nagar, Bhubaneswar
Phone / Email	(as given)
Educational qualifications	HSC (BSE Odisha) 2023 – 78%; +2 Science (CHSE Odisha) 2025 – 72%
Technical qualification	Diploma in Computer Applications (1 year)
Skills	Typing 40 wpm; MS Office; internet; basic accounting software
Experience	6 months, data entry assistant, a bank branch
Languages known	Odia, English, Hindi
Hobbies	Reading, drawing
References	(1) Principal, of her college (2) Branch Manager, of the bank

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

Place: Bhubaneswar Date: 20 May 2026 Signature

6. Write an application to the Principal for a college leaving certificate (CLC).

To

The Principal

XYZ Higher Secondary School, Puri

Subject: Application for College Leaving Certificate

Madam,

I beg to state that I have appeared in the +2 Arts Annual Examination of CHSE, Odisha, held in March 2026 from your college. I wish to take admission in a degree college in Bhubaneswar, where a College Leaving Certificate and Conduct Certificate are required.

I have cleared all my dues to the college and the library. Kindly issue me the CLC and Conduct Certificate at the earliest.

Yours obediently,

Sanjay Das

+2 2nd Year Arts, Roll No. 45

Date: 2 May 2026

7. Write an application to the Principal requesting a free studentship (fee concession).

To
The Principal
XYZ Higher Secondary School, Jajpur

Subject: Prayer for free studentship

Sir,

With due respect, I beg to state that I am a student of +2 2nd Year Science of your college. My father is a small farmer, and this year our crops were destroyed in the cyclone. He has to support a family of six and finds it very difficult to pay my college fees.

I have always been a sincere student and secured 82% marks in the 1st Year examination. I also take part in NSS activities. I pray that you kindly grant me free studentship for this session so that I can continue my studies.

Yours obediently,
Bikash Nayak
+2 2nd Year Science, Roll No. 12
Date: 10 July 2026

Personal Letters

8. Write a letter to your younger brother advising him to make good use of time.

Hostel No. 2, Ravenshaw campus

Cuttack

8 August 2026

Dear Rohan,

I received your letter yesterday and was happy to know that everyone at home is well. But I was a little worried when Mother wrote that you are spending many hours on your mobile phone and neglecting your studies.

Dear brother, time is the most precious thing we have. Money lost can be earned again, but time lost never returns. You are now in Class Nine, and this is the age when the foundation of your future is laid. Make a timetable for each day, giving fixed hours to study, play, rest and entertainment. Use your phone only after finishing your homework, and keep it away while studying. Get up early, revise each day's lessons the same day, and read a newspaper for general knowledge.

I am sure you will follow my advice. Give my respects to our parents.

With love,

Your affectionate sister,

Smita

9. Write a letter to your friend describing a visit to Chilika Lake.

Berhampur

12 January 2026

Dear Asha,

I hope you are well. I want to share with you the wonderful time I had last Sunday at Chilika Lake, where our college took us on an educational tour.

We reached Satapada early in the morning and boarded a motor boat. The lake looked like a sea, stretching to the horizon, with fishermen's boats scattered on the water.

After some time our boatman shouted, and we saw a group of Irrawaddy dolphins rising and diving gracefully. Everyone clapped with joy. Later we went near the place where the lake meets the Bay of Bengal, and walked on the soft sand. Our teacher told us that in winter lakhs of migratory birds come to Nalabana bird sanctuary in Chilika from faraway countries.

We had a delicious lunch of rice and fish and returned in the evening, tired but happy. You must visit Chilika with your family some day.

Yours lovingly,

Meera

Reports

10. Write a report for your college magazine on the celebration of Annual Sports Day.

ANNUAL SPORTS DAY CELEBRATED WITH ENTHUSIASM

By Rajat Kumar, Sports Secretary

The Annual Sports Day of our college was held on 15 January 2026 on the college playground. The District Sports Officer was the chief guest.

The programme began at 9 a.m. with the hoisting of the college flag and a march past by the four houses, led by the NCC band. The chief guest declared the meet open by releasing balloons. Students took part in about thirty events, including 100-metre and 400-metre races, long jump, high jump, shot put, relay race and kabaddi. The sack race and the slow cycle race caused much laughter among spectators. The staff members also took part in a tug-of-war.

Subhashree Pradhan of +2 2nd Year was declared the best athlete among girls and Arjun Majhi among boys. Netaji House won the overall championship. In his speech, the chief guest praised the discipline of the students and urged them to make exercise a daily habit. The Principal gave away the prizes, and the programme ended with the national anthem.

11. Write a newspaper report on a blood donation camp organised by the NSS unit of your college.

NSS UNIT ORGANISES BLOOD DONATION CAMP

By a Staff Reporter

Sambalpur, 1 October: The NSS unit of a local higher secondary college organised a voluntary blood donation camp on its campus today, on the occasion of National Voluntary Blood Donation Day.

The camp was conducted in collaboration with the blood bank of the district headquarters hospital. A team of doctors and technicians checked the donors' health before collecting blood. In all, 85 units of blood were collected from students above eighteen years, teachers and local residents. Several first-time donors said they felt proud to help save lives. Refreshments and certificates were given to all donors. Speaking on the occasion, the medical officer said that one unit of blood can help save up to three lives and that blood banks face shortages in summer. The Principal thanked the volunteers and announced that the college would hold such a camp every year.

12. Write a business report to the Managing Director on the falling sales of a soft drink in your region.

REPORT ON DECLINE IN SALES OF "FRESHFIZZ" - COASTAL REGION

To: The Managing Director

From: Regional Sales Manager, Coastal Odisha

Date: 30 June 2026

Subject: Decline in sales during April–June 2026

1. Introduction: As instructed, I have studied why sales of FreshFizz in the coastal region fell by about 20 per cent in the last quarter compared with the same period last year.

2. Findings: (a) A competing brand launched a similar drink at a lower price with attractive offers. (b) Our advertising was limited to newspapers, while young customers mainly use social media. (c) Many retailers complained of late deliveries during the peak summer months. (d) Customers increasingly prefer drinks with less sugar.

3. Conclusion: The decline is due to price competition, weak advertising, supply problems and changing tastes, not to poor product quality.

4. Recommendations: (a) Introduce a smaller, cheaper pack. (b) Advertise on social media and at college festivals. (c) Add two delivery vans for summer. (d) Launch a low-sugar variant.

Signed: Regional Sales Manager

Notices, Advertisements and Messages

NOTICE FORMAT

Name of institution → NOTICE → date → heading → body (what, when, where, who may participate, whom to contact) → name and designation of the issuing person.

Keep it within 50–60 words and put it in a box.

13. Notice: Inter-college debate competition

XYZ HIGHER SECONDARY SCHOOL, ANGUL

NOTICE

12 November 2026

Inter-college Debate Competition

Students are informed that an inter-college debate competition will be held in the college auditorium on 25 November 2026 at 11 a.m. The topic is "Social media does more harm than good". Interested students may give their names to the undersigned by 18 November. Two speakers will be selected after a preliminary round.

Secretary, Debating Society

14. Notice: Lost and found

NOTICE - LOST

5 August 2026

A black wallet containing my college identity card, a library card and some money was lost on the college playground on 4 August between 3 p.m. and 5 p.m. The finder is requested to return it to the undersigned or to the college office. A suitable reward will be given.

Sunita Patra, +2 1st Year Commerce

15. Classified advertisement: Room for rent

TO LET – Furnished single room with attached bathroom, near Master Canteen Square, Bhubaneswar. Suitable for working woman or student. Water and electricity 24 hours. Rent Rs 5,000 per month. Contact: owner, by phone between 10 a.m. and 6 p.m.

16. Message: You took a phone call for your father from his friend Mr Rao who said the meeting tomorrow is cancelled. Write a message.

Monday, 7 p.m.

Papa,

Mr Rao called at 6:30 p.m. He said that tomorrow's meeting at the club has been cancelled because the chairman is unwell. The new date will be informed later. He asked you to call him back after 9 p.m.

Ravi

Essays (about 250 words)

17. The Importance of Trees (outline: gifts of trees - environment - economy - deforestation - need for planting - conclusion)

The Importance of Trees

Trees are among the greatest gifts of nature to mankind. From the moment we are born to the end of our lives, we depend on them in countless ways. They give us oxygen, food, wood, medicines, shade and beauty.

The role of trees in protecting the environment is vital. They absorb carbon dioxide and release oxygen, keeping the air fresh. Their roots bind the soil and prevent erosion and floods. Forests bring rainfall and keep the climate cool. Trees are home to birds, insects and animals, supporting a rich variety of life. Along the coast, trees and mangroves reduce the fury of cyclones.

Trees also support the economy. Timber, fruits, gum, resin, bamboo and kendu leaves provide income to millions of people, especially tribal communities in Odisha. Many medicines are made from plants.

Unfortunately, trees are being cut down rapidly for roads, buildings, mining and farming. Deforestation causes soil erosion, droughts, floods, rising temperatures and loss of wildlife.

We must therefore plant more trees and protect existing forests. Programmes like Van Mahotsav encourage tree planting, but planting is not enough; saplings must be cared for until they grow. Students can plant trees on birthdays and look after them.

In conclusion, trees are our true friends. If we save trees, trees will save us. Every one of us should plant at least one tree and nurture it.

18. Mobile Phones and Students (outline: popularity – uses for learning – harmful effects – balanced use – conclusion)

Mobile Phones and Students

The mobile phone has become an inseparable part of modern life. Today, even in villages, most students own or use a smartphone. It is no longer only a device for making calls; it is a camera, a library, a classroom and an entertainment centre in one. Used properly, the mobile phone is a powerful learning tool. Students can watch educational videos, read e-books, check the meaning of words, attend online classes and contact teachers. During the pandemic, mobile phones kept education alive. Government apps provide scholarships, admission information and results quickly. But excessive use has serious harmful effects. Many students spend hours on social media, games and short videos, wasting precious study time. Late-night use disturbs sleep, harms the eyes and causes headaches. Constant notifications reduce concentration. Some students become addicted and feel restless without their phone. There are also dangers of cyberbullying, fraud and exposure to harmful content. The solution is not to ban mobile phones but to use them wisely. Students should fix screen time, keep phones away while studying and sleeping, and use them mainly for learning. Parents and teachers should guide them and set an example. In conclusion, the mobile phone is a good servant but a bad master. If students control it, it can help them succeed; if it controls them, it can ruin their future.

19. Disaster Management in Odisha (outline: Odisha's vulnerability - 1999 super cyclone - lessons learnt - preparedness measures - role of people - conclusion)

Disaster Management in Odisha

Odisha, with its long coastline on the Bay of Bengal, is one of the most disaster-prone states of India. Cyclones, floods, droughts, heat waves and lightning strike it frequently.

The super cyclone of October 1999 was the worst disaster in the state's memory. It took about ten thousand lives and destroyed houses, crops and trees across the coastal districts. The tragedy exposed the lack of shelters, warning systems and trained rescue teams.

Odisha learnt from this tragedy. The Odisha State Disaster Management Authority was set up, and the Odisha Disaster Rapid Action Force (ODRAF) was trained. Hundreds of multipurpose cyclone shelters were built along the coast. Early warning systems, sirens and mobile alerts now reach villages in time. Before cyclones like Phailin (2013) and Fani (2019), lakhs of people were evacuated to safe places, and the loss of life was kept very low. This approach has been praised by the United Nations and other international bodies.

People's participation is the key to this success. Village volunteers, women's self-help groups, teachers and youth help in evacuation, running shelters and distributing relief. Mock drills prepare communities in advance.

In conclusion, Odisha has shown that while disasters cannot be prevented, their damage can be greatly reduced through preparedness, technology and community spirit.

Dialogue Writing

20. Write a dialogue between a student and a librarian about borrowing books.

Student: Good morning, madam. I would like to borrow some books.

Librarian: Good morning. Do you have your library card?

Student: Yes, here it is.

Librarian: Which books do you need?

Student: I need a book on English grammar and a collection of short stories by R.K. Narayan.

Librarian: The grammar books are on shelf C. Narayan's stories are on the fiction rack. You can take two books at a time.

Student: For how many days can I keep them?

Librarian: Fourteen days. After that there is a fine of two rupees per day.

Student: I will return them in time. Can I renew them if I need more time?

Librarian: Yes, if no one else has reserved them.

Student: Thank you very much, madam.

21. Write a dialogue between two friends about choosing a career after +2.

Rahul: Hi Pooja, have you decided what to do after the +2 exams?

Pooja: I am thinking of studying nursing. I like caring for people, and there is a good demand for nurses.

Rahul: That's a noble profession. I am confused between engineering and a degree in commerce.

Pooja: What do you enjoy more — solving machines and maths problems, or dealing with accounts and business?

Rahul: Honestly, I enjoy accounts and I like the idea of starting my own business one day.

Pooja: Then commerce may suit you better. You could also do a course in chartered accountancy later.

Rahul: You're right. My parents want me to do engineering, though.

Pooja: Talk to them calmly. Also meet our career counsellor; she can explain the options and your aptitude.

Rahul: Good idea. Thanks, Pooja. Let's both work hard for the exams first.

Story Writing from Outlines

22. Outline: A poor boy finds a purse with money - owner is a merchant - boy returns it - merchant offers reward - boy refuses - merchant pays for his education - boy becomes a doctor - moral.

Honesty Rewarded

Gopal was a poor boy who sold newspapers at the bus stand of a small town. His father had died, and he helped his mother run the house. One evening, while picking up his papers, he found a leather purse lying near a bench. Inside were several thousand rupees and a visiting card.

Gopal's heart beat fast. With that money his mother could repair their leaking roof. But he remembered her words: "What is not yours will never bring you peace." He went to the address on the card. It was the house of a rich merchant, who was searching anxiously for his purse.

When Gopal handed it to him, the merchant counted the money and found it all there. Surprised, he offered the boy a reward of a thousand rupees. Gopal politely refused. "I only did my duty, sir," he said.

The merchant was deeply moved. He asked about Gopal's family and learnt that the boy wanted to study but could not afford it. He decided to pay for his education. Gopal studied hard and, years later, became a doctor who treated the poor free of charge.

Moral: Honesty is the best policy.

23. Outline: A girl in a village - no school nearby - walks 5 km daily - faces difficulties - passes with distinction - becomes teacher - opens school in village.

The Girl Who Walked to School

In a small tribal village in the hills of Kandhamal lived a girl named Lalita. There was no school in her village, and the nearest one was five kilometres away across a stream and a forest path. Many girls of the village had given up studies, but Lalita was determined to learn.

Every morning she woke before dawn, finished household work, and walked to school with her books in a cloth bag. In the rainy season the stream rose and she had to wait for it to fall; sometimes she reached school wet and late. Some villagers laughed and said a girl did not need education. But her mother supported her quietly.

Lalita studied by the light of a lamp at night. In the board examination she passed with distinction, and her name appeared in the local newspaper. She went on to college with a scholarship and became a teacher.

When she returned to her village as a young teacher, she started a small school in a room of the panchayat office. Soon children, especially girls, came eagerly. The villagers who had once laughed now came to thank her.

Moral: Where there is a will, there is a way.

Paragraph Bank (about 120 words each)

24. My Favourite Teacher

My favourite teacher is Mr Sahoo, who teaches us English. He is simple, punctual and always well prepared. What I like most is his way of teaching: he explains difficult lessons with stories from daily life, so that even weak students understand. He encourages us to speak English in class without fear of mistakes, and he corrects us gently. He knows every student by name and notices when someone is worried. When I lost my father last year, he spoke to me after class and helped me with books and notes. He also organises debates and quiz competitions. Mr Sahoo has taught me not only English but also kindness and self-confidence. I hope to become a teacher like him.

25. Cleanliness

Cleanliness is next to godliness. A clean body, a clean home and a clean environment keep us healthy and happy. Dirt breeds flies and mosquitoes, which spread diseases like diarrhoea, malaria and dengue. The Swachh Bharat Mission has made people more aware of the need for toilets, proper garbage disposal and clean streets. But cleanliness cannot be achieved by the government alone. Each of us must stop throwing litter on roads, separate wet and dry waste, and keep our classrooms and campuses clean. Students can organise cleanliness drives in their localities. If every citizen accepts this small responsibility, our towns and villages will become clean, healthy and beautiful places to live in.

26. Value of Games and Sports

Games and sports are as important as studies for the all-round development of a student. They keep the body fit, strengthen the muscles and improve blood circulation. Regular play refreshes the mind and reduces stress, so that students study better. Sports also build character: they teach discipline, teamwork, patience, leadership and the ability to accept defeat gracefully. A good player learns to respect rules and rivals. Today sports also offer careers and bring glory to the nation, as shown by Indian athletes at international events. Every college should provide good playgrounds and coaches, and every student should take part in at least one game daily.

GRAMMAR – EXERCISES WITH ANSWERS

English · +2 2nd Year · Tenses, voice, narration, transformation, clauses, prepositions, articles, modals, error correction, idioms

HOW TO PRACTISE

Cover the answer, write your own, then check. Mark every mistake and read the rule again. Ten minutes of grammar practice every day is better than three hours just before the exam.

1. Tenses

Tense	Form	Signal words
Simple present	V1 / V1+s	always, usually, every day, often
Present continuous	am/is/are + V-ing	now, at present, look, listen
Present perfect	has/have + V3	just, already, yet, ever, never, since, for
Present perfect continuous	has/have been + V-ing	since, for (action still going on)
Simple past	V2	yesterday, ago, last year, in 2020
Past continuous	was/were + V-ing	when, while (action in progress)
Past perfect	had + V3	before, after, by the time (earlier past)
Simple future	will/shall + V1	tomorrow, next week, soon

Exercise A: Fill in the blanks with the correct form of the verb.

1. The sun ___ (rise) in the east. → **rises**
2. Look! The children ___ (play) in the rain. → **are playing**
3. I ___ (not see) him since Monday. → **have not seen**
4. She ___ (live) in Cuttack for ten years and still lives there. → **has been living**
5. We ___ (visit) Konark last winter. → **visited**
6. While I ___ (read), the light went off. → **was reading**
7. The train ___ (leave) before we reached the station. → **had left**
8. If it rains, the match ___ (be) cancelled. → **will be**
9. He ___ (just finish) his work. → **has just finished**
10. By the time the doctor came, the patient ___ (die). → **had died**
11. Water ___ (boil) at 100 °C. → **boils**
12. They ___ (watch) TV when I called them. → **were watching**
13. I ___ (know) her for years. → **have known**
14. My father ___ (go) to office every day at nine. → **goes**
15. Next year she ___ (join) college. → **will join**

COMMON TENSE ERRORS

"I am knowing him" is wrong — verbs of knowing, liking and possessing (know, like, love, want, own, belong, understand) are usually not used in the continuous form: "I know him." Do not use the present perfect with a definite past time: "I have seen him yesterday" is wrong; say "I saw him yesterday."

2. Active and Passive Voice

Exercise B: Change into passive voice.

1. The farmer ploughs the field. → The field is ploughed by the farmer.
2. She is cooking dinner. → Dinner is being cooked by her.
3. They have built a new bridge. → A new bridge has been built by them.
4. The police arrested the thief. → The thief was arrested by the police.
5. The workers were repairing the road. → The road was being repaired by the workers.
6. Someone had stolen my bicycle. → My bicycle had been stolen.
7. We will celebrate the festival. → The festival will be celebrated by us.
8. You should respect your elders. → Your elders should be respected.
9. Shut the window. → Let the window be shut.
10. Please help me. → You are requested to help me.
11. Did he write this letter? → Was this letter written by him?
12. Who broke the glass? → By whom was the glass broken?
13. Why did you beat the dog? → Why was the dog beaten by you?
14. People say that he is honest. → It is said that he is honest. / He is said to be honest.
15. The teacher gave me a book. → I was given a book by the teacher. / A book was given to me by the teacher.
16. They elected him captain. → He was elected captain.
17. One must keep one's promises. → Promises must be kept.
18. Do not insult the poor. → Let the poor not be insulted.

Exercise C: Change into active voice.

1. The letter was posted by Ravi. → Ravi posted the letter.
2. English is spoken all over the world. → People speak English all over the world.
3. The work has been completed. → Somebody has completed the work.
4. By whom was this picture painted? → Who painted this picture?
5. He was made king by the people. → The people made him king.
6. The thief was being chased by the dogs. → The dogs were chasing the thief.

REMEMBER

Only transitive verbs (verbs with objects) have a passive form. "He sleeps" cannot be changed. Pronoun objects change form: me → I, him → he, them → they, us → we.

3. Direct and Reported Speech – Extra Practice

Exercise D: Change into reported speech.

1. Rita said, "I am tired." → Rita said that she was tired.
2. He said to me, "I have finished my work." → He told me that he had finished his work.
3. She said, "I saw a tiger yesterday." → She said that she had seen a tiger the previous day.
4. The boy said, "I will come tomorrow." → The boy said that he would come the next day.
5. Father said, "Honesty is the best policy." → Father said that honesty is the best policy.
6. He said to her, "Are you coming with me?" → He asked her if she was coming with him.
7. The stranger said to me, "Where is the post office?" → The stranger asked me where the post office was.
8. The teacher said to the students, "Do not make a noise." → The teacher told the students not to make a noise.
9. She said to her mother, "Please let me go to the fair." → She requested her mother to let her go to the fair.
10. He said, "Alas! I have lost my purse." → He exclaimed sadly that he had lost his purse.
11. "Let us go for a walk," said Mohan. → Mohan proposed that they should go for a walk.
12. The captain said, "Well done, boys!" → The captain applauded the boys, saying that they had done well.
13. He said, "May God bless you, my son." → He prayed that God might bless his son.
14. "Can you lend me your pen?" she asked me. → She asked me if I could lend her my pen.
15. He said, "I was reading when you came." → He said that he had been reading when I had come.

Exercise E: Change into direct speech.

1. He told me that he was ill. → He said to me, "I am ill."
2. She asked me where I was going. → She said to me, "Where are you going?"
3. The officer ordered the soldiers to march. → The officer said to the soldiers, "March."
4. He asked if I liked tea. → He said to me, "Do you like tea?"

4. Transformation of Sentences

(a) Simple, compound and complex

A **simple** sentence has one finite verb (one clause). A **compound** sentence joins two or more main clauses with and, but, or, so, yet. A **complex** sentence has one main clause and at least one subordinate clause (beginning with that, who, which, when, because, if, although and so on).

Exercise F: Transform as directed.

1. Being ill, he could not attend college. (complex) → As he was ill, he could not attend college.
2. He worked hard and passed. (simple) → By working hard, he passed. / Working hard, he passed.
3. Although he is poor, he is honest. (compound) → He is poor but he is honest.
4. In spite of his illness, he came. (complex) → Although he was ill, he came.
5. He confessed his fault. (complex) → He confessed that he was at fault.
6. I know the place of his birth. (complex) → I know where he was born.
7. Work hard or you will fail. (complex) → If you do not work hard, you will fail. / Unless you work hard, you will fail.
8. The boy who stood first got a prize. (simple) → The boy standing first got a prize.
9. He is too weak to walk. (complex) → He is so weak that he cannot walk.
10. She was so tired that she could not work. (simple) → She was too tired to work.
11. On seeing the police, the thief ran away. (compound) → The thief saw the police and ran away.
12. He must work hard to win the prize. (complex) → He must work hard so that he may win the prize.

(b) Degrees of comparison

Exercise G: Change the degree without changing the meaning.

1. Mount Everest is the highest peak in the world. → No other peak in the world is as high as Mount Everest. (positive) / Mount Everest is higher than any other peak in the world. (comparative)
2. Gold is more precious than silver. → Silver is not as precious as gold.
3. Very few cities in India are as big as Mumbai. → Mumbai is bigger than most other cities in India. / Mumbai is one of the biggest cities in India.
4. Ravi is not so tall as Hari. → Hari is taller than Ravi.
5. Kalidas is one of the greatest poets. → Kalidas is greater than most other poets. / Very few poets are as great as Kalidas.

(c) Affirmative, negative, interrogative, exclamatory

Exercise H: Transform as directed.

1. Only a fool would say so. (negative) → None but a fool would say so.
2. He is always late. (negative) → He is never on time.

3. Everybody loves his country. (interrogative) → Who does not love his country?
4. It is useless to cry over spilt milk. (interrogative) → What is the use of crying over spilt milk?
5. What a beautiful flower it is! (assertive) → It is a very beautiful flower.
6. I wish I were young again. (exclamatory) → Oh, that I were young again!
7. As soon as he saw me, he ran away. (No sooner) → No sooner did he see me than he ran away.
8. He is not only clever but also hard-working. (as well as) → He is hard-working as well as clever.

5. Clauses

Clause	Function	Example
Noun clause	works as a noun (subject, object, complement)	I know <u>that he is honest</u> .
Adjective (relative) clause	describes a noun	This is the house <u>where I was born</u> .
Adverb clause	tells time, place, reason, condition, purpose, result, contrast	<u>When the bell rang</u> , the students left.

Exercise I: Identify the underlined clause and its function.

1. What he said was true. → Noun clause, subject of "was".
2. The man who helped me is a doctor. → Adjective clause, qualifying "man".
3. I will wait until you return. → Adverb clause of time.
4. He ran fast so that he might catch the bus. → Adverb clause of purpose.
5. Although it was raining, we went out. → Adverb clause of concession (contrast).
6. I don't know why she left. → Noun clause, object of "know".
7. This is the reason why he failed. → Adjective clause, qualifying "reason".
8. If you work hard, you will succeed. → Adverb clause of condition.
9. He was so tired that he fell asleep. → Adverb clause of result.
10. Go where you like. → Adverb clause of place.

Exercise J: Join using relative pronouns (who, whom, whose, which, that).

1. I met a girl. She was from Puri. → I met a girl who was from Puri.
2. This is the boy. His father is a pilot. → This is the boy whose father is a pilot.
3. The pen is lost. I bought it yesterday. → The pen which I bought yesterday is lost.
4. The man is my uncle. You saw him at the station. → The man whom you saw at the station is my uncle.
5. Bhubaneswar is a city. It is called the Temple City. → Bhubaneswar is a city which is called the Temple City.

6. Prepositions and Articles

Exercise K: Fill in with suitable prepositions.

1. He is good ___ mathematics. → **at**
2. She is fond ___ music. → **of**
3. I have been waiting ___ two hours. → **for**
4. He has been ill ___ Monday. → **since**
5. The cat jumped ___ the table. → **onto / on**
6. Divide the sweets ___ the two brothers. → **between**
7. Divide the sweets ___ the five children. → **among**
8. He died ___ cholera. → **of**
9. She is married ___ a doctor. → **to**
10. Do not laugh ___ the poor. → **at**
11. He insisted ___ going alone. → **on**
12. The train arrived ___ time. → **on**
13. I prefer tea ___ coffee. → **to**
14. She congratulated me ___ my success. → **on**
15. He is senior ___ me. → **to**
16. I was born ___ 2008 ___ a small village. → **in, in**
17. We will meet ___ Friday ___ 5 p.m. → **on, at**
18. He is accused ___ theft. → **of**
19. Wait ___ me ___ the gate. → **for, at**
20. She is different ___ her sister. → **from**

Exercise L: Fill in with a, an or the (or put a cross where no article is needed).

1. He is ___ honest man. → **an**
2. She is ___ European. → **a** (sound "yu")
3. ___ Mahanadi is ___ longest river of Odisha. → **The, the**
4. I saw ___ one-eyed man. → **a** (sound "wun")
5. ___ sun rises in ___ east. → **The, the**
6. He wants to become ___ MLA. → **an** (sound "em")
7. ___ honesty is ___ best policy. → **×, the**
8. She plays ___ violin, and he plays ___ cricket. → **the, ×**
9. ___ rich should help ___ poor. → **The, the**
10. I bought ___ umbrella and ___ uniform. → **an, a**
11. He goes to ___ school by ___ bus. → **×, ×**
12. ___ Ramayana is ___ great epic. → **The, a**

7. Modals

Modal	Use	Example
can / could	ability; permission (informal); polite request	She can swim. Could you help me?
may / might	permission (formal); possibility	May I come in? It might rain.
must	necessity; strong duty; logical certainty	You must wear a helmet. He must be tired.
should / ought to	advice; moral duty	You should respect elders.
need not	no necessity	You need not come tomorrow.
would	past habit; polite request; condition	He would walk every morning.
shall	offer or suggestion (with I/we)	Shall I open the window?
used to	past habit no longer true	I used to play kabaddi.

Exercise M: Fill in with suitable modals.

- ___ I borrow your book? → **May**
- You ___ not shout in the library. → **must**
- He ___ speak four languages. → **can**
- You look pale. You ___ see a doctor. → **should**
- It is cloudy; it ___ rain. → **may / might**
- You ___ not hurry; we have enough time. → **need**
- When I was a child, I ___ climb trees. → **used to / would**
- ___ we start now? → **Shall**
- We ___ to obey the laws of the land. → **ought**
- She ___ have reached by now; she left at noon. → **must**

8. Error Correction

Exercise N: Correct the following sentences.

1. He is senior than me. → He is senior **to** me.
2. One of my friend is a doctor. → One of my **friends** is a doctor.
3. The news are good. → The news **is** good.
4. He has gone to Delhi yesterday. → He **went** to Delhi yesterday.
5. I am living here since 2015. → I **have been living** here since 2015.
6. She did not knew the answer. → She did not **know** the answer.
7. Each of the boys have a book. → Each of the boys **has** a book.
8. He gave me many advices. → He gave me **much advice / many pieces of advice**.
9. Neither he nor I are guilty. → Neither he nor I **am** guilty.
10. I prefer coffee than tea. → I prefer coffee **to** tea.
11. The furnitures are new. → The **furniture is** new.
12. He is more cleverer than his brother. → He is **cleverer** than his brother.
13. Let he go. → Let **him** go.
14. I have a bad news. → I have **bad news / a piece of bad news**.
15. Unless you do not work hard, you will fail. → Unless you work hard, you will fail.
16. Although he is poor but he is honest. → Although he is poor, he is honest.
17. She is one of the best student in the class. → She is one of the best **students** in the class.
18. He discussed about the problem. → He discussed the problem.
19. The police has arrested the thief. → The police **have** arrested the thief.
20. My brother-in-laws live in Puri. → My **brothers-in-law** live in Puri.
21. Mathematics are my favourite subject. → Mathematics **is** my favourite subject.
22. He returned back home. → He returned home.
23. I did not went to school. → I did not **go** to school.
24. She is elder than me. → She is **older** than I (am). (elder is used before a noun: my elder sister)
25. Hardly he had reached when it rained. → Hardly **had he** reached when it rained.

CHECK-LIST FOR ERROR SPOTTING

subject-verb agreement; tense with time words; uncountable nouns (advice, news, information, furniture, luggage, equipment have no plural); preposition after senior/junior/prefer (to); double comparatives; "although ... but" and "unless ... not" (never together); pronoun case after let/between (him, me); inversion after hardly/no sooner/never.

9. Idioms, Phrasal Verbs and Vocabulary

Idiom	Meaning	Sentence
a bolt from the blue	sudden, unexpected event	The news of his accident was a bolt from the blue.
at sixes and sevens	in confusion	After the storm, everything was at sixes and sevens.
to burn the midnight oil	to study or work late at night	Before exams, students burn the midnight oil.
a red-letter day	a memorable, happy day	The day I got my result was a red-letter day.
to turn over a new leaf	to change one's behaviour for the better	After failing, he turned over a new leaf.
to hit the nail on the head	to say exactly the right thing	You hit the nail on the head with that answer.
once in a blue moon	very rarely	He visits us once in a blue moon.
a white elephant	costly but useless possession	The unused stadium is a white elephant.
to beat about the bush	to avoid the main point	Stop beating about the bush and tell the truth.
in hot water	in trouble	He is in hot water for cheating.
to see eye to eye	to agree fully	The brothers do not see eye to eye on politics.
to keep one's fingers crossed	to hope for a good result	I am keeping my fingers crossed for the result.
to cry over spilt milk	to regret what cannot be changed	The match is lost; don't cry over spilt milk.
by leaps and bounds	very rapidly	Our town has grown by leaps and bounds.
a piece of cake	very easy	The first question was a piece of cake.

Exercise O: Phrasal verbs - choose the right particle.

- The meeting was called ___ (off/up) due to rain. → **off**
- Please look ___ (after/into) my bag for a minute. → **after**
- The police are looking ___ (into/for) the case. → **into**
- He took ___ (after/off) his father in looks. → **after**
- The plane took ___ (off/up) on time. → **off**
- We have run ___ (out of/into) sugar. → **out of**
- She gave ___ (up/in) her job to care for her mother. → **up**
- The fire broke ___ (out/down) at midnight. → **out**
- I came ___ (across/along) an old photograph. → **across**
- Please fill ___ (in/out) this form. → **in** (or out)

Exercise P: Give one word for each.

1. A person who cannot read or write → **illiterate**
2. A life history written by oneself → **autobiography**
3. One who loves his country → **patriot**
4. That which cannot be seen → **invisible**
5. A place where birds are kept → **aviary**
6. A speech made without preparation → **extempore**
7. One who knows many languages → **polyglot / linguist**
8. A person who eats only vegetables → **vegetarian**
9. That which cannot be avoided → **inevitable**
10. A group of ships → **fleet**
11. Fear of water → **hydrophobia**
12. A person who walks on foot → **pedestrian**

Exercise Q: Synonyms and antonyms.

Synonyms: brave – courageous; rapid – quick; famous – renowned; begin – commence; enormous – huge; honest – sincere; danger – peril; permit – allow.

Antonyms: ancient – modern; generous – mean; victory – defeat; optimist – pessimist; superior – inferior; expand – contract; artificial – natural; humble – proud.

Exercise R: Use the following pairs of confusable words in sentences.

accept/except: I accept your offer. Everyone came except Ravi.

affect/effect: Smoking affects health. The effect of the medicine was quick.

principal/principle: The principal addressed the students. He is a man of principle.

stationary/stationery: The bus was stationary. I bought stationery for school.

loose/lose: The screw is loose. Don't lose your ticket.

advice/advise: Take my advice. I advise you to rest.

10. Question Tags, Determiners and Linkers

Exercise S: Add question tags.

1. She sings well, ___? → **doesn't she**
2. They have left, ___? → **haven't they**
3. He can't drive, ___? → **can he**
4. I am late, ___? → **aren't I**
5. Let's start, ___? → **shall we**
6. Close the door, ___? → **will you**
7. Everyone was present, ___? → **weren't they**
8. There is no water, ___? → **is there**
9. He seldom comes here, ___? → **does he**
10. You had a car, ___? → **didn't you**

Exercise T: Fill in with suitable determiners (some, any, much, many, few, a few, little, a little, each, every).

1. There is ___ milk in the jug; we can make tea. → **a little**
2. ___ students passed; most failed. → **Few**
3. Do you have ___ questions? → **any**
4. I have ___ friends in Puri; I can stay with them. → **a few**
5. There isn't ___ time left. → **much**
6. ___ student must carry an identity card. → **Every / Each**
7. Would you like ___ tea? → **some**
8. How ___ books did you buy? → **many**

Exercise U: Join with suitable linkers (although, because, so, unless, while, therefore, however).

1. It was raining. We played. → Although it was raining, we played.
2. He was late. He missed the bus. → He was late because he missed the bus.
3. She was hungry. She ate the whole plate. → She was hungry, so she ate the whole plate.
4. You will not pass. You study. → You will not pass unless you study.
5. The plan was good. It failed. → The plan was good; however, it failed.

PRACTICE & REVISION

English · +2 2nd Year (Class XII)

English – More Practice (2nd Year)

Report: Write a report on the Annual Day celebration of your college (≈200 words).

ANNUAL DAY CELEBRATED WITH GAIETY

By Sunil Kumar, Student Reporter

Balasore, 20 January: The Annual Day of Fakir Mohan Higher Secondary School was celebrated in the college auditorium yesterday. The Vice-Chancellor of a state university was the chief guest. The programme began at 5 p.m. with the lighting of the lamp and an invocation song by the music club. The Principal presented the annual report, highlighting the excellent CHSE results, with twelve students securing above 90 percent, and achievements in sports and NSS activities. The chief guest, in his address, urged students to combine knowledge with values and to use technology responsibly. Prizes were then given to toppers and winners of various competitions. Priya Mohanty of Science stream was declared the best all-round student. The cultural programme that followed included Odissi dance, a one-act play on road safety, a Sambalpuri folk dance and a fusion music performance, which were applauded warmly. The function concluded with a vote of thanks by the Secretary of the Students' Union and the National Anthem. Over a thousand students, parents and teachers attended the memorable event.

Essay outline practice: "Science – Boon or Bane"

Introduction: science shapes modern life. **Boons:** medicine and vaccines, agriculture (Green Revolution), transport and communication, electricity, computers and internet, space research. **Banes:** weapons of mass destruction, pollution and climate change, unemployment due to machines, misuse of technology (cyber crime), over-dependence on gadgets. **Conclusion:** science is neither good nor bad; its use decides. With wisdom and ethics it can be a blessing for humanity.

Last-Minute Exam Tips

English

- Follow the word limit — too long or too short loses marks.
- In letters, the format (address, date, subject, salutation, closing) carries marks.
- Note-making: title, numbered headings, abbreviations with a key — all four are needed.
- In reported speech, change tense, pronouns and time words together.
- Write literature answers in your own words; quote only a few words from the text if needed.
- Leave a line between answers and write question numbers clearly.

THE NIGHT BEFORE THE EXAM

Revise only formula boxes, name reactions, grammar rules and your own mistake list. Sleep well — a fresh mind solves problems faster than a tired one. Carry admit card, two pens, pencil, scale, eraser and a geometry box. Good luck!