

**I A.** Read the following text.

In 1908, when he had just turned sixty, came the ultimatum. "Mr. Chipping, have you ever thought you would like to retire?"

Chips stared about him in that book-lined study, startled by the question, wondering why Ralston should have asked it. He said, at length: "No— umph—I can't say that—umph—I have thought much about it—umph— yet."

"Well, Mr. Chipping, the suggestion is there for you to consider. The Governors would, of course, agree to your being adequately pensioned."

Abruptly Chips flamed up. "But—umph—I don't want— to retire. I don't—umph—need to consider it."

"Nevertheless, I suggest that you do."

"But—umph—I don't see—why—I should!"

Ralston said, icily: "Since you force me to use plain words, Mr. Chipping, you shall have them. Your methods of teaching are slack and old-fashioned and your personal habits are slovenly.

"But—" Chips began, in sheer bewilderment.

"Mr. Chipping—since you decline to give way, there can't very well be any alternative. I aim to make Brookfield a thoroughly up-to-date school. I understand, Mr. Chipping, that your Latin and Greek lessons are exactly the same as they were when I began here ten years ago?" Because they are dead languages is no reason why they should be dealt with in a dead educational technique."

Chips stayed on. In 1911 Ralston left. Then came the War years. There was a lot of war talk—the trouble between Austria and Serbia. 1917. 1918.

Chips lived through it all. He sat in the headmaster's study every morning, handling problems, dealing with complaints and requests. On Sundays in Chapel, it was he who now read out the tragic list.

One day he got a letter from Switzerland, from friends there; it was heavily censored, but conveyed some news. On the following Sunday, after the names and biographies of old boys, he paused a moment and then added: —

"Those few of you who were here before the War will remember Max Staefel, the German master. He was in Germany, visiting his home, when war broke out. Those who knew him will be sorry to hear that he was killed last week."

He was a little pale when he sat down afterward, aware that he had done something unusual. He had consulted nobody about it, anyhow; no one else could be blamed. Later, outside the Chapel, he heard an argument: —

"On the Western Front, Chips said. Does that mean he was fighting for the Germans?"

"I suppose it does."

"Seems funny, then, to read his name out with all the others. After all, he was an ENEMY."

"Oh, just one of Chips's ideas, I expect. The old boy still has 'em."

[Adapted from: Goodbye Mr. Chips by James Hilton (Text link – The Last lesson); 450 words]

**Answer the following questions, based on the passage above.**

- (1) What does the phrase book-lined study indicate about Mr. Chipping's character?
- (2) Infer any two of feelings of Mr. Chipping, apparent from the given lines: "No— umph—I can't say that—umph—I have thought much about it—umph—yet."
- (3) Comment on the undercurrent of the conversation with reference to the following: Chips flamed up – Ralston said, icily...
- (4) Which of the following qualities best describe Ralston, as per the text?
  - (i) anxious (ii) short-tempered (iii) condescending (iv) vengeful (v) pessimistic

A. (i) and (iii)      B. (ii) and (iii)      C. (i), (iii) and (iv)      D. (ii) and (v)
- (5) Why was Chips's reaction to Ralston's "plain words", that of, "sheer bewilderment"?
- (6) Complete the sentence appropriately.

When the writer shares that 'it was he who now read out the tragic list', he means to convey that Mr. Chipping\_\_\_\_\_ .

(7) Complete the sentence with the MOST likely reason. A heavily censored letter was common because\_\_\_\_\_

(8) Read the following statement:

Max Staefel had a long history of friendship with Chips and had shown no animosity toward the school or its students. Rationalise, in 30-40 words, why the above statement, if true, weakens the conclusion that Chips was wrong in reading out Max Staefel's name at the chapel service?

(9) Select the option that best describes the tone of the speaker in the following:

Oh, just one of Chips's ideas, I expect.

A. exasperated      B. surprised      C. inquisitive      D. dismissive

**I B.** 1. That large animals require luxuriant vegetation has been a general assumption which has passed from one work to another; but I do not hesitate to say that it is completely false, and that it has vitiated the reasoning of geologists on some points of great interest in the ancient history of the world. The prejudice has probably been derived from India, and the Indian islands, where troops of elephants, noble forests, and impenetrable jungles, are associated together in every one's mind. If, however, we refer to any work of travels through the southern parts of Africa, we shall find allusions in almost every page either to the desert character of the country, or to the numbers of large animals inhabiting it. The same thing is rendered evident by the many engravings which have been published of various parts of the interior.

2. Dr. Andrew Smith, who has lately succeeded in passing the Tropic of Capricorn, informs me that, taking into consideration the whole of the southern part of Africa, there can be no doubt of its being a sterile country. On the southern coasts there are some fine forests, but with these exceptions, the traveler may pass for days together through open plains, covered by a poor and scanty vegetation. Now, if we look to the animals inhabiting these wide plains, we shall find their numbers extraordinarily great, and their bulk immense.

3. It may be supposed that although the species are numerous, the individuals of each kind are few. By the kindness of Dr. Smith, I am enabled to show that the case is very different. He informs me, that in lat. 24', in one day's march with the bullock-wagons, he saw, without wandering to any great distance on either side, between one hundred and one hundred and fifty rhinoceroses - the same day he saw several herds of giraffes, amounting together to nearly a hundred.

4. At the distance of a little more than one hour's march from their place of encampment on the previous night, his party actually killed at one spot eight hippopotamuses, and saw many more. In this same river there were likewise crocodiles. Of course it was a case quite extraordinary, to see so many great 12 2 animals crowded together, but it evidently proves that they must exist in great numbers. Dr. Smith describes the country passed through that day, as 'being thinly covered with grass, and bushes about four feet high, and still more thinly with mimosa-trees.'

5. Besides these large animals, anyone the least acquainted with the natural history of the Cape has read of the herds of antelopes, which can be compared only with the flocks of migratory birds. The numbers indeed of the lion, panther, and hyena, and the multitude of birds of prey, plainly speak of the abundance of the smaller quadrupeds: one evening seven lions were counted at the same time prowling round Dr. Smith's encampment. As this able naturalist remarked to me, the carnage each day in Southern Africa must indeed be terrific! I confess it is truly surprising how such a number of animals can find support in a country producing so little food.

6. The larger quadrupeds no doubt roam over wide tracts in search of it; and their food chiefly consists of underwood, which probably contains much nutriment in a small bulk. Dr. Smith also informs me that the vegetation has a rapid growth; no sooner is a part consumed, than its place is supplied by a fresh stock. There can be no doubt, however, that our ideas respecting the apparent amount of food necessary for the support of large quadrupeds are much exaggerated. The belief that where large quadrupeds exist, the vegetation must necessarily be luxuriant, is the more remarkable, because the converse is far from true.

7. Mr. Burchell observed to me that when entering Brazil, nothing struck him more forcibly than the splendour of the South American vegetation contrasted with that of South Africa, together with the absence of all large quadrupeds. In his Travels, he has suggested that the comparison of the respective weights (if there were sufficient data) of an equal number of the largest herbivorous quadrupeds of each country would be extremely curious. If we take on the one side, the elephants hippopotamus, giraffe, bos caffer, elan, five species of rhinoceros; and on the American side, two tapirs, the guanaco, three deer, the vicuna, peccari, capybara (after which we must choose from the monkeys to complete the number), and then place these two groups alongside each other it is not easy to conceive ranks more disproportionate in size.

8. After the above facts, we are compelled to conclude, against anterior probability that among the mammalia there exists no close relation between the bulk of the species, and the quantity of the vegetation, in the countries which they inhabit.

(809 words) Adapted from: Voyage of the Beagle, Charles Darwin (1890)

**On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option:**

(1). The author is primarily concerned with

- A. discussing the relationship between the size of mammals and the nature of vegetation in their habitats
- B. contrasting ecological conditions in India and Africa
- C. proving that large animals do not require much food
- D. describing the size of animals in various parts of the world

(2). According to the author, the „prejudice“ (Para 1) has lead to

- A. errors in the reasoning of biologists
- B. false ideas about animals in Africa
- C. incorrect assumptions on the part of geologists
- D. doubt in the mind of the author

(3). The flocks of migratory birds (Para 5) are mentioned to

- A. describe an aspect of the fauna of South Africa
- B. illustrate a possible source of food for large carnivores
- C. contrast with the habits of the antelope
- D. suggest the size of antelope herds

(4). Darwin quotes Burchell`s observations in order to

- A. counter a popular misconception
- B. describe a region of great splendour
- C. prove a hypothesis
- D. illustrate a well-known phenomenon

(5). Answer the following questions briefly:

- a. What prejudice has vitiated the reasoning of geologists?
- b. Why does Dr. Smith refer to Africa as a sterile country?
- c. What is the „carnage“ referred to by Dr. Smith?
- d. What does Darwin`s remark, „if there were sufficient data“, indicate?
- e. To account for the „surprising“ number of animals in a „country producing so little food“, what partial explanation does Darwin suggest?
- f. What does the author conclude from Dr. Smith and Burchell`s observations?

(6). Pick out the words/phrases from the passage which are similar in meaning to the following:

a) Dense (Para 1)

b) Barren ((Para 2)

**II A. Read the following text.**

(1) Zebras are known for their distinctive black and white stripes. The intriguing enigma of these stripes lies in their function and nature. Specifically, two scientific studies have sought to understand the purpose and underlying mechanisms of zebras' unique stripes.

(2) Study 1- The Case of Alison & Stephen Cobb's Study: (Published in The Journal of Natural History, Volume 53, Issue 13-14)

i) Researcher couple, Alison and Stephen Cobb, conducted an experiment that explored the idea of zebras' stripes helping to keep them cool and shared that thermoregulation was the primary function of zebra stripes.

ii) They measured the temperatures of black and white stripes on two zebras, throughout separate sunny days in Kenya. There was a 12–15oC difference between zebras' stripe temperatures throughout the middle seven daytime hours.

iii) They shared that the movement of sweat away from the skin is accelerated by the surfactant equid protein - latherin - a vital component of cooling in racehorses.

iv) They noted that latherin decreases the surface tension of the sweat, facilitating evaporative cooling at the hair tips.

v) Their theory was that the abrupt temperature difference between the stripes causes chaotic air movement above the hair surface, thus enhancing evaporative heat dissipation.

(3) Study -2 The Case of Prof. Tim Caro's Experiment: (Published in The Journal of Experimental Biology, Volume 226, Issue 4)

i) Prof. Caro and four other researchers investigated what deters horseflies from landing on zebras.

ii) Their experiment involved close-up observations of fly behaviour around zebras. They also observed the flies' interactions with domestic horses, some of which were dressed in striped jackets, and others left without.

iii) The results of the study showed that flies approached all three groups—the zebras, the horses with striped jackets, and the plain horses—similarly. However, they behaved differently around the zebras and the horses with striped jackets. Flies approaching these animals merely bounced off, whereas they could land on plain horses.

iv) The researchers concluded that the sharply outlined and thin stripes are the deterrent to horseflies as it is the occurrence of only large monochrome dark patches that are highly attractive to horseflies at close distances.

[Created for academic usage / 350 words]

**Answer the following questions, based on given passage.**

( i) What might be the MOST likely purpose of the author's use of "intriguing enigma", while referring to the zebra stripes?

(ii) Supply the response to the following, in a phrase, from (2) of the text given above. According to the Cobb's study, what is the relation between zebras' stripes and thermoregulation?

(iii) Complete the sentence with an appropriate inference. The choice of "middle...daytime hours" is likely driven by the need to study zebras under the condition of .

(iv) Select the option that DOES NOT display the nature of these experiments correctly.

A. Collaborative

B. Observational

C. Analytical

D. Fictional

(v) In the absence of latherin, a surfactant protein, what is the likely consequence for an equid, such as a zebra or horse?

A. Improved thermoregulation in hot conditions.

B. Enhanced evaporative cooling.

C. Impaired sweating

D. Increased resistance to heat stress.

(vi) The text makes a mention of the studies being published. What implication does this hold for the readers? (Answer in 30-40 words)

(vii) Which of the following can we cite as an example, to explain the meaning of "deterrent", as used in the line - The researchers concluded that the sharply outlined and thin stripes are the deterrent to horseflies ...?

A. Installing security cameras on a property will act as a deterrent for burglars.

B. Planting flowers in a garden will become a deterrent for pollinators like bees.

C. Painting a room in bright, for a welcoming atmosphere will be a perfect deterrent.

D. Hanging wind chimes on a porch is a common deterrent for the area's visual appeal.

(viii) In terms of the purpose of the zebra stripes, examine, in 30-40 words, how the findings in the Cobb's study and Prof. Caro's experiment align or differ?

**II B.** 1. It is generally accepted that leadership development should be a part of the education system's responsibility for preparing individuals to participate in a democratic and progressive society. Many schools, colleges and universities, across nations, provide their students with leadership courses, curricular programs and co-curricular programs that are designed to develop students' formal knowledge about leadership as well as opportunities and experiences to develop students as leaders and actually practise leadership. Yet, only a handful of studies have sought to understand leader development from the students' point of view, with students describing their own experiences and what they learned from them in their own words.

2. A 2014 descriptive study sought to understand student leadership with research through key events via the following research questions:

Research Question 1: What key events do student leaders in college, report as significantly impacting their development as a leader?

Research Question 2: What lessons do student leaders in college, report learning as a result of the key events they have experienced?

Research Question 3: Are certain key events more likely to be linked to particular lessons? Approximately 130 students were contacted and the 72 interested, were interviewed. Two members of the research team were present for each 15–45-minute interview. One member served as the primary interviewer while the second ran the audio equipment.

The results for lessons learned (Table 1), were varied, but there were a few that were frequently quoted.

Table 1

Lessons learned	Responses
<b>Identity</b>	
Self Identity	58
Leadership Identity	54
Professionalism	30
Balancing Roles	19
<b>Individual Competencies</b>	
Delegation	17
Decision Making	15
Adaptability/Flexibility	38
Resilience/Persistence/Hard Work	18
Taking Initiative	36
Accountability/Responsibility	29
Big Picture	27
Learning to Teach/Learn	18
<b>Support Systems</b>	
Developing and Using Support Systems	36
Being a Support System	28
<b>Working with Others</b>	
Communication	59
Teamwork	26
Conflict	21
Diversity	32
Inspiring and motivating others	17
Other working with others	30
<b>Getting the job done</b>	
Task skills	55
Environment	34

This study described the rich array of leadership lessons that students are learning through their experiences. It revealed that student leaders are learning foundational leadership skills and competencies that have positively impacted how to accomplish work, how to work with others and how to be both supported by and support others.

(295 words)

Adapted [https://www.researchgate.net/publication/264696744\\_Key\\_Events\\_in\\_Student\\_Leaders'\\_Lives\\_and\\_Lessons\\_Learned\\_from\\_Them](https://www.researchgate.net/publication/264696744_Key_Events_in_Student_Leaders'_Lives_and_Lessons_Learned_from_Them)

**Based on your understanding of the passage, answer the questions given below.**

(i) Does the following statement agree with the information given in paragraph 1?

The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults. Select from the following:

True - if the statement agrees with the information

False - if the statement contradicts the information Not Given - if there is no information on this

(ii) Do you think the researchers of the study aimed to change the students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text.

(iii) Select the option that displays the most likely reason for including Research Question 3 in the 2014 study. In order to find out if..

- A. learning opportunities shape students' overall personality.
- B. leadership lessons are the result of the designed learning opportunities.
- C. all learning opportunities cater to a specific lesson.
- D. certain lessons are common in more than one learning opportunity.

(iv) Complete the sentence based on the following statement.

More than 50% of the identified student respondents were keen to participate in the 2014 study. We can say this because\_\_\_\_\_.

(v) Select the option that displays the key event designed with "Balancing Roles" (Table 1) as the objective.

- A. Students will be able to debate the issue at hand, with different teams.
- B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.
- C. Students will be able to surmount minor problems and focus on the final goal.
- D. Students will be able to explain concepts and clarify them for peers.

(vi) Complete the given sentence by selecting the most appropriate option.

The 2014 study attempts to understand student leadership by focussing on \_\_\_\_\_. A. experiences that shaped students' overall personality.

- B. lessons gained by students as they grew up.
- C. relationship of key events with particular lessons.
- D. students in leadership roles.

(vii) The lessons for 'Individual competencies' had a range of responses.

Give one reason why having the least number of responses for 'Decision Making', is a matter that needs attention.

(viii) Complete the given sentence by selecting the most appropriate option. The concluding sentence of the text makes a clear case for by listing it as a core competency for \_\_\_\_\_ student leadership.

- A. collaboration
- B. flexibility
- C. hard work
- D. observation

(ix) Complete the sentence appropriately with one/ two words.

In the context of "Working with Others" in Table 1, the lesson of 'Conflict' refers to \_\_\_\_\_.

(x) Based on the reading of the text, state a point to challenge the given statement.

When theoretical knowledge about leadership suffices, it is a waste of funds by educational organisations, to organise leadership camps and programmes.

## SECTION B: CREATIVE WRITING SKILLS

**Q1.** You are Asha, the Activity Coordinator of Vomaji Public School, Mumbai. Your school is organising an excursion to Elephanta Caves for students of Class XI. Interested students will need to make a payment of Rs 500 each. Draft a notice about this, in about 50 words, for your school notice board, inviting registration of students interested in going for the excursion along with necessary details. Also, inform that registrations would be invalid without parent-consent slips, available in the Activity Room.

**Q2.** You are Mr. Afsal Ansari, the RWA Secretary of your residential society. While on your evening walk in the neighbourhood park, you found a small faux-leather bag containing a few documents and some cash. You write a notice

in about 50 words to be put up on the RWA\* notice board, asking the owner to identify and collect it from you. Write this notice, with the necessary details. [\*Resident Welfare Association]

**Q3.** You are V. Gajender, the Secretary of the Literary Club of Model Public School, Vellore. Your club members are staging Anton Chekhov's play 'Uncle Vanya', as part of their annual showcasing. Draft an invitation in not more than 50 words for Mr. Mohan Rakesh, noted theatre and cinema artist and Chairperson of The Drama School, Chennai requesting him to be the guest of honour for the event.

**Q4.** You are Simran Sodhi, the Personal Assistant of the IG (Inspector General), Police, Chandigarh. The IG has received an invitation from the 'Women's Institute for Self Defence', Chandigarh (WISDC) to preside over the Graduation Ceremony of the current batch of women cadets and address them. You draft a formal reply, on behalf of the IG, to the Chairperson of WISDC, accepting the invitation. Write this reply and include all the necessary details.

**Q5.** As Sarah Alter, a student at Lotus World Residential School, Nainital, you've observed the littering issue, in and around the city, during the tourist season. Discuss the environmental and community impact of this littering problem caused by most tourists and suggest measures to address it, in a letter to the Editor of 'The Himalayan Bugle'.

Use the given cues along with your own ideas to create this letter in about 120-150 words.

Description of the issue – Consequences (environmental) - Impact on the community (local residents) – Solutions  
- Appeal for awareness & significance of a clean environment

**Q6.** You are Vinita, a student of Class XII. You decide to write an article on 'Impact of OTT Platforms on Youth' for your school magazine. You may use the cues given below along with your own ideas to compose this article.

easy to access ; teens' addiction to OTT; insomnia; violent & brutal scenes

Suggestions : censor for OTT; choice of content; time limitation Page & parental monitoring