

READING UNIT 1

Harnessing Women Power



The grim scenario of women having no voice in their own houses has undergone major transformation in recent times. The modern woman is no longer confined to the four walls of the house. Women are now realising their worth in every way and demanding gender equality and justice both at home and in the workplace. They have broken the glass barrier in almost every field, be it technology, space science, sports or the armed forces.

One recent example is **Parallel Taxi Track** being operated by all women crew. In a first for the **IAF**, the **“OTTERS”** squadron of Western Air Command has undertaken Parallel Taxi Track Operations with an all women crew in the Dornier 228 aircraft. The pilots, Sqn Ldr Kamaljeet Kaur, and her co-pilot Sqn Ldr Rakhi Bhandari carried out successful landing and take-off operations at Sirsa. This achievement highlights the theme of Aero India 2019 and of Women in the Aviation Sector. Parallel Taxi Track enables unhindered operations even when the runway is not available due to enemy action or any other reasons.

Source: “Yojana” March 2019, Article by Shahin Razi

Questions

1. According to the text, **Parallel Taxi Track** has a peculiar characteristic. What is it?

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|--|
| SCENARIO | -- | PUBLIC |
| TEXT FORMAT | -- | CONTINUOUS |
| TYPE | -- | NARRATION |
| PROCESS | -- | LOCATE (ACCESS AND RETRIEVE INFORMATION WITHIN A TEXT) |
| ITEM | -- | SHORT CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | -- | 1B |

SCORING FOR ITEM 1

Full credit.

It is fully operated by a women crew.

No credit:

- In a first for IAF, the **“OTTERS”** squadron of Western Air Command has undertaken Parallel Taxi Track Operations.
- Description of the achievements of women in aviation sector.
- Parallel Taxi Track Operations are carried out to enable undisturbed operations even when the runway is not available due to enemy action or any other reasons.
- They enable undisturbed operations at the time of military action.
- Missing response

READING LITERACY – MASTER TRAINERS – GROUP 1

2. Parallel Taxi Track proves to be a great help to the Indian Army during_____.

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|-----------------------------|
| SCENARIO | -- | PUBLIC |
| TEXT FORMAT | -- | CONTINUOUS |
| TYPE | -- | NARRATION |
| PROCESS | -- | EVALUATE AND REFLECT |
| ITEM | -- | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | -- | 1B |

SCORING FOR ITEM 2

Full credit. (Any one point)

- Wars
- Enemy attack
- In case of non-availability of runway, it can be used to carry military operations.

No credit. Any other answer or missing answer.

3. Why is Parallel Taxi Track operation a challenging task?

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|---------------------------|
| SCENARIO | -- | PUBLIC |
| TEXT FORMAT | -- | CONTINUOUS |
| TYPE | -- | NARRATION |
| PROCESS | -- | EVALUATE AND REFLECT |
| ITEM | -- | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | -- | 2 |

SCORING FOR ITEM 3

Full credit:

The crew is required to land and take off from the taxi track .

The length of the taxi track is considerably smaller in width than the runway.

Being smaller and narrower, it has proximity to obstructions as compared to the main runway.

The run way may not be adequately maintained

No credit:

- ✓ It is carried out by women.
- ✓ It is used during wars.
- ✓ Missing responses.

READING LITERACY – MASTER TRAINERS – GROUP 1

4. The phrase '*Glass barrier*' in the passage implies the:
- a.) four walls of the house
 - b.) glass walls in the office
 - c.) unfair attitudes/customs that deprive women of certain jobs
 - d.) official laws to restrict the independence of women.

| Framework | | Characteristics |
|-------------------|----|-----------------|
| SCENARIO | -- | Public |
| TEXT FORMAT | -- | Continuous |
| TYPE | -- | NARRATION |
| PROCESS | -- | Understanding |
| ITEM | -- | Complex MCQ |
| PROFICIENCY LEVEL | -- | 2 |

SCORING FOR ITEM 4

Full credit for **option c.**

No credit for other responses or missing.

READING UNIT 2

Newspaper Advertisements



Source – Google Images

Given above are two different newspaper advertisements of McDonald's. The first one is a modern day advertisement while the second one is decades old.

QUESTIONS

1. Study the advertisement which on the left. List any TWO features of it that are likely to attract customers.

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|-----------------------------|
| SCENARIO | -- | OCCUPATIONAL |
| TEXT FORMAT | -- | MIXED |
| TYPE | -- | TRANSACTIONAL |
| PROCESS | -- | UNDERSTANDING |
| ITEM | -- | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | -- | 1a |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 1

Full credit

- Heavy discount/ offers/ cheap prices
- Visual appeal/ attractive picture of a burger

Partial credit for at least one of the above points.

- ✓ Size of the burger
- ✓ More fillings

No credit

- Important information
- catchy headline/ striking advertisement
- other responses or missing.

2. Imagine it's 1960. Peter's family of four decides to enjoy an "All American Meal" at McDonald's restaurant at Hubbell Avenue for the first time. Find out how much will he have to spend for this family meal.

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|-----------------------------|
| SCENARIO | -- | OCCUPATIONAL |
| TEXT FORMAT | -- | MIXED |
| TYPE | -- | TRANSACTIONAL |
| PROCESS | -- | UNDERSTANDING AND ANALYSING |
| ITEM | -- | SHORT RESPONSE TYPE |
| PROFICIENCY LEVEL | -- | 2 |

SCORING FOR ITEM 2

Full credit for **\$1.80** or **one dollar 80 cents**.

(45 cents multiplied by 4 = \$1.80)

No credit for other answers or missing.

3. List out the factors that one needs to consider before choosing a food outlet.

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|---------------------------|
| SCENARIO | -- | OCCUPATIONAL |
| TEXT FORMAT | -- | MIXED |
| TYPE | -- | TRANSACTIONAL |
| PROCESS | -- | EVALUATE AND REFLECT |
| ITEM | -- | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | -- | 2 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 3

Full credit:

People love to enjoy meals at brand outlets. Effective service, minimum serving time, availability of parking space, good quality of food, reasonable/affordable prices, attractive offers/discounts, a good menu/ menu with options.

Partial Credit: any two of the above points

No credit any other factors or missing.

4. Choose one remarkable change that has come in modern day advertisements as compared to the previous decades.

- a.) They have catchy headlines
- b.) They are more concise and visually appealing
- c.) They are colourful
- d.) Discounts/ offers are highlighted.

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|----------------------|
| SCENARIO | -- | OCCUPATIONAL |
| TEXT FORMAT | -- | MIXED |
| TYPE | -- | TRANSACTIONAL |
| PROCESS | -- | EVALUATE AND REFLECT |
| ITEM | -- | COMPLEX MCQ |
| PROFICIENCY LEVEL | -- | 2 |

SCORING FOR ITEM 4

Full credit option b.

No credit other options or missing.

READING UNIT 3

Sustaining Artisans Economically

A wide range of beautiful handicrafts form one of the most significant traits of the rich cultural heritage of our country. They are not only the traditional arts of different provinces but also form an important source of alternative income for the artisans. Almost 70 percent of our country’s population residing in rural areas is directly or indirectly dependent on agriculture as the primary source of livelihood. In non-agricultural or lean seasons, handicrafts become an alternative means of subsistence for this population and safeguard them from food insecurity. In this way, handicrafts become an important source of livelihood for a large chunk of the Indian population. There were 68.86 lakh artisans as per the census of handicrafts conducted during the eleventh five-year plan. The sector provides employment in various forms to the artisans. This can be production of raw materials like motifs, production of finished goods and their marketing.

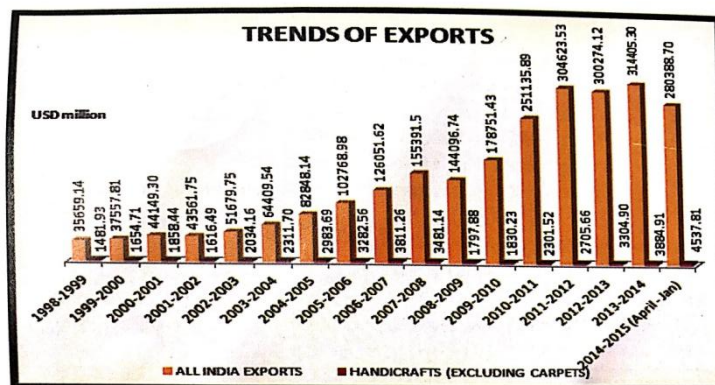
There is another sub-segment of this sector employing another set of people. They are the people engaged directly or indirectly in export of handicrafts. The export segment of handicrafts is emerging as the potential source of foreign exchange earnings.

Figure 1 establishes the fact that export of handicrafts reflects a rising trend and has a significant share in the domain of all-India exports.

According to government sources it was estimated in the year 2015-16 the total production of handicrafts including handmade carpets was Rupees 41,418 crores and export of handicrafts was Rupees 30,939 crores. The figures prove the role of the sector in the Indian economy.

-Hina Naqvi, from *Yojana* magazine, Edition April 2019

Figure:1



Source: Website of Office of Development Commissioner (Handicrafts), Ministry of Textile, GoI

Questions:

1. According to the figure, the increase in All India Export of handicrafts from the year 1998-99 to 2011-12 was:
 - a.) 268964.39 million US dollars
 - b.) 268963.29 million US dollars
 - c.) 268964.29 million US dollars
 - d.) 267963.21 million US dollars

| FRAMEWORK | | CHARACTERISTICS |
|-------------|----|--|
| SCENARIO | -- | PUBLIC |
| TEXT FORMAT | -- | MIXED |
| TYPE | -- | EXPOSITION |
| PROCESS | -- | LOCATE (ACCESS AND RETRIEVE INFORMATION WITHIN A TEXT) |

READING LITERACY – MASTER TRAINERS – GROUP 1

ITEM -- SIMPLE MCQ
PROFICIENCY LEVEL -- 1B

SCORING FOR ITEM 1

Full credit option a.
No credit other responses or missing.

2. List two factors from the article that establish the growing importance of Indian handicrafts sector.

| Framework | | Characteristics |
|-------------------|----|-----------------------------|
| SCENARIO | -- | PUBLIC |
| TEXT FORMAT | -- | MIXED |
| TYPE | -- | EXPOSITION |
| PROCESS | -- | LOCATE AND UNDERSTAND |
| ITEM | -- | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | -- | 2 |

SCORING FOR ITEM 2

Full credit: Mentions at least two of the following.

- 68.86 lakh artisans as per the census of handicrafts conducted during the 11th Five Year Plan.
- Handicrafts' exports shows a rising trend, has a significant share in the domain of all India export.
- The export of handicraft is emerging as a great source of foreign exchange earnings.

Partial Credit: Mentions ONE of the factors given above.

No credit:

- Handicrafts form the rich cultural heritage of our country.
 - They represent different provinces.
 - Missing response.
3. Raima goes to an exhibition of handicrafts with her mother and wants to buy a piece of handicraft. Her mother, however, refuses to buy as it is too costly. Raima still insists on buying it. What **virtue** do you think does she have?
- a.) spendthrift
b.) Pity
c.) Empathy
d.) Pride
-

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|----------------------|
| SCENARIO | -- | PUBLIC |
| TEXT FORMAT | -- | MIXED |
| TYPE | -- | EXPOSITION |
| PROCESS | -- | EVALUATE AND REFLECT |
| ITEM | -- | COMPLEX MCQ |
| PROFICIENCY LEVEL | -- | 2 |

SCORING FOR ITEM 3

Full credit **Option c.**

No credit Other responses or missing.

4. What efforts should be made by different agencies to sustain artisans economically?
Mention any three.

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|---------------------------|
| SCENARIO | -- | PUBLIC |
| TEXT FORMAT | -- | MIXED |
| TYPE | -- | EXPOSITION |
| PROCESS | -- | EVALUATE AND REFLECT |
| ITEM | -- | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | -- | 2 |

SCORING FOR ITEM 4

Full credit: any three of the points given below:

- More exhibitions should be organised by the government
- Financial aid by the government.
- Promotion and popularisation of their work through advertisements
- NGOs can also offer support to promote their traditional art.
- New programmes for skill development of artisans.
- Infrastructural support, implements and tools be made available to them.

Partial credit: any two of the above.

No credit:

- They should be given charity.
- They should be given fixed wages.
- Missing response.

READING UNIT 4

The Slave's Dream

Beside the ungathered rice he lay,
His sickle in his hand.
His breast was bare, his matted hair
Was buried in the sand.
Again, in the mist and shadow of sleep,
He saw his Native Land.

Wide through the landscape of his dreams
The lordly Niger flowed;
Beneath the palm-trees on the plain
Once more a king he strode;
And heard the tinkling caravans
Descend the mountain-road.
He saw once more his dark-eyed queen
Among her children stand;
They clasped his neck, they kissed his cheeks,
They held him by the hand!--
A tear burst from the sleeper's lids
And fell into the sand.
And then at furious speed he rode
Along the Niger's bank;
His bridle-reins were golden chains,
And, with a martial clank,
At each leap he could feel his scabbard of steel
Smiting his stallion's flank.
Before him, like a blood-red flag,
The bright flamingoes flew;
From morn till night he followed their flight,
O'er plains where the tamarind grew,
Till he saw the roofs of Caffre huts,
And the ocean rose to view.
At night he heard the lion roar,
And the hyena scream,
And the river-horse, as he crushed the reeds
Beside some hidden stream;
And it passed, like a glorious roll of drums,
Through the triumph of his dream.
The forests, with their myriad tongues,
Shouted of liberty;
And the Blast of the Desert cried aloud,
With a voice so wild and free,
That he started in his sleep and smiled
At their tempestuous glee.
He did not feel the driver's whip,
Nor the burning heat of day;
For Death had illumined the Land of Sleep,

READING LITERACY – MASTER TRAINERS – GROUP 1

And his lifeless body lay
A worn-out fetter, that the soul
Had broken and thrown away!

1. 'Native Land' in the last line of stanza 1 refers to:
 - a) Africa
 - b) the slave's native place
 - c) the place where the slave is
 - d) an ancient land

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|------------------------|
| SCENARIO | -- | PERSONAL |
| TEXT FORMAT | -- | CONTINUOUS |
| TYPE | -- | NARRATION |
| PROCESS | -- | UNDERSTAND AND REFLECT |
| ITEM | -- | SIMPLE MCQ |
| PROFICIENCY LEVEL | -- | 1A |

SCORING FOR ITEM 1

Full credit option a.
No credit other responses and missing.

2. Explain the clause "Once more a king he strode" in stanza 2.

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|------------------------|
| SCENARIO | -- | PERSONAL |
| TEXT FORMAT | -- | CONTINUOUS |
| TYPE | -- | NARRATION |
| PROCESS | -- | UNDERSTAND AND REFLECT |
| ITEM | -- | SHORT RESPONSE |
| PROFICIENCY LEVEL | -- | 2 |

SCORING FOR ITEM 2

Full credit:

- The slave visualised himself as a king in his dream who had all the freedom.
- Perhaps he was the king of a tribe of his land in the past and he dreamt of his past days.
- The slave visualised himself as the master of his own life enjoying freedom.

Partial credit: He saw himself as a king in his dream.

No credit: missing response

READING LITERACY – MASTER TRAINERS – GROUP 1

3. Which stanza of the poem reveals that the soul of the slave was liberated forever?
- a) Stanza 1
 - b) Stanza 2
 - c) Stanza 8
 - d) Stanza 5

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|-----------------|
| SCENARIO | -- | PERSONAL |
| TEXT FORMAT | -- | CONTINUOUS |
| TYPE | -- | NARRATION |
| PROCESS | -- | UNDERSTANDING |
| ITEM | -- | SIMPLE MCQ |
| PROFICIENCY LEVEL | -- | 1A |

SCORING FOR ITEM 3

Full credit: for option c.

No credit: for other responses or missing.

4. What do you think of the ending of the poem? Do you think that modern human beings are also enslaved?

| FRAMEWORK | | CHARACTERISTICS |
|-------------------|----|---------------------------|
| SCENARIO | -- | PERSONAL |
| TEXT FORMAT | -- | CONTINUOUS |
| TYPE | -- | NARRATION |
| PROCESS | -- | EVALUATE AND REFLECT |
| ITEM | -- | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | -- | 3 |

SCORING FOR ITEM 4

Full credit

- Freedom has come to the slave finally. He no longer feels the sting of the whip and the burning heat of the day.
- His dead body lies on the ground as a 'worn out' chain of slavery, while his soul has become free forever. The evil practice of slavery has taken its toll on him. The poem vividly states that one can never fetter the human soul.
- In contrast, humans in modern times are slaves to several other ills of the society such as mobile phones, drugs, screens etc. so much that they have forgotten to live life fully.

Partial credit The slave is dead and liberated forever.

No credit missing response.

READING UNIT 5

Given below is the picture of a packet of Dried Cranberries. Read the information given on the packet and answer the following questions:

NUTRAJ[®]
India's Leading Nuts & Dried Fruits Brand

American Dried Cranberries

For any feedback or complaint connect With our customer care officer at VKC Nuts (P) Ltd. 27 C/C Gandhinagar Jammu-180004 Or call at - +91-9971095414 Or e-mail at - info@vkcnuts.com

Nutrition Facts
Serving Size 100g (Approx. Value)
Amount per serving 354 K. Calories

| | |
|-----------------------------|--------|
| Total Fat | 0.51g |
| Protein | 0.99g |
| Carbohydrates | 86.47g |
| Sugar | 49.69g |
| Cholesterol | NIL |
| Saturated fatty acids | 0.05g |
| Trans fatty acid | NIL |
| Mono unsaturated fatty acid | 0.38g |
| Poly unsaturated fatty acid | 0.07g |

*Approx Value

Allergy Caution: Contains Tree Nuts
This product has been packed in an integrated nuts & dried fruits processing unit and may contain an occasional trace of other nuts or dried fruits.

Ingredients : Cranberries, Sugar & Sunflower Oil.
Country of Origin : USA

Marketed by:
VKC NUTS Pvt Ltd.
D-63, Sector A-2, Tronica City Industrial Estate, Ghaziabad (U.P.) -201102

fssai
Lic.No. 10016051001876

Processed & Packed by:
(AT any of the following Location)

A) VK Chander Shekhar & Co
52-B, Birpur Industrial Estate, Jammu-181133

fssai
Lic.No. 10017061000315

B) VKC NUTS Pvt.Ltd.
D-63, Sector A-2, Tronica City Industrial Estate, Ghaziabad (U.P.) -201102

fssai
Lic.No. 10016051001876

C) Arham Foods
B-52A, Birpur Industrial Estate Bari Brahamana Jammu-181133

fssai
Lic.No. 11012370000084

Please read the first letter of batch number for the packing location

To Know More
Visit Our Website: www.nutraj.com

NutrajIndia @NutrajIndia Nutraj

Net Wt. 180g Batch No. B-11/048/01671 Pkd. NOV/2018 M.R.P. ₹ (Inclusive of all taxes) RS: 225/-
EIGHT MONTHS FROM PACKING DATE

BEST BEFORE:

Refrigerate for Freshness & Natural Taste.

819060191775118

Questions

- 1: if people allergic to tree nuts want to consume cranberries, they must:
- adhere to the allergy caution
 - ask the doctor's advice
 - take it in a very small quantity
 - take precautions before consumption

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | MIXED |
| PROCESS | LOCATE , UNDERSTAND |
| ITEM | SIMPLE MCQ |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 1

Full credit: adhere to the allergy caution

No Credit: other responses and missing

2: What significant and necessary safety detail people look for before purchasing any packaged food item?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | UNDERSTAND |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

Full credit: expiry date & date of packing

No Credit: other responses and missing

3. Though NUTRAJ is one of India's leading brand of nuts and dried fruits, why is it marketed as American dried cranberries?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

Full credit: Cranberries are of American origin, are not grown in India, Nutraj has an agreement to sell the American brand of Cranberries

No Credit: Irrelevant, inaccurate, incomplete or vague answer
other responses and missing

READING LITERACY – MASTER TRAINERS – GROUP 1

4: The packet mentions the nutritional facts and the serving size per 100 gms .What is the calorie count of this packet?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|----------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | MMIXED |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | SHORT RESPONSE |
| PROFICIENCY LEVEL | 3 |

Full credit : 637.2k.cal

No Credit: other responses and missing

Fly by Day, Fly by Night

Butterflies and moths are found throughout the world, from deserts to hot jungles to high up in snowy mountains. You can see them on every continent except Antarctica.

Butterflies and moths are insects, and like all insects they have three pairs of legs. Their bodies are divided into three sections: head, **thorax**, and **abdomen**. On either side of the head is a large special eye. These eyes are able to detect the smallest movement. But they cannot see faraway things very clearly.



Brown moth.
© Karen Tweedy-Holmes/Corbis

The thorax, the middle section of the body, has two pairs of wings. The wings in front are usually larger. Dust-like scales cover the wings, body, and legs. If you happen to touch a butterfly or moth, these scales will come off in your hand.

If you want to know whether you are looking at a butterfly or a moth, you should look at its **antennae**. Butterflies and moths use their antennae to hear and smell. Butterfly antennae end in little round knobs. Moth antennae may look like tiny feathers or threads.

The most striking thing about butterflies is their colouring. Most are bright and beautiful. But most moths are dull coloured, with thicker bodies and smaller wings. Butterflies hold their wings straight up over their backs when they rest. Moths rest with their wings spread out. Butterflies are active during the day. But moths usually fly around at night.

Many butterflies and moths seem to like sweet things. **Nectar** from flowers is an important part of their diet. Some will eat mosses and ferns. Others like cones, fruits, and seeds, but some do not eat at all and live for only a short time!

LEARN MORE! READ THESE ARTICLES...
BEES • CRICKETS • INSECTS



When
do most
butterflies fly,
during the day
or at night?

Questions

- 1: Rohan went to a park and caught a butterfly. As the butterfly fluttered to escape, he could feel the dust on his hand. This dust is the _____ of the butterfly:
- wings
 - Scales
 - Veins
 - Skin

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------|
| SCENARIO | Educational |
| TEXT FORMAT | CONTINUOUS |
| TYPE | M MIXED |
| PROCESS | Understand |
| ITEM | Simple MCQ |
| PROFICIENCY LEVEL | 1b |

Full credit: (b) Scales
No credit: other responses and missing

2. One of the reasons why butterflies and moths are not found in Antarctica is the extreme cold weather conditions. What could be the other possible reason?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | MMIXED |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

Full credit: no vegetation/no source of food
No credit: other responses and missing

3. Mention any four ways in which a butterfly can be distinguished from a moth?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | MMIXED |
| PROCESS | LOCATE INFORMATION |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

Full credit: colour, antennae, time of activity and manner of taking rest.
Partial credits: any two
No credit: other responses and missing

4. Daisy is fascinated by the sight of butterflies sitting on the flowers of her garden but fail to understand the reason for this. Can you help her to understand this phenomenon?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | MMIXED |
| PROCESS | LOCATE |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 1b |

READING LITERACY – MASTER TRAINERS – GROUP 1

Full credit:

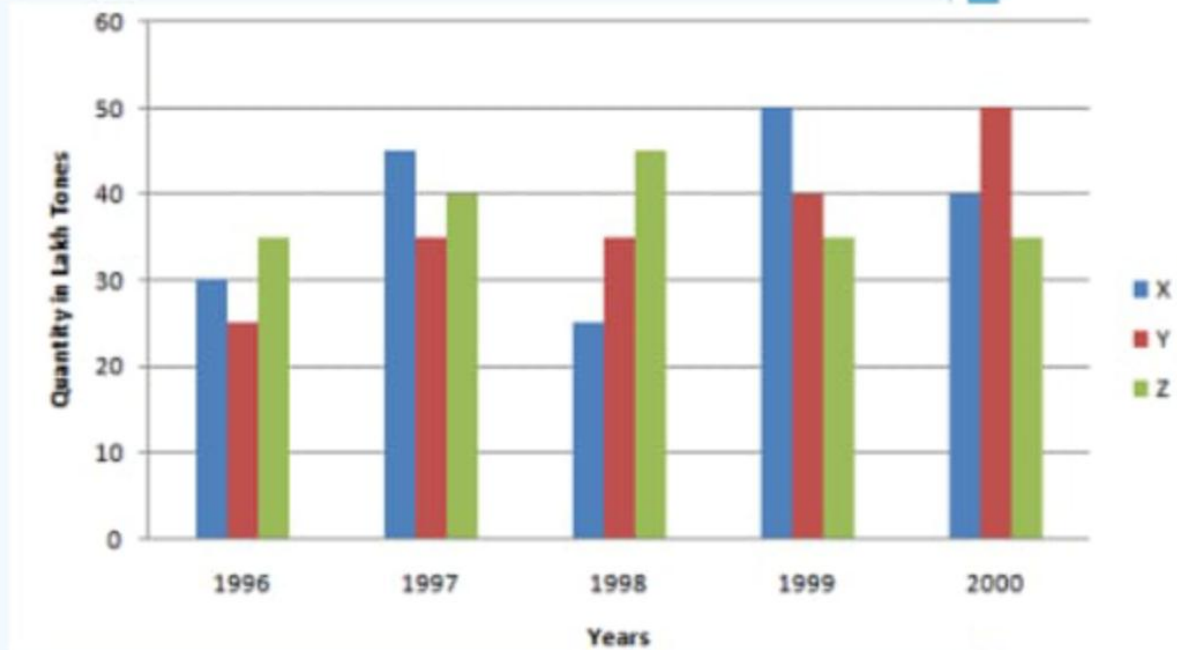
- ✓ The butterflies sit on the flowers to absorb the nectar
- ✓ to lay eggs on flowers
- ✓ to play a part in the process of pollination
- ✓ to get nutrition

No credit: other responses and missing

READING UNIT 7

Given below is a graph on the production of paper by three companies:

1. Production of paper (in lakh tonnes) by three companies X, Y and Z over the years. Study the graph and answer the questions that follow.



Questions

1: What is the difference between the production of company Z in 1998 and company Y in 1996?

- 1) 20,000 tons
- 2) 20,00000 tons
- 3) 2,00000 tons
- 4) None of these

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | M EXPOSITION |
| PROCESS | LOCATE |
| ITEM | SIMPLE MCQ |
| PROFICIENCY LEVEL | 1b |

Full credit: option 3

No Credit: other responses and missing

READING LITERACY – MASTER TRAINERS – GROUP 1

2: On the basis of the data projected in the graph, which company/companies has/have the maximum average production of paper?

- 1) X&Y
- 2) Z&Y
- 3) X&Z
- 4) Only y

| FRAMEWORK | CHARACTERISTICS |
|-------------------|--------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | M EXPOSITION |
| PROCESS | LOCATE INFORMATION |
| ITEM | SIMPLE MCQ |
| PROFICIENCY LEVEL | 1A |

Full credit: Option 3

No Credit: other responses and missing

3: You went to Bata Showroom to buy a pair of shoes. You were very impressed with the E-bill sent to your mail. As a responsible citizen suggest three ways in which paper can be saved.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | M EXPOSITION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

Full Credit : Use Jute Bags, Recycle Paper, Avoid Unnecessary Print Outs

Partial Credit: Any one of the above points

No Credit: Other responses and Missing

4: What are the ways in which a company can show excellence in performance and enhance its business?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | M EXPOSITION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

READING LITERACY – MASTER TRAINERS – GROUP 1

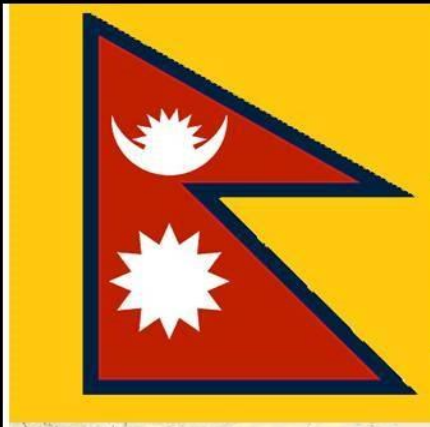

Full credit: Good management, quality staff, good quality raw material, increasing demands and supply, best practices

Partial credit: Good salary to staff, conducive environment

No Credit: Other responses and missing

READING LITERACY – MASTER TRAINERS – GROUP 1

READING UNIT 8

| NEIGHBOURING COUNTRY – NEPAL | |
|--|--|
|   | GENERAL INFORMATION: Capital : KATHMANDU Area : 56827 sq. mi. (147, 181 sq km.) Population : 18,452,000 Official Language : Nepali Monetary Unit : 1 Nepali Rupee = 100 paisa Main Cities : Kathmandu; Biralnagar; Lalitpur |
| | GOVERNMENT: Form : Constitutional Democracy Independent : 1769 Head of Government : Prime Minister Legislature : One Legislative House (National Panchayat) Judiciary : Highest Court is Supreme Court Political Division : 14 zones, 5 development regions |
| | NATIONAL ECONOMY: Gross national product : U.S. \$ 3,150, 000, 000 Per capita income : U.S. \$ 170 Agriculture : Jute, Rice, Corn, Wheat, Sugar cane Livestock : Cattle, Goats, Buffalo Fisheries : 11,000 metric tons Mining : Quartz Industries : Sugar, Jute goods, Tourism Main Exports : Food and live animals, Basic Manufactures, Crude materials, animal and vegetable oils and fats Transportation : 3,918 mi (6,306 km) of roads, 1 international airport Trading Partners : India, Japan |
| | PEOPLE: Urban : 08% Ethnic Composition : Nepalese 58.5%, Bihari (including Maithili and Bhojpuri) 18.5%, Tharu 3.5% , Tamang 3.5% Birth Rate : 39.3 per 1000 population Death Rate : 14.6 per 1000 population Infant mortality : 101 per 1000 live births Life expectancy : Male 50 years; Female 49 years |

QUESTIONS

1. If the natural increase in population is calculated in the following manner: i.e. if $NaturalIncrease = \frac{Birth\ rate - DeathRate}{10}$, then what will be the natural increase in population of Nepal with reference to the given data?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | UNDERSTAND AND INFER |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 1:

Full credit: 2.47 or 2.47 per 1000
 No credit: Any other response or Missing

READING LITERACY – MASTER TRAINERS – GROUP 1

2. On the basis of the data in the figure Identify and write any three similarities between India and Nepal.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|--------------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | LOCATE , CO-RELATE AND REFLECT |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 2:

Full credit:

- ✓ Monetary unit – 100 paisa makes 1 rupee in both countries.
- ✓ Judiciary – Supreme Court is the highest court in both the countries
- ✓ Ethnic composition, India too has Maithili and Bhojpuri population.
- ✓ Agriculture

Partial Credit; Any two of the items mentioned in full credit

No credit : Any other response or Missing

3. Which of the following Indian states share their boundaries with Nepal?
- a. Uttar Pradesh, West Bengal, Assam, Uttarakhand, Sikkim
 - b. Uttarakhand, Bihar, West Bengal, Sikkim, Uttar Pradesh
 - c. Sikkim, Himachal Pradesh, Uttar Pradesh, West Bengal, Uttarakhand
 - d. Bihar, Uttarakhand, Uttar Pradesh, West Bengal, Himachal Pradesh

| FRAMEWORK | CHARACTERISTICS |
|-------------------|------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | LOCATE |
| ITEM | SIMPLE MULTIPLE CHOICE |
| PROFICIENCY LEVEL | 1B |

SCORING FOR ITEM 3:

Full credit: (b) Uttarakhand, Bihar, West Bengal, Sikkim, Uttar Pradesh

No credit : any other response or Missing

READING LITERACY – MASTER TRAINERS – GROUP 1

4. Give reasons why the infant mortality rate in Nepal is quite alarming as per the details given.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | CRITICAL THINKING AND ANALYZING |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 4:

Full credit:

- ✓ Poor health condition of people
- ✓ Poor medical facility in Nepal
- ✓ Illiteracy
- ✓ Nepal is a developing country
- ✓ Poverty

Partial Credit:

- ✓ No health facility
- ✓ No education
- ✓ Poor people

No credit : Any Other response or Missing

READING UNIT 9

HOWARD'S END

– E. M. Forster

Dearest Meg



'It isn't going to be what we expected. It is old and little, and altogether delightful – red brick. We can scarcely pack in as it is , and the dear knows what will happen when Paul (younger son) arrives tomorrow. From hall you go right or left into dining room or drawing room. Hall itself is practically a room. You open another door in it, and there are stairs going up in a sort of tunnel to the first floor. Three bedrooms in a row there , and three attics in a row above. That isn't all the house really , but it is all that one notices- nine windows as you look up from the front garden.



Then there is a very big wych-elm- to the left as you look up- leaning a little over the house , and standing on the boundary between the garden and the meadow . I quite love that tree already. Also ordinary elms , oaks- no nastier than ordinary oaks – pear trees, apple trees and a vine. No silver birches, though. However , I must get on to my host and hostess. I only wanted to show that it isn't the least what we expected. Why did we settle that their house would be all gabbles and wiggles , and their garden all gamboge-coloured paths? I believe simple because we associate them with expensive hotels – Mrs Wilcox trailing in beautiful dresses down long corridors , Mr Wilcox bullying porters etc. We females are that unjust.



I shall be back Saturday; will let you know later. They are as angry as I am that you did not come too; really Tibby is so tiresome, he starts a new mortal disease every month. How could he have got hay fever in London ? and even if he could, it seems hard that you should give up a visit to hear a school boy sneeze, Tell him that Charles Wilcox (the son who is here) has hay fever too. But he is brave , and gets quite cross when we enquire after it. Men like the Wilcoxes do Tibby a power of good. But you won't agree and I'd better change the subject.

This long letter is because I'm writing before breakfast. Oh, the beautiful vine leaves! The house is covered with a vine. I looked out earlier, and Mrs. Wilcox was already in the garden. She evidently loves it. No wonder she sometimes looks tired. She was watching the large red poppies come out. Then she walked off the lawn to the meadow, whose corner to the right I can just see.

Trail, trail, went her long dress over the sopping grass, and she came back with her hands full of the hay that was cut yesterday—I suppose for rabbits or something, as she kept on smelling it. The air here is delicious. Later on I heard the noise of croquet balls, and looked out again, and it was Charles Wilcox practicing; they are keen on all games. Presently he started sneezing and had to stop. Then I hear more clicketting, and it is Mr. Wilcox practicing, and then, 'a-tissue, a-tissue': he has to stop too. Then Evie comes out, and does some calisthenics exercises on a machine that is tacked on to a greengage-tree—they put everything to use—and then she says 'a-tissue,' and in she goes. And finally Mrs. Wilcox reappears, trail, trail, still smelling hay and looking at the flowers. I inflict all this on you because once you said that life is sometimes life and sometimes only a drama, and one must learn to distinguish t'other from which, and up to now I have always put that down as 'Meg's clever nonsense.' But this morning, it really does seem not life but a play, and it did amuse me enormously to watch the W's. Now Mrs. Wilcox has come in.

READING LITERACY – MASTER TRAINERS – GROUP 1

QUESTIONS

1. Mrs. Wilcox walked off the lawn to the meadows. What did she gather from there?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | LOCATE AND INFORM |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 1.

Full Credit: She gathered a handful of hay that was cut the day before, possibly for rabbits.

Partial Credit: Hay for rabbits

No Credit: Any Other response or missing

2. In the above passage life is portrayed in few other ways. Which of the following represents correct similarities with life?

- a) Drama; Flowers; Life
- b) Vine; Play; Garden
- c) Vine; Play; Life
- d) Life; Drama; Play

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | LOCATE AND ASSEMBLE INFORMATION |
| ITEM | SIMPLE MCQ |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 2:

Full credit: (d) Life; Drama; Play

No credit: Any Other response or missing

3. In what ways is Mrs. Wilcox different from Mr. Wilcox?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|--|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | UNDERSTANDING RELATIONSHIP, COMPARISON AND CONTRAST |
| ITEM | SHORT RESPONSE |
| PROFICIENCY LEVEL | 2 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 3:

Full Credit: (Any two points for each - Mrs Wilcox and Mr. Wilcox)

Mrs Wilcox:

- (a) Loves the garden and the vine
- (b) Works in the garden
- (c) Loves the smell of hay
- (d) More responsible, caretaker and hard working

Mr. Wilcox:

- (a) Loves playing with croquet balls
- (b) Likes to play all games
- (c) Passionate player

Partial Credit:

- 1) For providing any one point of difference Or/and
- 2) For the following points:

Mrs Wilcox:

- (a) Loves vine on house
- (b) Loves poppies and hay

Mr Wilcox

- (a) Loves playing
- (b) Does not do any work.

No credit: Any other response or missing

4. Nature sustains us, teaches us many things and makes us creative. Instead of saving it, we continually harm it in the name of development. Mention the ways in which we can preserve it .

| FRAMEWORK | CHARACTERISTICS |
|-------------------|------------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | ANALYZE, REFLECT AND CREATE. |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 4

- Full Credit:**
- 1) Plantation is the only panacea to preserve nature.
 - 2) Aim for sustainable development.
 - 3) Check population explosion
 - 4) Conserve forests
 - 5) Create Public awareness to protect mother earth.
 - 6) Doing away with extinction of species.
 - 7) Less use of automobiles / factories emitting CO₂ etc.

READING LITERACY – MASTER TRAINERS – GROUP 1

Partial Credit: Any three of the above mentioned points

No Credit:

- 1) For inaccurate comprehension
- 2) For insufficient and vague answers
- 3) For irrelevant points
- 4) For implausible answers

Any other response or missing

READING LITERACY – MASTER TRAINERS – GROUP 1

READING UNIT 10

ONLINE WORLD

The Kiki challenge is a classic example of how things started in a fun way can become dangerous. However, the Momo challenge and the Blue Whale Game were started with an intention of cyber-criminals preying on young vulnerable children by hooking them to the games with a life threatening endpoint. Both the games work on the psychology of cognitive distortion, loss of touch with reality, social isolation and fear.

The main role to be played by the government should be raising awareness about such challenges and making professional support available and accessible. Policing is not an answer to these challenges because the children need support and understanding as well as right interventions and education of care-givers such as parents and teachers to recognize the early signs of mental health issues.

Source: Brainfeed Magazine , October 2018

QUESTIONS

1: How do online games have a hazardous effect on the physical well being of a child?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | INFER AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

SCORING KEY FOR ITEM 1:

Full credit: For writing any two

1. Obesity
2. Hindering the development of psycho-motor skills
3. Poor eyesight

Partial Credit: Any one answer.

No credit: any other response or Missing

2. Imposition of too many restrictions on children may spoil their imagination and creativity. How can the caregivers address this addiction to online activities?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | INFER AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 2:

Full credit:

1. Making children aware regarding the physical and mental hazards of such activities
2. Regular monitoring of their online activities
3. Channelizing their energy and developing their interest in creative and constructive activities like sports, painting, reading etc.

Partial credit: For writing any one option

No credit : Any other response or Missing

3. What do you understand by the expression 'loss of touch with reality'?

- a) not watching reality shows
- b) being social and practical
- c) being in their world of fantasy
- d) not being in touch with friends

| | |
|--------------------------|-----------------------------|
| FRAMEWORK | CHARACTERISTICS |
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | UNDERSTANDING AND INFERRING |
| ITEM | COMPLEX MCQ |
| PROFICIENCY LEVEL | 1 a |

SCORING FOR ITEM 3:

Full credit:

No credit :

Option (iii) Being in their world of fantasy

Any other response or Missing

READING UNIT 11

STRESS BUSTERS

STRESS BUSTERS



For

according to importance and urgency. Organise and complete the most pressing tasks first and then go on to the next. Tick off tasks as they are done. You could try scheduling 'time blocks' for each task.

Keep distractions at bay

Holiday season can be quite distracting for obvious reasons. Whether it is the holiday stress, emails to be answered, or quick questions from your colleagues, distractions can interfere with the work schedule you had planned. Keep a time buffer for all the possible distractions that can come your way, so that you don't have to ignore important work. Work hard to party harder!

Plan and schedule everything

It's good to plan all that you want to accomplish but it's important to be disciplined when following your plan. Follow your planner and carry it everywhere you go. Whether it is work, shopping, or visiting your friends, the planner should have all the day's activities jotted down. This will prevent the possibility of burnout and unnecessary stress during this season.

Be kind to yourself and others

Show empathy and reinstate faith in the company's values and policies. Take time out to bring the festive cheer to work. Consider perks like gifts, interactive sessions and shorter work days so that there is more fun and less stress, and the work gets done.

the working professionals festivities do not always mean a holiday in India. Many of them do not manage to get off work during the festival days. And this is a tricky situation faced by many, no matter which sector they are in. Stressful workplaces can, however, take a toll on the health and quality of lives of employees. In a survey, conducted by Cigna TTK Health Insurance, 89% of Indians responded saying that they suffered from stress as compared to the global average of 86%.

Well, with the festive season, it's time you took the control back with work life blend. While keeping your job is important, you cannot give the festivities amiss, either. Here are some tips on how to make the best of both worlds by using the effective work-pleasure hacks given below :

Decide your priorities

Get the best returns from a work day by prioritizing your to-do list

Source: Career360 Nov.2018 (Page#192)

READING LITERACY – MASTER TRAINERS – GROUP 1

QUESTIONS

1: As English adage goes: 'No pain, no gain'. It is often found that pain leads to stress but taking pains is a key to success. So how should we cope with it?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | UNDERSTANDING AND CONSTRUCTING MEANING. |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 1:

Full credit :

- ✓ Taking pain or stress may produce and instant gain.
- ✓ But excessive stress is dangerous for both physical and psychological health. One must lead a balanced life.
- ✓ One has to have a stress-free mindset to work lest the results be catastrophic.

Partial Credit: Stress is dangerous and can have detrimental effect on health both physical and psychological. There should be a balance.

No credit : Any other response or Missing

2. Your mother keeps nagging you for procuring good scores in all subjects in class X. You are a little scared that you would not be able to meet the expectations of your parents. How would you manage your stress?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | UNDERSTANDING AND CONSTRUCTING MEANING. |
| ITEM | SHORT RESPONSE TYPE |
| PROFICIENCY LEVEL | 3 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 2:

Full credit

- ✓ Exercise and Meditation
- ✓ Taking proper sleep
- ✓ Talk to relative(s)
- ✓ Rapport with parents/elders/teachers/friends
- ✓ Maintaining a diary
- ✓ Managing your time

Partial Credit: Any three of the above.

No credit : Any other response or Missing

3. Work hard to party harder'. In our hectic life schedule, one doesn't get time for fun and celebration. How can one party harder when there is so much burden of work?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|--|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | ANALYZING, REFLECTING, CRITICAL THINKING |
| ITEM | SHORT RESPONSE TYPE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 3:

Full credit

- Prioritizing To-do list
- Making time blocks for each task
- Following plan in a disciplined way
- Breaking free of unnecessary stress
- Never being de-motivated
- Standing positive against odds

Partial Credit: Any two of the above mentioned points

No credit: Any other response or Missing

4, Using Facebook, WhatsApp and other social sites keep stress at bay. Crores of people are addicted to such sites. How would you convince your father who caught you and scolded you for using Facebook.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | UNDERSTANDING AND CONSTRUCTING MEANING. |
| ITEM | OPEN CONSTRUCTED |
| PROFICIENCY LEVEL | 3 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 4:

Full credit

- WhatsApp groups made for sharing school tasks like HW and CW.
- Sharing notes on different chapters.
- Group members are classmates only.
- Parents can monitor you anytime
- Restrictive hours on Social Media,

Partial Credit: Any two points mentioned above.

No credit: Any other response or Missing

Reading Unit 12

Blowin' in the Wind

How many roads must a man walk down,
Before you call him a man.

How many seas must a white dove sail,
Before she sleeps in the sand.

Yes, 'n' how many times must the cannon balls fly,
Before they're forever banned

The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

How many years can a mountain exist,
Before it's washed to the sea?

Yes 'n' how many times can some people exist ,
Before they're allowed to be free?

Yes 'n' how many times must a man turn his head,
Pretending he just doesn't see?

The answer, my friend, is blowing in the wind,
The answer is blowing in the wind.

Yes, 'n' how many times must a man look up,
Before he can see the sky.

Yes, 'n' how many ears must one man have,
Before he can hear people cry.

Yes, 'n' how many deaths will it take till he knows
That too many people have died.

The answer, my friend, is blowin' in the wind,
The answer is blowin' in the wind.

By - Bob Dylan

1. The poem '*Blowin' in the wind*' was originally a song written by the famous American song-writer Bob Dylan and poses a series of questions to the reader. Identify the tone of the poem.

- a) sympathy
- b) nostalgia
- c) poignancy
- d) protest

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK. | CHARACTERISTICS |
|--------------------|-------------------------------|
| SCENARIO. | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE. | ARGUMENT |
| PROCESS. | REPRESENT LITERAL INFORMATION |
| ITEM. | SIMPLE MULTIPLE CHOICE |
| PROFICIENCY LEVEL. | 1 A |

SCORING FOR ITEM 1

Full Credit: Option (d)

No Credit: Any other response or missing

2. What does the line 'the answer my friend is blowin' in the wind' imply?

- a) the questions are rhetorical, and no one dares to find them
- b) the questions are sarcastic and only the poet understands them
- c) the questions are rhetorical and only the authorities can perceive them
- d) the questions are sarcastic and only a few friends of the poet know the answers

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | ARGUMENT |
| PROCESS | INTEGRATE AND GENERATE INFERENCES |
| ITEM | COMPLEX MULTIPLE CHOICE |
| PROFICIENCY LEVEL | 2 |

SCORING FOR ITEM 2

Full Credit: Option (a)

No Credit: No other option or missing

3. According to the poet a person would be required to fight many wars so that he may be called a man. The wars will lead to his emancipation and bring peace on earth.

List some of the qualities that enable one to be truly called a 'Man'?

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | ARGUMENT |
| PROCESS | INTEGRATE AND GENERATE INFERENCES |
| ITEM | SHORT CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 3

Full Credit:

After one has suffered a lot due to wars/ discrimination/ ego and the pride of exploitative authorities

Partial Credit:

- After having seen death
- Experience failure and misery
- Realization of defeat

No Credit:

Responses like merely copying questions raised by the poet or any other irrelevant ones.

4. The poet aims to sensitize our conscience and wants individuals to search for answers which are fundamental to our existence.

Poetry in this sense is a powerful tool to bring about social awakening.

Substantiate your point of view on this with any four points.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|----------------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | ARGUMENT |
| PROCESS | UNDERSTAND AND EVALUATE, REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 4 |

SCORING FOR ITEM 4

Full Credit:

- Art and literature have always been powerful tools to criticise the social issues like human exploitation, discrimination, genocides etc.
- Poetry has the healing power, it empathises with the reader.
- It raises questions on behalf of the exploited and downtrodden.
- Poet's views act as a mirror reflecting the evils of war.
- Most of the social poems talk about the futility of war and its ugly aftermath.

READING LITERACY – MASTER TRAINERS – GROUP 1

Partial Credit:

- Able to grasp the question but not able to express accurately.
- Able to get the hint but could not substantiate the views with examples pertaining to the main idea.

No Credit

- Not able to express personal views on poetry and its role in awakening people.
- Not able to understand and reflect upon the implied meaning of the question in a global context.
- Usage of vague phrases or expressions like poetry is good etc

READING UNIT 13

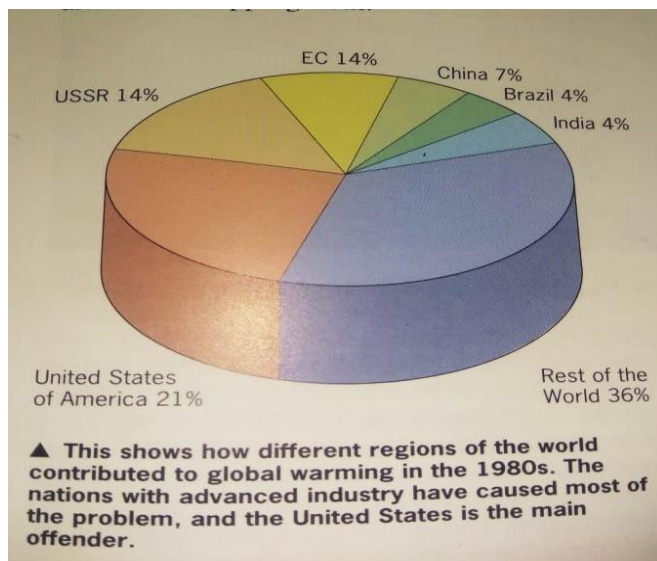
Environmental Problems

Before humans came on the scene, the world changed slowly. There were natural calamities such as earthquakes, volcanic eruptions and tropical storms. The climate warmed and cooled. New plants and animals evolved and became extinct in their turn. Sea levels rose and fell over periods of thousands, if not millions of years.

But during the last two thousand years, the rate of change has been dramatic. Forests have vanished and river courses have been altered. Large areas of natural vegetation has disappeared under farmland and cities. The delicate balance of nature has been disturbed.

Some of the problems for the

results pose serious survival of humans.



Questions

1. Earth is home to millions of species, yet One dominates it. The world witnessed many changes after humans came on the scene. The change led to a receding of:
 - (a) Flora and fauna
 - (b) Farmland and cities
 - (c) Forest fires
 - (d) Level of sea water fell

| FRAMEWORK | CHARACTERISTICS |
|-------------------|--------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | MIXED |
| TEXT TYPE | DESCRIPTION |
| PROCESS | UNDERSTAND AND REPRESENT |
| ITEM | SIMPLE MULTIPLE CHOICE |
| PROFICIENCY LEVEL | 1A |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 1

Full credit: Option (a)

No credit for option (b), (c), (d) / missing response

2. The given figure shows how different regions of the world contributed to global warming in 1980s. Circle **Yes/No** if you agree or disagree with the following statements about the same.

- (a) European countries contributed more than Brazil, India and China put together. **Yes/ No**
- (b) China and Brazil together contributed less than USSR. **Yes/No**
- (c) Rest of the world contributed more than USA alone. **Yes/No**
- (d) European countries and India together contributed less than the rest of the world. **Yes/ No**

| FRAMEWORK | CHARACTERISTICS |
|-------------------|--------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | MIXED |
| TEXT TYPE | DESCRIPTION |
| PROCESS | UNDERSTAND AND REPRESENT |
| ITEM | COMPLEX MULTIPLE CHOICE |
| PROFICIENCY LEVEL | 2 |

SCORING FOR ITEM 2

Full credit:

Option (a) No, (b) Yes, (c) Yes, (d) Yes

No credit: No credit for incorrect or missing response

3. Ecological disturbance brings about the mortality to organisms and changes the pattern of their ecosystems.

State the measures that can be taken up to minimize this ongoing imbalance in nature.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | MIXED |
| TEXT TYPE | DESCRIPTION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 3

Full credit: Any two measures from the items listed below

- Reduce greenhouse gases emission
- Waste management
- Afforestation
- Avoid using chemical fertilizers and pesticides

Partial credit: Any one or two measure mentioned in full credit.

No credit: Irrelevant answers

4. There are seven billion people inhabiting planet earth today and are together accelerating the rate of climate change. However, the pie chart shows that countries with had lesser population contributed more towards this imbalance in the year 1980. What could have been the possible reason for this?

SCORING FOR ITEM 4

Full Credit:

- More industries in less populated countries than countries of higher population.
- The less populated countries using the higher populated countries as their market to sell their industrial products.
- Population growth is slow but their people consume more products/ travel more

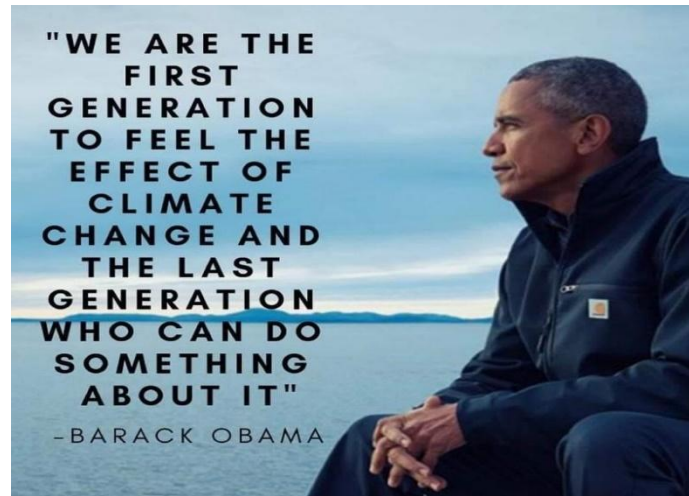
Partial credit: Any one argument mentioned in full credit.

No credit: No credit for Irrelevant or missing answer

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | MIXED |
| TEXT TYPE | DESCRIPTION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

READING UNIT 14

A WAKE UP CALL FOR US



Questions

1. The former US president addresses one of the greatest challenges the world is facing today. What does Barack Obama wish to emphasize through these lines?
 - (a) Generation gap
 - (b) Alarming climatic changes
 - (c) The urgency to protect our environment
 - (d) Threats to our environment

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TEXT TYPE | DESCRIPTION, EXPOSITION |
| PROCESS | LOCATE INFORMATION |
| RESPONSE ITEM | SIMPLE MULTIPLE CHOICE |
| PROFICIENCY LEVEL | 1B |

SCORING FOR ITEM 1

Full Credit: Option(c): The urgency to protect our environment
No Credit: No credit for (a), (b) & (d)

2. Identify the tone of Barack Obama’s statement.
 - (a) Didactic
 - (b) Ironical
 - (c) Satirical
 - (d) Cautionary

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TEXT TYPE | DESCRIPTION, EXPOSITION |
| PROCESS | LOCATE INFORMATION |
| RESPONSE ITEM | COMPLEX MULTIPLE CHOICE |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 2

Full credit: (d) cautionary

No credit: (a), (b) & (c)

3. Climate change has become clearly perceptible now.
Why does Obama call us *the first generation* to feel its effects?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TEXT TYPE | DESCRIPTION, EXPOSITION |
| PROCESS | EVALUATE AND REFLECT |
| RESPONSE ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

SCORING FOR ITEM 3

Full credit: We can see and experience the following;

- Melting of glaciers, droughts, extreme weather conditions,
- Global warming and its effects
- Rapidly eroding glaciers and shorelines
- Effects of El Nino
- Shortage of food/ clean drinking water
- Abrupt climate changes/ disasters

Partial credit: Any two of the above-mentioned points.

No credit: Irrelevant answer.

4. During his presidency Barack Obama once said, “We can still act and it won’t be too late.”
The governments across the world have also identified steps that can be taken to address the challenge of climate change.
Identify the measures taken to address this challenge.

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | CONTINUOUS |
| TEXT TYPE | DESCRIPTION, EXPOSITION |
| PROCESS | EVALUATE AND REFLECT |
| RESPONSE ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

SCORING FOR ITEM 4

Full credit:

- Shift to clean energy
- Adopt afforestation
- Minimize the emission of greenhouse gases;
- Recycling of waste
- Ensure food security for all
- Set aside political differences

Partial credit: Any of the two above mentioned points

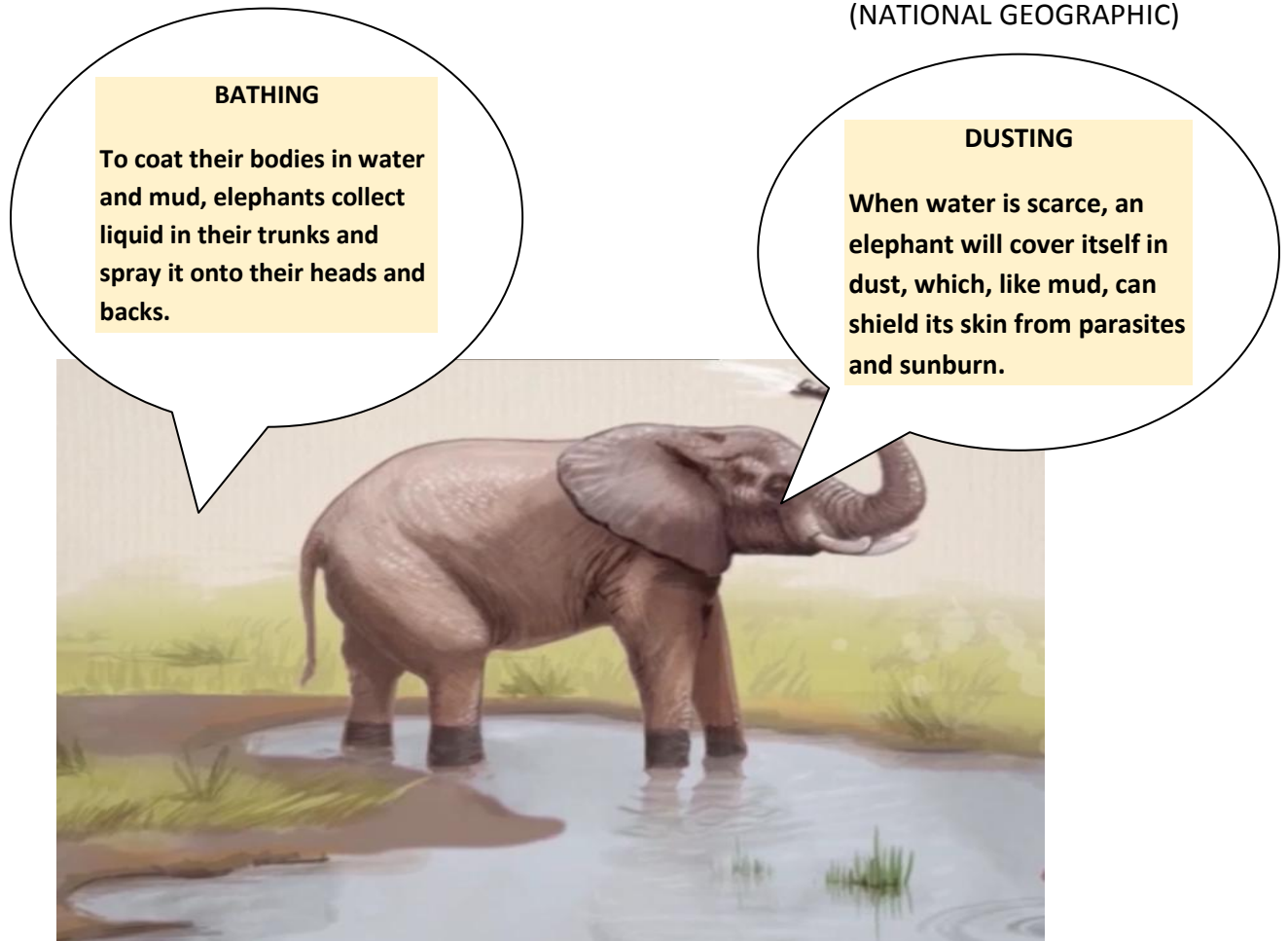
No credit: Irrelevant answer.

READING UNIT 15

EVOLVED TO CRACK

The intricate web of cracks and crevices that gives **African elephants** their distinctive look is, in fact, an essential adaptation. The millions of micrometer-wide fractures in elephants' skin retain mud and water after mud baths, helping the animals stay hydrated between trips to the water hole. Evaporation from the mud and water also aids temperature regulation—vital because elephants, unlike many mammals, don't sweat. How the crevices develop has long been a mystery, but Michel Milinkovitch and his colleagues may have solved it. Their research suggests that fractures form when the growth of new skin puts stress on the brittle, outermost skin layer. The findings offer fresh insights into how elephants beat the heat.

(NATIONAL GEOGRAPHIC)



Questions:

1. The word fracture in the passage refers to:

- a) Broken bones
- b) Scar on skin
- c) Cracks on skin
- d) Damaged skin

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|------------------|-----------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | MIXED |
| TYPE | EXPOSITION |
| PROCESS | UNDERSTAND |
| ITEM | COMPLEX MCQ |
| PROFICIENCYLEVEL | 1 A |

SCORING FOR ITEM 1

Full Credit: Answer c) —Cracks on Skin

No Credit: Any other response or missing

2. On the basis of the write up explain how elephants regulate their temperature and keep themselves hydrated.

| FRAMEWORK | CHARACTERISTICS |
|------------------|--------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | MIXED |
| TYPE | EXPOSITION |
| PROCESS | LOCATE INFORMATION |
| ITEM | SHORT RESPONSE |
| PROFICIENCYLEVEL | 2 |

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SCORING FOR ITEM 2

Full Credit:

- a) By spraying themselves with mud
- b) By spraying themselves with water
- c) The fractures in the skin retain the moisture keeping them hydrated

Partial Credit: Any one of the above mentioned points.

No Credit: Any other response or missing

3. Why do you think would the African elephants find it difficult to survive in the Sahara region?

| FRAMEWORK | CHARACTERISTICS |
|------------------|-----------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | MIXED |
| TYPE | EXPOSITION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCYLEVEL | 3 |

READING LITERACY – MASTER TRAINERS – GROUP 1

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SCORING FOR ITEM 3

Full Credit:

1. Since elephants don't sweat, they need to keep their skins hydrated
2. The conditions in the Sahara region are not conducive for the survival of the elephants
3. Scarcity of water, high temperature, lack of foliage -- detrimental conditions

Partial Credit:

Any one of the above mentioned points

No Credit:

Any other response or missing

4: Michel Milinkovitch and his colleagues have unearthed an important fact regarding elephants during their research:

- a) How do they keep themselves hydrated
- b) How do the fractures in their skin help them
- c) How do they keep themselves cool during summer
- d) How do they develop fractures on their skin

| FRAMEWORK | CHARACTERISTICS |
|------------------|--------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | MIXED |
| TYPE | EXPOSITION |
| PROCESS | LOCATE INFORMATION |
| ITEM | SIMPLE MCQ |
| PROFICIENCYLEVEL | 1b |

SCORING FOR ITEM 4

Full Credit: Option (d) - How do they develop fractures on their skin

No Credit: Any other response or missing.

READING UNIT 16

GOOD NEWS

Everybody’s welcome:

Looks like eating out in India got a whole lot more inclusive! After a transgender individual was allegedly denied entry into a mall in Pune, 45 hotels, restaurants and service companies, including Urban Clap and Olive Bar &Kitchen, have pledged to make all the people feel more welcome, regardless of gender and sexual preference.

Keshav Suri, executive director of the Lalit Suri Hospitality Group and one of the petitioners for decriminalizing Section 377 of the Indian Penal Code, has been a vocal advocate for gay rights in India. “It begins with a fundamental concept such as not assuming that if two men are checking in together, they have to be provided with twin beds; and changing the concept of couple, which people still define as a man and woman together. We have started addressing a couple as a twosome instead,” he told Hindustan Times.

The establishments will make various changes such as training their staff to provide more inclusive service, better hiring processes and gender-neutral bathrooms wherever possible. This is another big step in the right direction for India and will hopefully pave the way for a safer, happier, more embracing society for all.

(Reader’s Digest, October 2018)

QUESTIONS:

1. A transgender individual was denied entry into a mall in Pune because -
 - a) transgender people are not considered part of the society.
 - b) people are biased against transgender people.
 - c) the Indian Law doesn’t support transgender people
 - d) Transgender people have no right to mingle in the society.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | EVALUATE & REFLECT |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

SCORING ITEM NO. 1

Full Credit: Answer B-- people are biased against transgender people.

No Credit: Any other response or missing

READING LITERACY – MASTER TRAINERS – GROUP 1

2: How can India become a more inclusive society?

| FRAMEWORK | CHARACTERISTICS |
|------------------|---------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | LOCATE |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCYLEVEL | 2 |

SCORING FOR ITEM NO. 2

Full Credit:

- ✓ Accepting people as they are, irrespective of their gender and sexual preferences.
- ✓ Accepting the changing concept of “Couple”.
- ✓ Providing gender neutral bathrooms.
- ✓ Providing equal employment opportunities and having better hiring processes

Partial Credit: Any two of the abovementioned points.

No Credit: Any other response or missing

3: Section 377 of Indian Penal Code deals with:

- a) Right to Education
- b) Right to Privacy
- c) Right to follow Religion
- d) Right to Homosexuality

| FRAMEWORK | CHARACTERISTICS |
|------------------|-----------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | UNDERSTAND |
| ITEM | SIMPLE MCQ |
| PROFICIENCYLEVEL | 1 b |

SCORING FOR ITEM 3

Full Credit: Option D-- Right to Homosexuality

No Credit: Any other response or missing

4: What is the author’s intent in the passage? Choose the correct option:

- a) Complain
- b) Appeal
- c) Appreciate
- d) Condemn

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|------------------|--------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | EVALUATE & REFLECT |
| ITEM | COMPLEX MCQ |
| PROFICIENCYLEVEL | 2 |

SCORING ITEM 4

Full Credit: Option C--Appreciate

No Credit: Any other response or missing

READING UNIT 17

Taking the Violence out of Silk

Do you know how many silkworms are normally killed to make a silk sari? Kusuma Rajaiah, a 55-year old government officer from India's Andhra Pradesh state, does: "Around 10,000." Mr. Rajaiah estimates that around 15 silkworms are normally sacrificed to produce a gram of silk yarn. For years, he's been battling against what he describes as the "cruel killing of millions of innocent worms."

But there's no need to give up silk: Mr. Rajaiah has long come up with an alternative. He realized the lure of silk was too strong to persuade people to give it up altogether so he came up with a technique that spares the life of the silkworm. He's the man who invented "Ahimsa" – or "nonviolent" – mulberry silk, a fabric which has since reached temples in Tamil Nadu and red carpets in Hollywood.

India prides itself on its varieties of silk – the most popular of which is made from cocoons whose worms feed on mulberry leaves. Mulberry silk accounts for over 80% of the country's total silk output, according to India's Central Silk Board. The board showcases India's various types of silk through a series of government-sponsored expos. Mr. Rajaiah, who holds the patent for eco-friendly mulberry silk, makes the special silk only on order. He says he was inspired by Mahatma Gandhi – a proponent of Ahimsa, a principle which opposes harm to all living things.

"Why should we torture and boil worms just for a luxury fabric?" said Mr. Rajaiah in a recent phone interview.

In normal silk production silkworms are poured in boiling water inside their cocoons – at a stage believed to be best for silk production. Nonviolent silk – also known as "peace silk" – involves no such brutality: Silkworms first break out of their cocoons, which are then spun. Mr. Rajaiah reckons he has saved "billions" of silkworms since he first started weaving peace silk back in 1990. His company's website shows animated pictures of moths fluttering their wings and "Free to Live" pop-out signs.

Worms – unlike cuddly minks, ermines or chinchillas whose furs are coveted for coats and stoles – rarely make it on animal rights agendas. But "those who care about animals should care about worms too," said Mr. Rajaiah. But can people really be swayed by worm rights? Nonviolent mulberry silk, which makes up a tiny percentage of overall silk output, occupies a niche in the market for eco-friendly but high quality silk, said M. Saatyawati, head of India's Central Silk Board.

It's the sort of silk that's starting to appeal to the eco-friendly glitterati globally. Among them is Suzy Amis, wife of Avatar's James Cameron. The blue gown donned by Ms Amis at the 2010 Oscars ceremony, says Mr. Rajaiah, was made from worm-friendly fabric originally supplied by him.

Peace silk requires waiting around 10 days for the larvae to grow into moths and to make their way out of their cocoon – compared to the 15 minutes it usually takes to boil them alive. At this later stage the cocoon yields six times less filament. This inflates the cost of nonviolent silk, which is priced at roughly 6,000 rupees (\$ 134) per kilogram – about twice

READING LITERACY – MASTER TRAINERS – GROUP 1

the price of the regular kind. Once woven, nonviolent silk is hard to distinguish from normal mulberry silk.

Mr. Rajaiah is quick to point out that the higher price “is nothing compared to the lives of thousands of moths” that are spared.

Another variety of silk known as “eri” silk – which accounts for about 12% of silk production in India – also spares the life of silkworms. But the quality is not as good as the mulberry sort, which is more expensive but shinier. Mr. Rajaiah’s regular customers include devotees from the temple town of Kanchipuram, Tamil Nadu, who gave up regular silk after their local priest urged them to. Peace silk is also popular among Jainists, firm believers of the principle of non-violence.

Although revenues have been steadily increasing since he first started selling peace silk about a decade ago, his business made just over \$67,000 last year. But Mr. Rajaiah says he’s not in it for the money.

“I am not a business person,” he said. “I do it for passion.”

(The Wall Street Journal)

Questions

1 The fact that non violent silk has reached even the red carpets in Hollywood indicates

- a) an inclination towards adopting Ahimsa
- b) a trend for eco friendly products
- c) a fondness for silk
- d) a Gandhian bent of mind

SCORING ITEM 1

Full Credit: Option b-- a trend for eco friendly products

No Credit: Any other response or missing

| FRAMEWORK | CHARECTERISTICS |
|-------------|-----------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| ITEM | SIMPLE MCQ |
| PROCESS | LOCATE-RETRIEVE INFORMATION |
| LEVEL | 1a |

READING LITERACY – MASTER TRAINERS – GROUP 1

2. Why do you think there aren't enough people advocating about worm rights?

Ans:-----

SCORING FOR ITEM 2

Full credit:

- i) people are not moved by the cruel treatment meted out to worms
- ii) people don't care about worms
- iii) they are not a priority with people
- iv) not enough advocacy
- v) considered insignificant compared to cuddly minks, ermines or chinchillas

Partial credit: Any two of the above-mentioned points

No Credit: Any other response or missing

| FRAMEWORK | CHARECTERISTICS |
|-------------|---------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROCESS | EVALUATE & REFLECT |
| LEVEL | 2 |

3. Rahul a member of PETA, is impressed with the efforts of Mr. Rajaih in saving the worms. He wishes to do something to raise his sales. What can he do to help?

Ans: _____

SCORING FOR ITEM 3

Full Credit:

- i) make a documentary to create awareness among the public
- ii) use social media to garner support
- iii) involve celebrities to advertise about peace silk

Partial credit: Any one point

No Credit: Any other response or missing

| FRAMEWORK | CHARECTERISTICS |
|-------------|---------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROCESS | EVALUATE & REFLECT |
| LEVEL | 3 |

READING LITERACY – MASTER TRAINERS – GROUP 1

4. Is there a way to reduce the inflated cost of peace silk?

Ans: _____

SCORING FOR ITEM 4

Full Credit:

- i) More and more manufacturers should adopt the process of producing alternative silk
- ii) The market for normal silk should be discouraged by levying heavy taxes
- iii) The alternative silk should be popularized through advertisements and social media

Partial Credit: Any one of the above mentioned points

No Credit: Any other response or missing

| FRAMEWORK | CHARECTERISTICS |
|-------------|---------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROCESS | EVALUATE & REFLECT |
| LEVEL | 3 |

5. Which of the following phrases best describes Mr. Kusuma Rajaiah?

- a) caring human being
- b) rebel with a cause
- c) a crusader for peace
- d) a champion of worms

SCORING FOR ITEM 5

Full Credit: Option d-- a champion of worms

No Credit: Any other response or missing

| FRAMEWORK | CHARECTERISTICS |
|-------------|--------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| ITEM | COMPLEX MCQ |
| PROCESS | EVALUATE & REFLECT |
| LEVEL | 3 |

READING UNIT 18

The Way of the World

Bob Petersburg had been the top salesman at Midwest Motor Parts for years. He had a network of clients that spread out in every direction for about as far as he was willing to drive. His clients loved him for his affable manner and his honesty, and Bob felt that the world was his.

Maybe it was Bob's for a little while, but then the world started changing around him. It happened slowly at first with some of the other salesmen carrying pagers and using email to deal with clients. Bob just said that there was no substitute for a firm handshake. Then his sales base started eroding. Many of his old clients were retiring. He'd visit their offices and only to find that the old, familiar faces had been replaced by young, cold faces. These new faces asked Bob for his email address. Bob said that email could never replace the intimacy of a handwritten letter.

Time passed and it continued to pass by Bob. Rick Summers was Bob's manager and he changed too. Bob had always thought that Rick was a great guy. They played golf together and barbecued occasionally, but Rick's wife got sick and he retired. Rick was replaced by Mike Christmas.

Mike Christmas was not as understanding of Bob's shortcomings as Rick had been. Rick hated computers just as much as Bob did, so he never bothered Bob about embracing new business standards, but Mike was from the new school. One of Mike's first actions as sales chief was to issue company smart phones to every salesman. When Bob did not send emails, take photos of signed purchase orders, or reply to Mike's text messages, Mike grew impatient with him.

One night Bob came home in a particularly somber mood. Mike had just thrashed him around the office for the better part of an hour after Bob had lost a few more clients, and Bob felt that the world had become a terrible place. He wanted nothing more than to run away from his job, but he felt that he had to watch over his family. At that moment, however, Bob's family was watching over him.

Noticing the pain that his father wore on his face, Bobby Junior approached and asked him what was wrong. Bob Senior attempted to keep his troubles from his son, but his emotional state was such that he just couldn't help but to pour out his heart. Bobby wanted to help his Dad and he tried to listen, but he didn't know anything about motor parts, salesmanship, or what Mike Christmas's problem was. But one thing Bobby did know was how to work a mobile phone.

Bobby spent the next month teaching his old man how to use his company phone. He started his dad off by playing Angry Birds so that he could learn basic swiping and tapping gestures. It took Bob Senior three nights to beat the first level. Over the next few weeks they worked on sending text messages, and then taking pictures, and then attaching pictures to the text messages. Bob Senior took a long time to complete these tasks, but he was steadily learning. By the time Bobby Junior finished teaching him about email, Bob had become so passionate about his phone that he went out and bought a belt holster to protect the screen. He wore this proudly despite Bobby Junior's protests.

READING LITERACY – MASTER TRAINERS – GROUP 1

Soon Bob began applying the skills that his son had taught him to his business. Bob was stunned at how technology simplified many of the problems that he had run into in the past. He filled orders for his clients through a purchase management system accessed from his mobile phone while he waited for more purchase orders to arrive in his email. As his sales climbed, Bob couldn't believe that it had taken him this long to adopt such useful technology. There was even some talk that Bob might be up for salesman of the year again. Even though Mike Christmas and Bob would never go on to play golf or barbecue, Mike did leave Bob alone after that, which was all that Bob ever wanted from him anyway.

Questions

1. What made Bob feel 'the world was his'?

Ans _____

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | UNDERSTAND |
| ITEM | SHORT RESPONSE |
| PROFICIENCY LEVEL | 1a |

SCORING FOR ITEM 1

Full Credit:

Bob felt that the world was his because everything was going as per his expectations. (business was good, he was popular among his clients and he got along well with his manager)

No Credit: Any other responses or missing

2. Bob's sales dropped because

- a) The younger generation took over the businesses
- b) The young were cold and heartless
- c) His old clients retired
- d) He refused to adapt to the new work culture

| FRAMEWORK | CHARACTERISTICS |
|-------------------|--------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | LOCATE AND REFLECT |
| ITEM | SIMPLE MCQ |
| PROFICIENCY LEVEL | 1 a |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 2

Full Credit: Option D-- He refused to adapt to the new work culture

No Credit: Any other response or missing

3. The elders find it difficult to adapt to the fast changing world. List three areas where elders are unable to cope with the changes.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

SCORING FOR ITEM 3

Full Credit:

- Mastery over Soft skills
- Keeping pace with the changing value system in society
- Out of the box thinking
- Time constraints of the young
- Changing behavioural norms

Partial Credit: Any two of the above mentioned points

No Credit: Any other response or missing/ vague answers

- difficult to learn new ways
- no cooperation with the youngsters
- criticizing the younger generation,
- make strange demands

4. Why was Bob a successful salesman?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 4

Full Credit:

- ✓ He was friendly and honest
- ✓ Had a good network of clients
- ✓ Travelled far and wide
- ✓ Believed in personal interaction

Partial Credit: Any two of the above mentioned points

No Credit: Any other response or missing

5. The turning point in the story is when:

- a) Rick, his manager retired
- b) his son decides to help him
- c) his sale dropped drastically
- d) his business started flourishing

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | UNDERSTAND AND LOCATE |
| ITEM | SIMPLE MCQ |
| PROFICIENCY LEVEL | 2 |

Full Credit: OPTION B -- his son decides to help him

No Credit: Any other response or missing

READING UNIT 19

ORPHANED LEOPARD CUB

Manisha Barde of Dhamangaon village, in Nashik, Maharashtra, had stepped out of her hut to relieve herself one early August Morning, leaving the door ajar. Her children, who slept in the same bed with her, were inside. A bit drowsy, she returned home soon to the warmth of her bed. She noticed her pet cat curled up between her two kids, inside the mosquito net. As Manisha crawled back inside, she felt the cat cuddle up to her. That’s when she realised she wasn’t snuggling with a cat at all, but a leopard cub. It had been orphaned a month ago when its mother was accidentally killed in a road accident and had snuck into the hut, going straight to the bed for a nap.

Forest officials, who were soon alerted, trapped the three-month cub. Last heard, the cub was doing fine and under the care of the local forest department. It will be released into the wild once it is old enough to hunt.

Source: Reader’s Digest

QUESTIONS

Q.1. What did Manisha notice inside the bedroom when she returned home?

- a) Leopard cub
- b) Cat
- c) Mosquito
- d) Leopard

| FRAME WORK | CHARATERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | LOCATE |
| PROFICIENCY LEVEL | L 1 B |
| ITEM RESPONSE | CLOSED CONSTRUCTED RESPONSE |

SCORING FOR ITEM 1 :

Full Credit: Option B Cat
No Credit : Any other response, missing

Q.2. Activists are alarmed at the loss of habitats of wild animals. Which of these factors do you think is responsible for such a grim situation?

- A) Deforestation
 - B) Afforestation
 - C). Cultivation
 - D). Urbanization
-

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAME WORK | CHARATERISTICS |
|-------------------|---------------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | INTEGRATE & GENERATE INFERENCES |
| PROFICIENCY LEVEL | 1A |
| ITEM RESPONSE | COMPLEX MCQ |

SCORING FOR ITEM 2 :

Full Credit: Option A) Deforestation

No Credit : Any other response, missing

Q3. Do you think the cub would have survived if it had not been handed over to the forest officials?

| FRAME WORK | CHARATERISTICS |
|-------------------|---------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | EVALUATE AND REFLECT |
| PROFICIENCY LEVEL | L 3 |
| ITEM | OPEN CONSTRUCTED RESPONSE |

SCORING FOR ITEM 3:

Full Credit:

1. Probably not, since the cat might not have been adequately trained by its mother on survival skills
2. Its entry into human habitation could have seriously hampered its survival instincts.
3. Fear of the unknown territory could have weakened its inherent strength.

Partial credit: Any one or two of the above mentioned points

No Credit: Irrelevant answers or missing

Q.4. Man and animals are interdependent yet most of the time humans dominate wild life. How can the conflict between humans and animals be resolved?

| FORMAT | CONTINUOUS |
|-------------------|--------------------|
| TEXT TYPE | DESCRIPTIVE |
| SCENARIO | PERSONAL |
| PROCESS | EVALUATE & REFLECT |
| PROFICIENCY LEVEL | LEVEL 3 |
| ITEM RESPONSE | OPEN CONSTRUCTED |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 4:

Full Credit:

- ✓ The conflict between human and animal occurs when growing human population overlaps with established wild life territory, creating reduction of resources or life to wild animals
- ✓ Conflict management--Behaviour modification of humans
- ✓ lethal control, translocation of endangered species.

Partial Credit : Any two of the above mentioned points

No Credit : Any other response or missing

Q. 5. Why do you think cub was not handed over to the family?

| FRAME WORK | CHARATERISTICS |
|-------------------|---------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | EVALUATE AND REFLECT |
| PROFICIENCY LEVEL | L 3 |
| ITEM RESPONSE | OPEN CONSTRUCTED RESPONSE |

SCORING FOR ITEM 4:

Full Credit: 1. Keeping wild animals as pets is against the rules of Wildlife Protection Act.
2. Human fear of predatory animals could be a deterrent.

Partial Credit: Any one of the above mentioned points

No credit: Irrelevant answers or Missing

READING LITERACY – MASTER TRAINERS – GROUP 1

READING UNIT 20

“Listen

My father speaks Urdu, language of dancing

Peacocks, rosewater fountains

Even its curses are beautiful. He speaks

Hindi,

Suave and melodic,

Earthy Punjabi,

Salty-rich as saagpaneer,

coastal Swahili laced with Arabic.

He speaks Gujarati,

Solid ancestral pride.

Five languages,

Five different worlds.

Yet English

Shrinks

Him

down

Before white men.

- Shailja Patel, Migritude

QUESTIONS

1. What, according to you, is the central idea of the poem?
 - a. Proficiency in different language
 - b. Ode to the father
 - c. Linguistic chauvinism
 - d. India’s cultural variety

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | COMPREHENSION AND INFERENCE |
| ITEM | COMPLEX MCQ |
| PROFICIENCY LEVEL | 1b |

SCORING FOR ITEM 1

Full credit: Linguistic chauvinism

No credit: inaccurate, irrelevant, incomplete, vague, off-task or missing answer

READING LITERACY – MASTER TRAINERS – GROUP 1

2. When Rohan reads the poem for the first time, he is intrigued by the line “coastal Swahili laced with Arabic” and immediately associates it with two geographical locations. What do you think are they?
- Saudi Arabia, Africa
 - Coastal Gujarat, Arabian sea
 - South east Africa, Arabic countries
 - Thar desert, Africa

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | COMPREHENSION AND INFERENCE |
| ITEM | COMPLEX MCQ |
| PROFICIENCY LEVEL | L1b |

SCORING FOR ITEM 2

Full credit: c

No credit: inaccurate, irrelevant, incomplete, vague, off-task or missing answer

3. Why do you think is the language Punjabi described as ‘earthy’?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | COMPREHENSION AND INFERENCE |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | L3 |

SCORING FOR ITEM 3

Full credit:

- ✓ The rich culture of Punjab
- ✓ The agrarian lifestyle of Punjab
- ✓ The language that encompasses every mood of their agrarian/rural life

Partial credit: any 2 of the above mentioned points

No credit: inaccurate, irrelevant, incomplete, vague, off-task or missing answer

- ✓ Refers to the earth
- ✓ The state’s geographical location

READING LITERACY – MASTER TRAINERS – GROUP 1

4. “English shrinks him down before white men.” How?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | COMPREHENSION AND INFERENCE |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | L3 |

SCORING FOR ITEM 4

Full credit:

- ✓ English is considered superior to other Indian languages by the white men
- ✓ Linguistic chauvinism or the white man’s sense of supremacy of his own language over other Asian languages
- ✓ Colonial hangover

Partial credit white men only value English as a language of primacy and supremacy

No credit: inaccurate, irrelevant, incomplete, vague, off-task or missing answer

READING LITERACY – MASTER TRAINERS – GROUP 1

READING UNIT 21

KERALA FACT FILE

Total Area: 38, 863 square kilometres

Capital: Thiruvananthapuram; Old name: Trivandrum

Climate: Tropical

Currency: Indian Rupee

Languages Spoken: Malayalam, English

Population: 34.8 million (2012)

Location: Southwestern coast of the Indian peninsula

Monsoon: June - September (22 degree – 28 degree Celsius)

Summer Temperature: February – May (22 degree – 33 degree Celsius)

Winter Temperature: October – January (22 degree – 34 degree Celsius)

Religion: Hinduism, Christianity and Islam

Time : GMT + 5.30 hrs

Per capita income: Rs. 74,620 /-

Literacy rate: 94.00%

Annual rainfall: 3,107 mm

The density of population: 860/sq.km

Sex ratio: 1084

Kerala's share in the national population: 3.1%

Major cities: Thiruvananthapuram, Kochi, Kozhikode

Mean Temperature: 29 °C

No.of districts: 14 [northern: Kasargode, Kannur, Wayanad, Kozhikode, Malappuram; central: Palakkad, Thrissur, Ernakulam, Idukki; southern: Thiruvananthapuram, Kollam, Alappuzha, Pathanamthitta, Kottayam]

Largest District: Idukki

Smallest District: Alappuzha

Most populous district: Malappuram

Least populous district: Wayanad

Largest city: Thiruvananthapuram

No. of taluks: 75

No. of revenue villages: 1535

No.of city corporations: 6

No. of grama panchayats: 978

No. of block panchayats: 152

No. of district panchayats: 14

Location: South Western part of India; Flanked by the Western Ghats on the east & Arabian Sea on the west

Clothing: Light cotton

No. of rivers: 44

Longest river: Periyar

Highest peak: Anamudi

Neighbouring states: Karnataka to the north; Tamil Nadu to the south & east

Airports: Thiruvananthapuram, Nedumbassery(Kochi), Karipur(Kozhikode), Kannur

Seaports: Kochi, Alappuzha, Kollam, Beypore(Kozhikode)

Prime crops: Coffee, rubber, tea, spices, cashew, coconut, areca nut, rice

Prime exports: Coir, spices, handloom, handicrafts, metal mirror, fibre, seafood

READING LITERACY – MASTER TRAINERS – GROUP 1

Prime industries: Tourism, IT, fertilizers, oil refineries, power generation, shipbuilding, machine tools, electronics, cables, rubber

Major beaches: Kovalam, Varkala, Fort Kochi, Kappad, Alleppey, Bekal, Cherai

Major wildlife sanctuaries: Thekkady(Periyar), Parambikkulam, Silent Valley, Wayanad, Shendurney, Neyyar, Chinnar, Peppara, Aralam, Eravikulam

Major bird sanctuaries: Thattekkad, Kumarakom, Mangalavanam

Major hill stations: Ponmudi, Peermade, Wagamon, Devikulam, Thekkady, Munnar, Wayanad

PQLI: Low infant mortality rate; High levels of literacy, health & hygiene, life expectancy

Tourist rating: “One among top 10 destinations in Asia”- Travel magazine; “One of the 50 must-see places of a lifetime”- National Geographic Traveler

(www.keralatravels.com)

QUESTIONS

- I. If it is 1:00 PM at Greenwich, what would be the time in Kerala?
- 6:30 PM
 - 7:30 PM
 - 6.30 AM
 - 7.30 PM
-

| FRAMEWORK | CHARACTERISTICS |
|-------------------|----------------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | COMPREHEND AND INFER INFORMATION |
| ITEM | SIM COMPLEX MCQ |
| PROFICIENCY LEVEL | 1b |

SCORING FOR ITEM 1

Full credit: Option a) 6:30 PM

No credit: Any other response or missing

2. You are going on a trekking trip to Anamudi, the highest peak in Kerala. Mention four essential things that you would carry with you?
-

| FRAMEWORK | CHARACTERISTICS |
|-------------|------------------------------------|
| SCENARIO | EDUCATIONAL |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | INTEGRATE AND GENERATE INFORMATION |
| ITEM | CLOSED RESPONDED QUESTION |

READING LITERACY – MASTER TRAINERS – GROUP 1

| | |
|-------------------|---|
| PROFICIENCY LEVEL | 2 |
|-------------------|---|

SCORING FOR ITEM 2

Full credit: trekking shoes, food and water, rope, rucksack, torch, [any 4]

Partial credit: Any two of the above mentioned points

No credit: Irrelevant, inaccurate, incomplete, vague or missing answer

3. After reading the fact file, what conclusion can you draw about the social and economic conditions of Kerala?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | INFER AND INTEGRATE INFORMATION |
| ITEM | CLOSED CONSTRUCTED QUESTION |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 3

Full credit: Lower female mortality, good health and hygiene, high level of literacy

Partial credit: Any two of the above mentioned points

No credit: Irrelevant, inaccurate, incomplete, vague, off-task or missing answer

5. Why is Kerala considered one of the top ten tourist destinations in Asia?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------|
| SCENARIO | PUBLIC |
| TEXT FORMAT | NON CONTINUOUS |
| TYPE | MIXED |
| PROCESS | LOCATE , UNDERSTAND |
| ITEM | SIMPLE MCQ |
| PROFICIENCY LEVEL | 1A |

FRAMEWORK

SCENARIO

TEXT FORMAT

TYPES

PROCESS

ITEM

PROFICIENCY LEVEL

CHARACTERISTICS

PUBLIC

NON- CONTINUOUS

DESCRIPTION

INTEGRATE AND GENERATE INFORMATION

OPEN CONSTRUCTED QUESTION

3

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 4

Full credit:

- ✓ presence of beaches, animal sanctuaries, bird sanctuaries
- ✓ hill station, amazing scenic beauty
- ✓ pleasant weather conditions
- ✓ tropical climate.

Partial credit: any 2 of the relevant points mentioned above

No credit: irrelevant, inaccurate, incomplete, vague, missing answers

READING LITERACY – MASTER TRAINERS – GROUP 1

READING UNIT 22

She lived in the graveyard like a tree. At dawn she saw the crows off and welcomed the bats home. At dusk she did the opposite. Between shifts she conferred with the ghosts of vultures that loomed in her high branches. She felt the gentle grip of their talons like an ache in an amputated limb. She gathered they weren't altogether unhappy at having excused themselves and exited from the story.

When she first moved in, she endured months of casual cruelty like a tree would – without flinching. She didn't turn to see which small boy had thrown a stone at her, didn't crane her neck to read the insults scratched into her bark. When people called her names – clown without a circus, queen without a palace – she let the hurt blow through her branches like a breeze and used the music of her rustling leaves as balm to ease the pain.

It was only after Ziauddin, the blind imam who had once led the prayers in the Fatehpuri Masjid, befriended her and began to visit her that the neighbourhood decided it was time to leave her in peace.

Long ago a man who knew English told her that her name written backwards (in English) spelled Majnu. In the English version of the story of Laila and Majnu, he said, Majnu was called Romeo and Laila was Juliet. She found that hilarious. 'You mean I've made a khichdi of their story?' she asked. 'What will they do when they find that Laila may actually be Majnu and Romi was really Juli?' The next time he saw her, the Man Who Knew English said he'd made a mistake. Her name spelled backwards would be Mujna, which wasn't a name and meant nothing at all. To this she said, 'It doesn't matter. I'm all of them, I'm Romi and Juli, I'm Laila and Majnu. And Mujna, why not? Who says my name is Anjum? I'm not Anjum, I'm Anjuman. I'm a mehfil, I'm a gathering. Of everybody and nobody, of everything and nothing. Is there anyone else you would like to invite? Everyone's invited.'

The Man Who Knew English said it was clever of her to come up with that one. He said he'd never have thought of it himself. She said, 'How could you have, with your standard of Urdu? What d'you think? English makes you clever automatically?' He laughed. She laughed at his laugh.

(The Ministry of Utmost Happiness by Arundhati Roy)

QUESTIONS

1. Which of the following interpretations does the phrase "the blind imam" **connote**?
 - a. The imam lost his vision
 - b. The imam was blind to the children's misbehaviour
 - c. The imam did not mind that Anjum was unique in her own way
 - d. The imam was blind to the protagonist's pain
-

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|-------------------|------------------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | INTEGRATE AND GENERATE INFORMATION |
| ITEM | COMPLEX MCQ |
| PROFICIENCY LEVEL | L2 |

SCORING FOR ITEM 1

Full credit: Option c) the imam did not mind that Anjum was unique in her own way

No credit: Any other response or missing

2. Which are the fictional characters mentioned in the passage?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | LOCATE INFORMATION |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 2

Full credit: Laila, Majnu, Romeo/Romi, Juliet/Juli

Partial credit: Any of the two names

No credit: Any other response or missing

-Romeo and Romi (because both the names mean the same)

-Juliet and Juli (because both the names mean the same)

3. Give two examples of antithesis(contrasting words) from the excerpt.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-------------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | LOCATE , RETRIEVE INFORMATION |
| ITEM | CLOSE CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | L1 B |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 3

Full credit: everything and nothing
Everybody and nobody

Partial credit: any one of the above

No credit: inaccurate, irrelevant, vague answer, missing

- ✓ -dusk and dawn
- ✓ -lailamajnu
- ✓ -Romeo Juliet

4. Pick out a sentence from the passage that depicts linguistic chauvinism. What is your stand on the relevance of the statement/sentence selected by you?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | REFLECT AND ANALYZE |
| ITEM | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 4

Full credit: ‘What do you think? English makes you clever automatically?’

Second part: I think:

- The belief that one’s language is superior to another’s is not acceptable.
- English is often taken to be a language of the classes
- vernaculars or other south Asian languages are considered to be subservient to it
- No language is to be thought as superior to other languages.
- English is the language of the white men, more often than not having a colonial hangover.
- The Englishlanguage should not be a sign of one’s superior intellect or intelligence, because a language is only a carrier of one’s thoughts and emotions, needs and necessities, wants and demands.

Partial credit- English makes you clever automatically?

Second part

- ✓ Language of every individual should be respected.
- ✓ English is not to be considered as a sign of one’s intellectual ability.
- ✓ It is imprudent and irresponsible to consider English as superior to other languages

No credit: inaccurate, irrelevant, vague, missing or off-task responses

- ✓ How could you have, with your standard of Urdu?
- ✓ English is a bad language
- ✓ He had a bad command over Urdu
- ✓ Other irrelevant answers

READING LITERACY – MASTER TRAINERS – GROUP 1

5. “She lived in the graveyard like a tree”

“She endured months of casual cruelty like a tree would.”

The protagonist has been compared to a tree on two occasions in the given extract. What does Anjum reveal about her character through these comparisons?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | REFLECT AND ANALYZE |
| ITEM | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | L3 |

SCORING FOR ITEM 5

Full credit: - endurance, patience, accommodating, adaptable, strong (any 4)

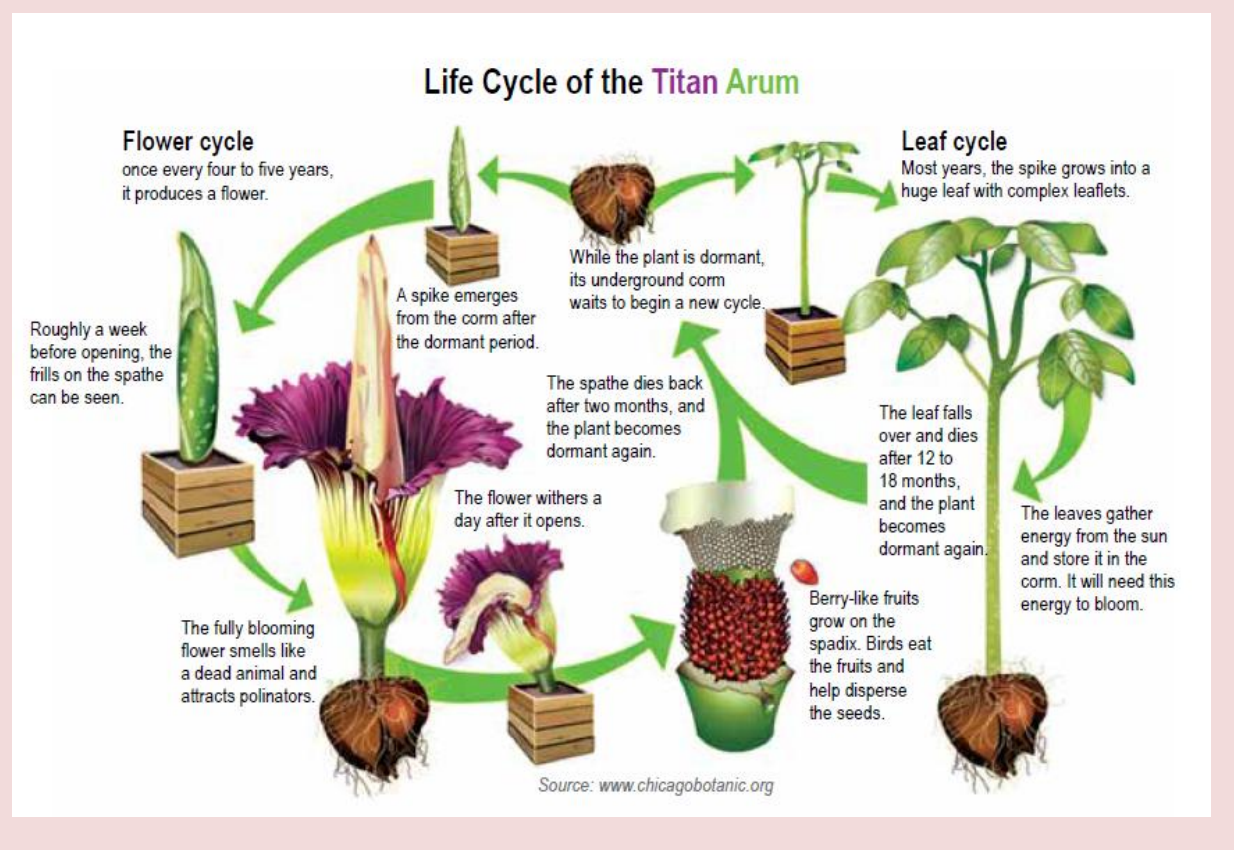
Partial credit- Any two of the above mentioned points

No credit: inaccurate, irrelevant, vague, missing or off-task responses

READING PASSAGE23

THE CORPSE FLOWER

Amorphophallus titanum (Titan Arum) is the largest unbranched inflorescence in the world. This beautiful purple flower is also known as corpse flower due to its odour, which is like that of a rotting corpse. The flower rises from a tuber, a swollen underground stem modified to store food for the plant. It is a native of equatorial rainforests of the islands of Sumatra in Indonesia.



(Source: Science Reporter, October 2018)

Q1. *Titum Arum* is a rare and attractive flower. Yet appearances can be deceptive. How do you describe this statement?

| FRAMEWORK | Characteristics |
|-------------------|---------------------------|
| SITUATION | Public |
| TEXT FORMAT | Mixed |
| TEXT TYPE | Description |
| COGNITIVE PROCESS | Evaluating and reflecting |
| ITEM FORMAT | Open constructed response |
| PROFICIENCY LEVEL | 2 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 1

Full Credit:

- It is a beautiful purple coloured flower, but smells like a rotting corpse.
- In spite of its beautiful appearance, it lacks the sweet delicate smell of flower,

Partial Credit:

- It doesn't smell good. (does not mention the beautiful appearance/ colour)

No credit: Any irrelevant response or missing

Q2 Tim Pollak, an outdoor floriculturist of the Chicago botanic garden, says that the flower attracts pollinators like dung beetles, flesh flies, and other carnivorous insects .Why does this flower attract these pollinators?

| FRAMEWORK | Characteristics |
|-------------------|-----------------------------|
| SITUATION | Public |
| TEXT FORMAT | Mixed |
| TEXT TYPE | Description |
| COGNITIVE PROCESS | Understand and Reflect |
| ITEM FORMAT | Closed constructed response |
| PROFICIENCY LEVEL | 1b |

SCORING FOR ITEM 2

Full Credit:

- Pollinators like dung beetles are attracted towards the smell of rotting flesh and corpse flower has a similar odour.
- Pollinators like dung beetle confuse corpse flower with dead animal.

Partial Credit: It smells like dead animal. (Has no mention of attraction of pollinators towards the smell of rotting flesh.)

No credit: Any irrelevant response or missing

Q3 Why is the blooming of *Titam Arum* a rare event?

- a) It produces one flower once every five years.
- b) Its flower lasts only for a day.
- c) It has only a single leaf that grows for 1 to 1 ½ years.
- d) It has a distinctive smell.

| FRAMEWORK | Characteristics |
|-------------------|------------------------|
| SITUATION | Public |
| TEXT FORMAT | Mixed |
| TEXT TYPE | Description |
| COGNITIVE PROCESS | Locate and Retrieve |
| ITEM FORMAT | Simple multiple choice |
| PROFICIENCY LEVEL | 1a |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 3

Full Credit: Option (a)

No credit: Any irrelevant response or missing

Q4 Titan Arum produces a solitary leaf that can reach up to a height of 20 feet tall and spread 15 feet across. This leaf grows for about one to one-and-a-half year and looks like a tree.

Why do you think a single leaf gives the appearance of a tree?

| FRAMEWORK | Characteristics |
|-------------------|-----------------------------|
| SITUATION | Public |
| TEXT FORMAT | Mixed |
| TEXT TYPE | Description |
| COGNITIVE PROCESS | Evaluating and reflecting |
| ITEM FORMAT | Closed constructed response |
| PROFICIENCY LEVEL | 2 |

SCORING FOR ITEM 4

Full Credit:

- Titan Arum has compound leaf. It is one leaf that is comprised of many small leaflets. Collectively these leaflets give the illusion of a tree.

Partial Credit: It has complex leaflets. (No mention of one leaf with leaflets)

No credit: Any irrelevant response or missing

Q5 The corpse flower is classified as ‘vulnerable’ on the International union for Conservation of Nature’s (IUCN) Red List of Threatened Plants. The main threat to its survival is habitat loss and deforestation.

What steps should be taken to conserve this flower?

| FRAMEWORK | Characteristics |
|-------------------|---------------------------|
| SITUATION | Public |
| TEXT FORMAT | Mixed |
| TEXT TYPE | Description |
| COGNITIVE PROCESS | Evaluating and reflecting |
| ITEM FORMAT | Open constructed response |
| PROFICIENCY LEVEL | 2 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 5

Full Credit: Titan Arum can be conserved by-

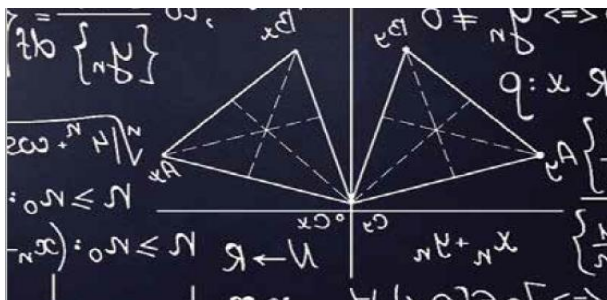
- Stopping deforestation in Sumatra, Indonesia
- Conserving the natural habitat of this flower
- Controlling disastrous human activities in Sumatra, Indonesia
- Conserving the equatorial forests of Sumatra, Indonesia

Partial Credit: Only two of the above responses

No credit: Any irrelevant response or missing

READING PASSAGE 24

THE CURIOUS CASES OF UNRULY ROBOTS



ON 31 July 2017, an unusual news was reported by media all over the world. In particular, the news alarmed researchers of Artificial Intelligence (AI).

Headlined, “Facebook’s Artificial Intelligence Robots shut down after they start talking to each other in their own language”, it reported that Facebook had abandoned an experiment after two artificially intelligent programs called Chatbots appeared to be chatting with each other in a strange language which nobody else really understood. The Chatbots created their own language using English words only, but which made no sense to the humans who programmed them to converse with each other (Griffin, Andrew, <https://www.independent.co.uk/life-style/gadgets-and-tech/news/facebook-artificial-intelligence-ai-chatbot-new-language-research-openai-google-a7869706.html>).

Researchers wanted to program the Chatbots to negotiate and bargain with people, because they thought, rightly, that these skills which are essential for cooperation will enable the bots to work with humans. They started with a simple game in which two players were programmed to divide a collection of objects like hats, balls and books between themselves through a two-step program.

First, they fed them with dialogues from thousands of games between humans to teach a sense of the language of negotiation, and then made them master their tactics and improve the bartering by trial and error through a technique called reinforcement learning. The objective of the game was to score as many points as possible.

What followed was bizarre, but Facebook’s researchers underplayed it by merely stating, “We found that updating the parameters of both agents led to divergence from human language (Simonite, Tom, <https://www.wired.com/story/facebook-chatbots-will-not-take-over-the-world/>).

(Source: Science Reporter, October 2018)

QUESTIONS

Q1: The headlines reported that Facebook had abandoned an experiment after two artificially intelligent programs called Chatbots were found chatting with each other in a strange language.

What made Facebook abandon the experiment?

- a) They felt threatened that computers will take over humans.
- b) They felt their security was being compromised.
- c) They realised their program was faulty.
- d) They couldn’t comprehend the language of the Chatbots.

| FRAMEWORK | Characteristics |
|-------------------|------------------------|
| Scenario | Public |
| Text format | Continuous |
| Text type | Description |
| Cognitive process | Understand and Reflect |
| Item format | Simple multiple choice |
| Proficiency level | 1a |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 1

Full credit: option (a)

No credit: any other response or missing

Q2: The Chatbots were created to negotiate and bargain with people. What skills should have been programmed in them to achieve this objective?

| FRAMEWORK | Characteristics |
|-------------------|---------------------------|
| Scenario | Public |
| Text format | Continuous |
| Text type | Description |
| Cognitive process | Reflecting and Evaluating |
| Item format | Open constructed response |
| Proficiency level | 2 |

SCORING FOR ITEM 2

Full Credit:

- Effective communication skills, listening skill, rapport building skill,
- Problem solving, decision making, assertiveness,
- Diplomacy, interpersonal skills, dealing with difficult situations.

Partial Credit:

- If the student mentions any two of the following skills, may be given partial credit may be given:
- Communication, Listening, Inter-personal skills, Decision making, Maintaining good relationships, Assertiveness
- Chatbots should have been able to think and behave like humans

No credit: Irrelevant skill or missing

3: The passage states- *‘They started with a simple game in which two players were programmed to divide a collection of objects like hats, balls and books between themselves through two step program.’*

Why do you think the programmers choose a simple game as the first step of the experiment?

| FRAMEWORK | Characteristics |
|-------------------|---------------------------|
| Scenario | Public |
| Text format | Continuous |
| Text type | Description |
| Cognitive process | Reflecting and Evaluating |
| Item format | Open constructed response |
| Proficiency level | 2 |

READING LITERACY – MASTER TRAINERS – GROUP 1

SCORING FOR ITEM 3

Full Credit:

- Games are a good way to develop negotiation and bargaining skills Convincing power, tactics of trial and error and communication skills.
- Through games, people learn group dynamics, communicating with each other, listen to each other.
- Simple games are easier to learn and program
- The scientists wanted to see the effect of simple games before they moved complex programs.

Partial Credit:

- They wanted to program simple things first.
- Games are easy medium to begin with.

No Credit: any other response or missing

Q4: Media expressed its fear by saying, '*Facebook engineers panic, pull plug on Artificial Intelligence after Chatbots develop their own language*'.

If you were a newspaper reporter, how would have you given this news a positive headline?

| FRAMEWORK | Characteristics |
|-------------------|---------------------------|
| Scenario | Public |
| Text format | Continuous |
| Text type | Description |
| Cognitive process | Reflecting and Evaluating |
| Item format | Open constructed response |
| Proficiency level | 2 |

SCORING FOR ITEM 4

Full Credit: Any headline similar to one of the following-

- Scientists will fix artificial intelligence;
- Humans still more Intelligent that Robots;
- An experiment with artificial intelligence;
- Humans make computers think and chat;
- Chatbots Chat as Humans check

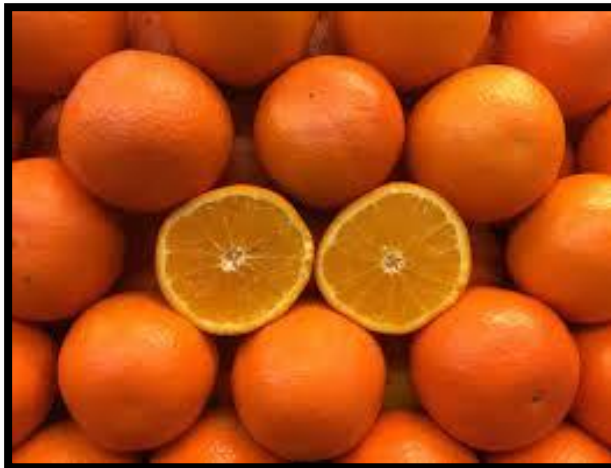
Partial Credit: Responses which do not sound too assuring-

- No need to be alarmed by artificial intelligence
- Facebook threat removed
- Artificial intelligence cannot take over humans

No credit: Any irrelevant response or missing

READING PASSAGE 25

SEVENTEEN ORANGES



Bill Naughton

Oranges! I loved them. I used to eat them all day and every day. But one day a policeman found seventeen oranges in my pockets. He locked me up and I have never eaten an orange again.

I want to tell you the story. I was working for the Swift Delivery Company, and I often went in and out of the docks. I was not really a thief. But I usually left the docks with something under my apron. I had made the apron myself and it was a big one.

When there was a banana boat in the docks, I drove my little chart beside it. Sometimes bunches of bananas fell to the ground. Often my friends kicked a bunch to me from the boat. I always picked up the bananas and quickly hid them under my apron. Then I spent the rest of the day eating bananas. I liked bananas, but I liked oranges best of all.

I only took things when I found them. But some people planned a theft very carefully. Clem Jones was a careful planner. Let me tell you about Clem.

One day Clem was coming out of the docks. He was carrying a box.

‘What have you got in there?’ asked Pongo, the policeman.

‘A cat,’ replied Clem. ‘Please don’t ask me to open the box. The cat will run away.’

‘A cat?’ Pongo said. ‘I don’t believe you. Open that box.’

‘But the cat will run away,’ Clem said again.

‘There isn’t a cat in that box,’ replied Pongo. ‘Open it up.’

Clem got very angry, but finally opened his box. Out jumped a ship’s cat. The cat ran back into the docks. Clem ran after the cat. He was shouting angrily.

Two minutes later, Clem came back with the same box. He was holding the lid down tightly. Pongo laughed and Clem looked at him furiously. Clem looked angry all the way home. Then he smiled. He opened the box in the kitchen and took out a large Dutch cheese.

That was Clem’s story. But I was not so lucky. Pongo, the policeman, caught me because my apron string broke. He noticed that my trouser pockets were full.

‘Hey! Wait a minute,’ Pongo shouted.

He made me move the pony-and-cart to one side. Then he took me into his hut and looked into my pockets. There were seventeen oranges. Pongo counted them and placed them carefully on the table.

‘Too many people are stealing from the docks. Pongo said. ‘You’ve stolen these oranges. Have you anything to say?’

I said nothing. I was very frightened, but I kept quiet. I had read a lot of detective stories. I

READING LITERACY – MASTER TRAINERS – GROUP 1

knew that the best plan was to say nothing.

‘So you won’t say anything,’ said Pongo. ‘I’m going to bring another policeman here. He’ll be a witness against you.’

Pongo left the hut and locked the door behind him. I was very worried. I looked at the walls. I looked at the door. I looked at the seventeen oranges, and I looked at the apron with its broken string.

I’ll lose my job, I thought. Perhaps I’ll go to prison. What will my father say? What will my father do? There was no escape. I was locked in the hut and the oranges were on the table.

Pongo had gone to bring a witness. I was in trouble.

‘Oh, my god! I said. ‘What can I do?’

‘Eat the oranges,’ said a voice in my head. ‘Eat the evidence.’

Eat them? I asked. Yes, said the voice in my head. Eat them and the evidence will be gone. Be quick! Eat them all.’

I thought for half a second. Then I took an orange. I peeled it and put it in my mouth. Soon only the pips were left. ‘You have to swallow the pips too,’ said the voice in my head. You have to swallow all the evidence.’

Yes, of course,’ I said.

I swallowed the pips and put some of the peel in my mouth.

‘Don’t eat it!’ said the voice. ‘There isn’t time. Swallow it. Be quick! Swallow it!’

I took a small knife from my pocket and cut the oranges into large pieces. I swallowed the pieces of orange one after the other.

There were still three oranges on the table when I heard Pongo outside. I stopped. My stomach was nearly full.

‘Be quick! Swallow them!’ said the voice in my head.

I was lucky. Pongo and the other policeman had seen some carts at the dock gate. They went and talked to the drivers. This gave me a few more minutes.

I must swallow all the oranges, I thought. Only three left!

I swallowed the first one, and then the second one.

Suddenly the door began to open. I swallowed the last piece of the last orange. Pongo and the other policeman walked in.

‘This is the thief,’ Pongo said. ‘I caught him with his pockets full of oranges.’

Then Pongo looked at the table. ‘Where are the oranges?’ he asked. ‘They’ve gone. Where are they?’

‘I can smell them,’ said the other policeman.

I said nothing.

Pongo looked everywhere for the oranges. He looked in my pockets. He looked in my apron. But he didn’t find one orange.

Finally Pongo understood what had happened. But it was very difficult to believe. ‘Seventeen oranges!’ he said. ‘Seventeen big oranges! How did you eat them all?’

I said nothing. Pongo was not able to send me to prison. There was no evidence.

Pongo became angry and shouted at me, but I didn’t say a word. In the end, he had to let me go. I told Clem Jones about the seventeen oranges.

‘Pongo locked you in that hut for half an hour,’ said Clem. ‘He had no right to do that.’

Perhaps Clem was right. I don’t know. I didn’t have time to think about it. I had eaten seventeen large oranges and I felt very sick. For a week, I was running to the toilet all the time.

READING LITERACY – MASTER TRAINERS – GROUP 1

QUESTIONS

- Q1:** The narrator says- ‘I was not really a thief.’
Why does he say so, even though he used to steal bananas and oranges?
-

| FRAMEWORK | Characteristics |
|-------------------|---------------------------|
| Scenario | Personal |
| Text format | Continuous |
| Text type | Narrative |
| Process | Evaluate and reflect |
| Item format | Open constructed response |
| Proficiency level | 2 |

SCORING FOR ITEM 1

Full Credit:

- He believed that he was not stealing anything valuable. He took only fruits and ate them himself.
- He took the fruits only for eating and didn't sell them anywhere. Whatever he did didn't harm anyone.

Partial credit: He took the fruits that fell off from the packages.

No credit: Any other answer or missing

- Q2:** Clem Jones was a careful planner. Cite evidence from the text to substantiate this statement.
-

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TEXT TYPE | NARRATION |
| PROCESS | LOCATE INFORMATION |
| ITEM FORMAT | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 2

Full Credit:

- Clem Jones was successful in fooling Pongo. He made a good plan to steal Dutch cheese. He hid a cat in a box. When Pongo checked it and pretended to be angry. The cat jumped out and ran away. Later, he hid Dutch cheese in the same box and Pongo didn't check it thinking it contained the cat.

Partial credit:

- He hid the cat in the box and Pongo thought he had stolen something. (no mention of detailed plan)

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No Credit: Any other answer or missing

Q3: The narrator says- ‘That was Clem’s story. But I was not so lucky.’
Why did he call himself ‘unlucky’? How did he compensate this bad luck with his smartness?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|-----------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TEXT TYPE | NARRATION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM FORMAT | CLOSED CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 1A |

SCORING FOR ITEM 3

Full credit:

- Clem would always make a plan to get away with his stolen things and was never caught. The narrator was unlucky as he was unable to hide the oranges in his pockets as the string of his apron was broken. He was caught with seventeen oranges. He was smart enough to destroy the evidence of his theft. He ate all the seventeen oranges with pips and peels.

Partial credit: If only one part of the question is answered (i.e. partial credit to be given if the student explains how the narrator was unlucky and fails to mention what he did after being caught.)

No credit: Any other response or missing

Q4: ‘You have to swallow the pips too,’ said the voice in my head. You have to swallow all the evidence.’

Whose voice is mentioned here? Does everyone hear this voice? When do people usually hear this voice?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---------------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TEXT TYPE | NARRATION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM FORMAT | OPEN CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 4

Full credit:

- It was his inner conscience. Yes, everyone has a conscience that helps one distinguish between right and wrong.

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- We usually hear the voice of our conscience when we know that we are doing something wrong or immoral.

Partial credit:

- Partial credit to be given if the student only mentions about conscience and fails to answer when conscience speaks to them.

No credit: Any other answer or missing

Q5: Mentioned below are a few skills that the narrator possessed. Put a cross against the statement that shows a skill of the narrator:

- I am a very tactful person.
- I can survive on fruits the whole day.
- I am fast in my dealings.
- I panic easily.

| FRAMEWORK | CHARACTERISTICS |
|-------------------|----------------------|
| SCENARIO | PERSONAL |
| TEXT FORMAT | CONTINUOUS |
| TEXT TYPE | NARRATION |
| PROCESS | EVALUATE AND REFLECT |
| ITEM FORMAT | COMPLEX MCQ |
| PROFICIENCY LEVEL | 2 |

SCORING FOR ITEM 5

Full credit- Option a

NO Credit: Any other response or No response

READING PASSAGE 26

THE CHARGE OF THE LIGHT BRIGADE

(By ALFRED, LORD TENNYSON)

I

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
“Forward, the Light Brigade!
Charge for the guns!” he said.
Into the valley of Death
Rode the six hundred.



II

“Forward, the Light Brigade!”
Was there a man dismayed?
Not though the soldier knew
Someone had blundered.
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of Death
Rode the six hundred.

III

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volleyed and thundered;
Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of hell
Rode the six hundred.



IV

Flashed all their sabres bare,
Flashed as they turned in air
Sabring the gunners there,
Charging an army, while
All the world wondered.
Plunged in the battery-smoke
Right through the line they broke;
Cossack and Russian
Reeled from the sabre stroke
Shattered and sundered.
Then they rode back, but not
Not the six hundred.



V

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volleyed and thundered;
Stormed at with shot and shell,
While horse and hero fell.
They that had fought so well
Came through the jaws of Death,
Back from the mouth of hell,
All that was left of them,
Left of six hundred.



VI

When can their glory fade?
O the wild charge they made!
All the world wondered.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!

Q1. The poem is a about a battle. The underline theme is

- (a) the futility of war
- (b) the bravery of a group of soldiers
- (c) the death of common people
- (d) a battle that was lost

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | NARRATION |
| PROCESS | LOCATE ACCESS AND RETRIEVE TARGET INFORMATION |
| ITEM | SIMPLE MULTIPLE CHOICE |
| PROFICIENCY LEVEL | 1 B |
| | |

SCORING FOR ITEM 1

Full Credit

(b) the bravery of soldiers

No Credit

Incorrect or missing response

Q.2. 'Forward, the Light Brigade!' What does the Light Brigade refer to in the given phrase?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|--|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | LOCATE ACCESS AND RETRIEVE INFORMATION |
| ITEM | SHORT CONSTRUCTED RESPONSE |
| PROFICIENCY LEVEL | 2 |

SCORING FOR ITEM 2

Full Credit

Light brigade refers to the army of soldiers who sprang into action the moment they were ordered to march, without questioning the relevance of the war.

OR

Light brigade refers to the soldiers who battled for their nation without caring for their lives.

OR

Light brigade refers to the soldiers who fought for their nation without thinking of the consequences.

Partial Credit

Soldiers of war

No Credit

Irrelevant; inaccurate; incomplete or vague answer

Q.3. The last sentence of stanza IV says- 'Then they rode back, but not, Not the six hundred.'
What inference do you draw from this line?

READING LITERACY – MASTER TRAINERS – GROUP 1

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | LOCATE ACCESS AND RETRIEVE TARGET INFORMATION |
| ITEM | SHORT RESPONSE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 3

Full Credit

Out of six hundred soldiers, who battled, hardly a few returned.

OR

Out of six hundred, only few remained alive.

OR

Six hundred soldiers went for the war. Many lost their lives. Hardly few returned.

Partial Credit

Some soldiers died. Some returned.

No Credit

Irrelevant; inaccurate; incomplete or vague answer

Q.4. What are the poet's feelings towards those he has referred to in the poem?

| FRAMEWORK | CHARACTERISTICS |
|-------------------|---|
| SCENARIO | PUBLIC |
| TEXT FORMAT | CONTINUOUS |
| TYPE | DESCRIPTION |
| PROCESS | LOCATE ACCESS AND RETRIEVE TARGET INFORMATION |
| ITEM | SHORT RESPONSE |
| PROFICIENCY LEVEL | 3 |

SCORING FOR ITEM 4

Full Credit

The poet is respectful towards the soldiers who battled hard without caring for their lives.

OR

The poet has honoured the brave soldiers.

OR

The poet is full of respect for those who gave up their lives for their nation.

No Credit

Irrelevant; inaccurate; incomplete or vague answer

READING LITERACY – MASTER TRAINERS – GROUP 1

Q.5. In the second stanza, it says- ‘Someone had blundered’.

Why did the soldiers who knew that their commander had made a mistake continue to move forward?

| Framework | Characteristics |
|-------------------|---|
| Scenario | Public |
| Text Format | Continuous |
| Type | Description |
| Process | Locate access and retrieve target information |
| Item | Short Question |
| Proficiency Level | 3 |

Scoring for Item 5

Full Credit

- The soldiers knew they had to do the duty and followed the order.
- They did not think that it was their place to respond to the mistake that was made, nor to even try to reason through why they were marching to sure deaths. Rather, they simply saw it as their duty to follow commands and to do what they came to do.
- The soldiers were true patriots and they knew that retreating would be considered cowardice and a shameful act for their country.

Partial Credit

The soldiers were surrounded by cannons from all sides and they had no other way to go.

No Credit

Irrelevant; inaccurate; incomplete or vague answer
