

ENGLISH (CORE)

(Class - XI)

Year : 2011-12

S.N.	Name	Designation & School
1.	Dr. Sudha Singh (Group Leader)	Principal Govt. S.K.V. Badli Delhi-110042
2.	Mr. Rakesh Semalty	Lecturer English R.P.V.V. Rajniwas Marg Delhi
3.	Mr. Raj Kumar	Lecturer English G.B.S.S.S. Seemapuri Delhi
4.	Mr. Fahad Rehman	Lecturer English R.S.V. No.4, Roop Nagar Delhi
5.	Mrs. Anita Suri	Lecturer English Govt. Co-Ed. S.S. School Sector-15, Rohini Delhi
6.	Mrs. Sushma Gupta	Lecturer English Govt. S.K.V. Badli Delhi-110042

EXAMINATION SPECIFICATIONS CLASS XI (ENGLISH CORE)

ONE PAPER

**Time : 3 hrs.
Unitwise Weightage**

Marks : 100

Unit	Area of Learning		Marks
A.	Reading Unseen Passage (Two)	20	50
B.	Writing	20	
C.	Grammar	10	
D.	Textural Questions		30
	i) Textbook	20	
	ii) Supplimentary Reader	10	
E.	Conversation Skill		10
	i) Listening	05	
	ii) Speaking	05	
F.	i) Reading Project	10	10

Formative and Summative Assessment to be followed in all skills.

SECTION : A

READING

**Reading unseen Passage for Comprehension and Note-making 20
Marks 40 periods.**

This section will have three unseen passages followed by a variety of questions. The questions will include those on vocabulary such as word formation and inferring meaning for 05 marks. The total length of the three passages shall be around 1100 words.

The passage could be any of the following three types :-

- a) Factual passage e.g. instruction, descriptions, reports.

- b) Discursive passages e.g. argumentative, persuasive or reflective
- c) Literary passage e.g. excerpts from biographics, novel, poems or essays of subjective type.

SUMMARY - Class XI

	Unseen passages	No. of words	Testing Area	Marks allotted
1.	Prose	around 600	5 MCQ type question to test local, global and inferential comprehension and 1 MCQ on vocabulary on each of the given passage/	5+1
2.	Poetry		extracts/poems	5+1
3.	Prose	around 500	Note-making in an appropriate formate	05
			Vocabulary (MCQ)	03

Q.1 and Q.2 will be two unseen texts - one from prose and the other from poetry. The total length of these two texts will be around 600 words.

Each of these extracts will be for 6 marks - five marks for local, global and inferential comprehension in the form of Multiple Choice Questions and one mark for vocabulary.

Q.3 will have a prose passage of about 500 words and it will be used for note making (5 marks) and testing vocabulary (3 marks)

SECTION : B

Writing

20 marks

- 4. One out of two short writing tasks based on personal response to a verbal stimulus in the form a narrative or a story (100 -150 words) 05

5. One out of two compositions based on a visual and/or verbal input (in about 150-200 words). The output may be descriptive, reflective or argumentative in nature such as an article for publication in a newspaper or a school magazine, a speech or a report either from a 3rd person point of view or as recounting of an experience/incident in the writer's life. 8
6. Writing One out of two letter based on given input. Letter types include (a) letter to the editor (giving suggestions or opinions on a issue of public interest) or (b) letter to the school / colleges authorities or private authorities regarding admissions, school issues, requirements/suitability of courses and problems related to the common man. 7

SECTION : C

Grammar

10 marks

Different grammatical structures in meaningful contexts will be tested. Item types will include gap-filling, sentence-reordering, dialogue-completion. The grammar syllabus includes determiners, tenses, clauses, modals and voice. These grammar areas will be tested using the following test types :

7. Error Correction / Omission. 4
8. Dialogue Completion 4
9. Reordering of sentences 2

SECTION : D

TEXTUAL QUESTIONS

40 marks

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

1. **Hornbill** : Text book, published by NCERT, New Delhi.
2. **Snapshots** : Supplementary Reader, published by NCERT, New Delhi.

Text Book

20 marks

10. One out of two extracts based on poetry from the text to test comprehension & appreciation using four multiple choice questions. (MCQ). 4

11. Five out of six short answer questions on the lessons from poetry, prose and plays (at least 2 questions will be from poetry, 1 from play and remaining from prose). (Upto 40 words) 2×5=10
12. One out of two long answer type questions based on the prose text to test global comprehension and extrapolation beyond the set text / and across two texts (Expected word limit would be about 100-125 words). 6

Supplementary Reader

10 marks

13. One out of two long answer type questions based on Supplementary Reader to test comprehension of theme, character and incidents. (upto 100 words.) 4
14. Two out of three short answer questions on Supplementary Reader (upto 30 words). 3+3=6

Prescribed Books

1. **Hornbill** - Text book published by NCERT, New Delhi
2. **Snapshots** - Supplementary Reader published by NCERT, New Delhi.

CONVERSATION SKILL

(Listening + Speaking)

10 marks

Conversation Skills will be tested both as part of Formative & Summative Assessment. Out of the 10 marks allotted for Conversation, 05 marks may be used for testing listening and 5 marks for testing speaking. The Conversation Skill Assessment Scale may be used for evaluation.

Listening

The examiner will read aloud either a passage on a relevant theme or a short story. The passage may be factual or discursive. The length of the passage should be around 350 words. The examinees are expected to complete the listening comprehension tasks given in a separate sheet while listening to the teacher. The tasks set may be gap-filling multiple Choice, true or false or short answer questions.

There may be ten different questions for half a mark each.

Speaking

Speaking shall be tested either through narration using a sequence of pictures or through description of a picture of people or places. It may also require speaking on a given topic involving a personal experience. Description of a picture (can be pictures of people or places)

NOTE :

- * The duration of the speaking test should not be less than 5 minutes for each candidate.
- * At the start of examination, the examiner will give the candidate some time to prepare for the task.
- * Once the candidate has started speaking, the examiner should intervene as little as possible.
- * Topics chosen should be within the personal experience of the examinee such as : relating a funny anecdote, retelling the theme of a book read or a movie seen recently.

Conversation Skill Assessment Scale

Listening

The learner :

1. Has general ability to understand words and phrases in a familiar context but cannot follow connected speech;
2. Has ability to follow short connected utterances in a familiar context;
3. has ability to understand explicitly stated information in both familiar and unfamiliar contexts;

Speaking

The learner

1. Shows ability to use only isolated words and phrases but cannot operate on connected speech level;
2. In familiar situations, uses only short connected utterances with limited accuracy;
3. Shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communications;

- | | |
|--|--|
| <p>4. Understands a range of longer spoken texts with responsible accuracy, and is able to draw inferences;</p> <p>5. Show ability to interpret complex discourse in terms of points of view; adapts listening strategies of suit process.</p> | <p>4. Organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication;</p> <p>5. Can spontaneously adapt style appropriate to purpose and audience; makes only negligible errors.</p> |
|--|--|

Reading Project

10 marks

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can '*learn, unlearn and relearn*' and if our children are in the habit of reading they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly, it is an interactive dialogue between the author and the reader in which the reader and author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections, to other texts and experiences. Reading does not mean reading for leisure only but also for information, analysis and synthesis of knowledge. The child may be encouraged to read on topic as diverse as science and technology, politics and history. This will improve his/ her critical thinking skills and also help in improving his/her concentration.

Reading any text should be done with the purpose of :-

1. reading silently at varying speeds depending on the purpose of reading:

2. adopting different strategies for different types of texts, both literary and non-literary;
3. recognising the organisation of a text;
4. identifying the main point of a text;
5. understanding relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipating and predicting what will come next.
7. deducing the meaning of unfamiliar lexical items in a given context:
8. consulting a dictionary to obtain information on the meaning and of lexical items;
9. analysing, interpreting, inferring (and evaluating) the ideas in the text:
10. selecting and extracting from text information required for a specific purpose.
11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning.
12. interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge) : and
13. reading extensively on their own for pleasure.

A good reader is most often an independent learner and consequently and independent thinker capable of taking his/her own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking.

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of :-

- * Short review
- * dramatisation of the story
- * commentary on the characters.
- * critical evaluation of the plot, story line and characters.
- * comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors.

- * extrapolating about the story's ending or life of characters after the story ends.
 - * defending character's actions in the story.
 - * making an audio story out of the novel/text to be read out to younger children.
 - * Interacting with the author.
 - * Holding a literature fest where various characters interact with each other
 - * Acting like authors/poets/dramatists, to defend their works and characters.
 - * Symposiums and seminars for introducing a book, an author, or a theme.
 - * Finding similar text in other languages, native or otherwise and looking at differences and similarities.
 - * Creating graphic novels out of novels/short stories read
 - * Dramatising incidents from a novel or a story.
 - * Creating their own stories.
- 1. A Reading Project of 10 marks has been introduced in class XI.**
 - 2. Schools may use books of their own choice.**
 - 3. Schools can vary the level but at least one book per term is to be read by every child.**

Teachers may opt for :-

- * One book;
- * Books by one author; or
- * Books of one genre; to be read by the whole class.

The project should lead to independent learning / reading skills and hence the chosen book/selection should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or a worksheet about the book/short story. The mode of intermittent assesment may be decided by the teacher as she/ her sees fit.

These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Discussions, Open Houses, Exchanges, Interact with the Author, writing script for plays can be considered.

How to Improve Listening and Speaking Skills :

The listening comprehension and speaking skill sessions need not be kept only for the final term. Enough practice, specifically for these skills can start right from the first term.

- * Five minutes activity may be started and the teacher may give a set of five instructions to the students in pairs and ask them to tell their partners these instructions in that order and later in the reverse order.
- * When the class is exhausted, as an energizing activity/game, the teacher may give them simple instruction related to the work of daily routine.
- * The students may be asked to read the news bulletin in the class.
- * Every year in the beginning of the session, the teacher can set some points for self introduction and frame them in an interesting activity instead of saying “Tell us about yourself”.
- * Later, topics like personal choices” why I like this book/T.V. serial/favourite player etc may follow. Sometimes this activity is conducted best in pairs and each one is asked to speak what his / her partner has said. It will build up their confidence level.
- * Group discussion/debate gives ample opportunity for students to speak freely, at the same time it should be monitored that participation is maximum and no student is left behind.
- * The teacher can tell the students to choose a topic they like in pairs or individually work on the project. Sufficient time is given to collect and organise the matter. Then they can present the project. The best ones can be shown to the whole school.
- * Role plays are always a favourite with students. Under the guidance of the teacher, students write dialogues for a story lesson from their text books and enact the story. The students can also be given situations something like a college interview, debate, election manifesto of head boy / girl etc.
- * Teacher can have a few clippings, pictures and sketches from newspaper or magazines. These can be used to make students speak out and go for

narration or description. Some interesting pictures would generate enthusiasm among students and their creative skill as well as expression ability would be tapped. The teacher must / be cautious that no student remains untouched from the activities suggested. Just try to make your class activity oriented and keep it alive.

SUGGESTED READINGS

The following title and some other can be used by students to enhance their reading skill and simultaneously teachers can ask their students to prepare various types of projects like Book review, Extended Ending, Adding character, giving twist to plot, etc.

1. A tale of two cities : Charles Dickens
2. Around the world in Eighty Days : Jules Verne
3. Kim : Rudyard Kipling
4. Dr. Jekyll and Mr. Hyde : RL Stevenson
5. Emma : Jane Ansten
6. Indian Tates : Rudyard Kipling
7. Great Expectation : Charles Dickens
8. Jane Eyre : Charlotte Bronte
9. Short Stories by Ruskin Bond : Ruskin Bond
10. Delhi is not far : Ruskin Bond
11. Huckleberry Finn : Mark Twain
12. Kidnapped : RL Stevenson
13. Oliver Twist : Charles Dickens
14. King Solomon's Mines : Sir Henry Rider Haggard
15. Stories from India Under the Banyan : NBT
16. Five points someone, What not to do at IIT : Chetan Bhagat
17. Poems by Vikram Seth.
18. Pride and Prejudice : Jane Austen
19. Swami and Friends : RK Narayan
20. Rebecca : Daphne du Maurier.

21. The Man-eater of Malgudi : RK Narayan
22. Round the moon : Jules Verne
23. The Adventure of Huckleberry Finn : Mark Twain
24. The Count of Monte Cristo : Alexandre
25. Wuthering Heights : Emily Bronte.
26. Twenty Thousand Leagues under the Sea : Jules Verne
27. The Moonstone : Wilkie Collins.
28. The Mill on the Floss : George Eliot
29. The Three Musketeers : Alexandre Dumas
30. Treasure Island : RL Stevenson
31. The Invisible Man : HG Wells.
32. The Prisoner of Zenda : Anthony Hope
33. The Swiss Family Robinson : Johann David Wyss
34. The scarlet Pimpernel : Baroness Orczy
35. Little Women : Louisa M. Alcott
36. Animal Farm : George Orwell
37. Farewell to Arms : Ernest Hemingway
38. Gulliver's Travels : Jonathan Swift
39. Moby Dick : Herman Melville
40. Robinson Crusoe ; Daniel Defoe
41. The Time Machine : HG Wells
42. Beastly Tales : Vikram Seth
43. David Copperfield : Charles Dickens
44. Heidi : Johanna Spyri
45. The Wizard of Oz : Frank L. Baum
46. Black Beauty : Anna Sewell
47. The Hound of the Baskervilles : Arthur Conan Doyle
48. The Water Babies : Charles Kingsley
49. Stories From the Bible : Book 1 and 2.
50. Tales From Shakespeare - Books 1 and 2.

SECTION : A (Reading)

20 Marks

This section will have three unseen passages followed by a variety of questions including those on vocabulary, such as word formation and inferring meaning for 05 marks. Total length of the three passages shall be around 1100 words.

	Unseen	No. of words	Testing Areas	Mark Alloted
1.	Prose	around 600	5 MCQ types questions to test local, global and inferential comprehension and 1 MCQ on vocabulary on each of the given passage/extracts/peoms.	5 + 1
2.	Poetry			5 + 1
3.	Prose	around 500	Note-making in an appropriate format	05
			Vocabulary (MCQ)	03

Q1 and Q2 will be two unseen texts - one from prose and the other from poetry. The total length of these two texts will be around 600 words.

Each of these extracts will be for 6 marks - five marks for local, global and inferential comprehension in the form of Multiple Choice Questions and one mark for vocabulary.

Q3 will have a prose passage of about 500 words and it will be used for note making (05 marks) and testing vocabulary (03 marks)

SECTION : A (Reading)

Passage : 1

A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6 marks

In this country, women, men and children have too often been attacked because of their identify as Dalits or tribals, religious or linguistic minorities. A recurring feature of such brutal hate crimes and mass violence is that elected and selected public officials fail to uphold their Constitutional duty: to secure equal protection to every citizen, regardless of their caste, faith or linguistic identity. They fail not because they lack the mandate, authority or legal powers but because they choose to fail, because the pervasive prejudice against these disadvantaged groups permeates large sections of the police, magistrace, judiciary and the political class.

Based on my experience as a district officer, I am convinced that no riot or anti-Dalit massacre can continue for more than a few hours without the active collusion of the State. But public officials enabling massarce is not recognised explicitly as a crime. Officials who have been named as guilty of bias in numerous judicial commissions of enquiry have rarely been penalised.

A similar culture of impunity surrounds those who instigate and participate in murder, arson and rape. Impunity is the assurance that you can openly commit a crime and not be punished. This impunity arises from infirmities in, and corrosion of, the criminal justice system. The collapse of the justice machinery is compounded when the victims are disadvantaged by caste, religion, or minority language. You are more likely to be punished when you murder a single person in 'peace time' with no witnesses, than if you slay 10 in broad daylight observed by hundreds of people.

A careful study of major episodes of targeted violence have shown that despite being separated in time and space, there is a similarity in the systematic and active subversion of justice. The impunity of the accused begins immediately after the violence. Preventive arrests and searches usually target Dalits and minorities. Police refuse to record the names of killers, rapists and arsonists and instead refer to anonymou mobs. If victims assert, 'cross-cases' are registered against them, accusing them of crimes. Arrests are partisan, the grant of bail even more so. Accused persons from

dominant groups find it easy to get bail in weeks, or at most months, while those caught in 'cross-cases' are not released, sometimes for years.

This openly discriminatory treatment of the accused based on whether they are from dominant or discriminated groups, is one way to coerce them to 'compromise. It amounts to extra-legal out-of-court 'agreement' by victims to turn 'hostile' and retract from their accusations in court. Victims are intimidated, offered inducements or threatened with exile or social boycott. Police investigation is deliberately shoddy, and most cases are closed even before they come to trial. The few that reach the court are demolished by the prosecution.

It is agreed that no new laws are required to empower state officials to control targeted violence. Most crime already exist in statute books, and no greater punishment is called for. The National Advisory Council's (NAC) draft Communal and Targeted Violence Bill does create a few new crimes - sexual assault, hate propaganda and torture - but these can be written into the Indian Penal Code.

To discourage targeted hate-crimes in future, we require a law that creates the offence of dereliction of duty of public officials who deliberately fail to protect vulnerable groups. This must be coupled with the principle of command responsibility, which ensures that responsibility for failing to act is carried to the level from which orders actually flow. This public accountability is at the heart of the NAC draft Bill.

(Source : The Hindustan Times.)

- A. Dalits, tribal and people of religious and linguistic minorities are attacked when
- i) their strength is weakened
 - ii) their identity is known
 - iii) they become careless.
 - iv) they oppose a political party.
- B. The public officials fail in protecting citizens because
- i) they lack mandate and authority.
 - ii) they get afraid of criminals
 - iii) they opt to fail
 - iv) they do not have legal powers.

- C. The author's experience shows that the public officials enabling Dalit massacre are
- i) protected by politicians
 - ii) not strong to stop massacre
 - iii) actually goons in disguise
 - iv) rarely penalised.
- D. The ineffective criminal justice system has given rise to
- i) impunity
 - ii) infirmity
 - iii) ingenuity
 - iv) insincerity
- E. The author intends to communicate that the victims of riots and arsoning do not get support, protection and relief from
- i) political parties
 - ii) social groups
 - iii) government machinery
 - iv) celebrities and icons.
- F. Find the word from the passage which means the same as - neglect or failure in carrying out one's obligation'.
- i) instigate
 - ii) propaganda
 - iii) dereliction
 - iv) vulnerable

Passage : 2

A.1 Read the passage given below and write the options that you consider the most appropriate.

Pontius Pilate asked Christ, “What is truth?” and did not wait for an answer. In contrast ‘what is civil society?’ has provoked innumerable answers, descriptions and definitions. It is suffice to say that the term includes a large chunk of social groups outside the State and the group is much bigger than the small spectrum the media is focusing on.

Much of India’s law-making process has been outside the scrutiny of ordinary people. They are not framed by legislators or even senior bureaucrats but are often drafts prepared by babus. Sometimes, powerful business interests influence these laws (like the Special Economic Zone Act) and then they are passed in Parliament with little or no discussion. Sometimes, a popular public demand enters the discourse of a political party and takes the shape of policy and legislation. However, the desire of citizens to participate in the framing of law and policy has intensified over the years, and their voice needs to be included in democratic decision - making.

With growing interest in governance, citizens may suggest policy and legislation and such deliberations will only strengthen constitutional processes. Actual consultation on draf legislation and policy require detailed discussion of the principles, framework and formulation of specifics. These consultations will provoke multiple views and it is important for the institutional framework to assimilate and consider them.

Any group placing its views in the public domain cannot claim total representation. There will be criticism and those need to be resolved. However, assemblies of people can only support the need for legislation. Surveys and votes by raisng hands are important to register support for the general idea but cannot be the basis for detailed drafting of a law and its constituent parts.

The principles and framwork of any legislation must be debated and the erroneous conclusion that any difference of opinion is tantamount to mala finde intent needs to be questioned. It is in any case only of peripheral importance, as the issues themselves need to be addressed. This applies to laws made both by the formal and informal structures.

Many democracies in the world already have started placing policy and

draft laws in the public domain before they are sent to the government, cabinet and then Parliament. The deliberative consultative process is for everyone but focuses more on people who are most affected by the legislation. The policy and the sharing of frameworks are followed by a draft of the bill itself. All this is done within a timeframe. The nascent process of participation of citizens in shaping legislation in the last two decades will find systemic space and democratic credibility.

Today, lokpal has become a phrase, a concept and almost a passion. But that apart, the unpacking of the concept and the understanding of the Bill, and its legal and administrative mechanisms are restricted to a few civil society and government groups. It is time for the interested groups to build a constituency of concerned people who will steer democracy in consonance with constitutional rights. What we need is a well argued critique of the way we want change.

People must have the space to mobilise and protest - it is a constitutional right. But different processes need different platforms. The argument against corruption will stand or fall, not on the volume of our protest alone, but on the rigour of our proposals.

What we need is a transparent pre-legislative process within the democratic framework. It is important that the pre-legislative process is evolved and shaped in a synergetic manner. If it is properly institutionalised, it will not impinge on executive or legislative privilege. There should be a response to citizens' desire to participate in framing legislation by creating platforms for institutionalised participation to deepen democratic processes.

India today is at a moment in history where a more complex political idiom is being evolved. This needs to be understood, nurtured and used for enriching our processes of making law and policy. It is a test of the maturity of a people, a polity and the underlying democratic mores of all of us.

(Source : The Hindustan Times)

- A. India's law-making process is generally not within the purview of
- i) judiciary's review.
 - ii) public scrutiny
 - iii) politician's power
 - iv) parliament's power.

- B. Over the year people's voice has been sounding louder. This intends to make citizens a party in
- i) passing the nation's budget.
 - ii) catching culprits
 - iii) framing laws and policies
 - iv) boosting support in favour of opposition.
- C. Public participation in governance will make constitutional processes....
- i) weak
 - ii) effective
 - iii) secretive
 - iv) more strengthened
- D. The author strongly supports the stand that any legislation must be subjected to wide
- i) publicity
 - ii) super man's supervision
 - iii) public debate
 - iv) scathing criticism
- E. In many democracies of the world, the public deliberations and consultations pay special attention to those who get
- i) affected by the concerned legislation
 - ii) profited by the concerned legislation
 - iii) punished by the concerned legislation
 - iv) popularity by the concerned legislation
- F. Find the word in the passage which means the same _____ "agreement on harmony"
- i) domain
 - ii) tantamount
 - iii) peripheral
 - iv) consonance

Passage : 3

A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6

May 31, 1999 was one the darkest days in Old Delhi's living memory. A fire that started in shop 898 of Shahjahanabad's Lal Kuan chemical market quickly swept through the stree, claiming 57 lives. It wasn't the first chemicals related disaster in the area - the trade's hub of Lal Kuan-Khari Baoli-Tilak Bazar had already witnessed two major fires in 1987 and 1996 - but the scale of this tregedy shook everyone, the government included.

Soon, orders came for the chemical traders to move out to Holambi Kalan, near Narela Industrial Area on the city's northwestern periphery. In 2006, even the paper merchants of Chawri Bazaar got an ultimatum to relocate to Ghazipur due to fire safety concerns. But so far, not a single chemical or paper trader has moved out of the tiderbox that is Old Delhi.

Why? Traders say the conditions at the new sites are not conducive for business. For instance, paper merchants say, the Integrated Freight complex (IFC), Ghazipur, where they are supposed to move has poor infrastructure and inadequate security. So, five years after Delhi Development Authority allotted plots to 621 traders, they continue to operate out of Chawri Bazaar and only 250-odd have started construction in Ghazipur.

Chemical traders, too, are resisting relocation to Holambi Kalan for similar reasons. "The place is a jungle. There are no roads, streetlights, water pipelines, sewerage and security. Most of us don't even know which piece of land belongs to us. Land has been transferred only on paper," said Shyam Sunder Gupta, general secretary, Chemical Market Association. So far, plots have been allotted to 639 of the 883 chemical traders found eligible in the 1999 survey.

For traders who feel secure amidst old associates and the tightly packed warrens of these old markets, a move to the spacious new sites seems fraught with risk. "Traders keep lakhs of rupees with them. At least nobody can rob us of our hard earned money here," said Pradeep, a, chemical merchant. "There are no arrangements for security (at the new sites). In our warehouses, we have goods worth lakhs of rupees. How can we leave them there," said Prem Prakash, who paid Rs 161akh for a 98sqm plot in Ghazipur.

Batting for the traders, area MP and human resource development minister, Kapil Sibal, said it is unfair to ask traders to move to the outskirts without providing them facilities. “The matter “has been pending for a long time. I have asked - the Union urban development minister to expedite the process so that the area (Walled City) can be decongested and redeveloped. We can’t ask people to move to an area where basic amenities are missing,” said Sibal.

Notwithstanding orders of the government and the high court to move wholesale trades out of the old city, the number of establishments has only increased over the years. According to a conservative estimate, paper merchants have increased by 15-20 %, and chemical merchants by 20-30% since the relocation orders were issued.

“The number of paper traders has increased considerably since 2006. DDA is yet to provide plots to nearly 300-odd traders. What will happen to the new traders?” said Mahesh Shah, president of Paper Merchants’ Association. Chemical traders, too, have similar concerns. “They have allotted plots based on a survey done in 1999-2000. The market has grown a lot in the last 11 years,” said Gupta.

As per Master Plan of Delhi-2021, Municipal Corporation of Delhi is responsible for stopping expansion of wholesale markets and commercial activity in Shahjahanabad, but MCD officials themselves admit there is rampant commercialization in the area.

Even as hazardous businesses mushroom in the densely inhabited Walled City, MCD has washed its hands of the relocation process. Traders of the chemical market allege the MCD has refused to issue them building plans, passing the buck to DDA instead.

“The area has been de-notified; the responsibility of issuing building plans in Holambi Kalan is MCD’s,” said DDA spokesperson Neemo Dhar. But MCD insists the responsibility is DDA’s. “MCD’s role is limited to identification of prospective beneficiaries. The infrastructure is being provided by DDA. The process of shifting is going on,” said Deep Mathur, MCD’s director, press and information.

Regarding traders’ complaints about some of them not getting plots, Dhar said, “In Holambi Kalan, land has been allotted to 639 traders, of whom 490 have taken possession. Some traders have not been allotted land, as the firms have either closed or couldn’t be verified properly, or have not

deposited Rs 20,000 as per Delhi High Court order”. The court had imposed litigation costs on all the chemical traders during the hearing of the 1999 Lal Kuan case.

“There are nearly 134 traders who have not deposited the money. Similarly, in Ghazipur, land has been allotted to 621 traders and 533 building plans have been sanctioned. We have also issued occupancy certificates to 56 traders,” Dhar added. As for the poor condition of infrastructure at the new sites, she said, “Infrastructure has been provided, but it has deteriorated over the years as traders did not shift there. The infrastructure can be improved once the traders shift”.

- A. After Shahjahanabad’s 1999 fire disaster, the chemical traders were ordered to
 - i) close down their units
 - ii) compensate the victims and their families
 - iii) shift to Holambi Kalan near Narela
 - iv) upgrade their fire fighting systems
- B. The author has described old Delhi as ‘tinderbox’ because it has ill houses.
 - i) spicy chinese food stores
 - ii) substances prone to catching fire
 - iii) electronic gadgets
 - iv) chandni chowk’s chat outlets
- C. The traders are reluctant to move out to new sites because they do not find the new destinations

 - i) suitable for their business
 - ii) approachable from Delhi
 - iii) hygienic and safe
 - iv) beyond land acquisition disputes

- D. The local MP also believes that it would be difficult for traders to move to the new sites unless

 - i) customers are made available to them
 - ii) facilities are provided in these sites

- iii) the govt pays the traders enough compensation
 - iv) the traders get accustomed to new locations.
- E. It is ironical that since the relocation orders were issued, the number of traders in the congested walled city
- i) has decreased
 - ii) remained constant
 - iii) has fallen steeply
 - iv) has increased.
- F. Find the word in the passage which means same as ‘flourishing excessively’.
- i) conducive
 - ii) rampant
 - iii) hazardom
 - iv) prospective

Passage : 4

A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6

Hundreds of thousands of our qualified youngsters take off from different international airports every year for higher studies or highly lucrative jobs in the US, the UK, Germany, France and Australia. And most of these Indians prefer to settle down abroad, attracted by the facilities and the higher quality of life provided by these countries. We have been crying hoarse about the brain drain from India over the last five decades or more, without going in for a wellset blueprint to check the counter-productive phenomenon. Some of the public schools in our metros and our IITs (Indian Institutes of Technology) and IIMs (Indian Institutes of Management) are providing world-class education. One might wonder that having spent a lot on infrastructure, training and other facilities and the best teaching staff, can the Government and the people of India look away as the talent, assiduously nurtured in India, is utilised by other countries for their development and excellence in different fields

Critics ask that when other developed countries provide higher facilities, pay packages and perks, how can you dissuade our youngsters from going abroad ? What has been our loss has been the gain of the countries where our youth has migrated. Kalpana Chawla, the first Indian-American woman astronaut in space, had been a role model for every woman -world over including India. Though she became an IndianAmerican, we still lionise her as a citizen who could climb to the summit of excellence, when given a chance. Two distinguished scientists who won Nobel Prize for their meritorious work in Physics and Medicine in 1983 and 1968, were Dr. S. Chandrasekhar and Dr. Hargobind Khorana, respectively. They were working in the US. One might ask had they been working in India, would they have ever got the highly prestigious prize like the Nobel Prize ?

Early in 2005, the US took a decision to ease visa restrictions on foreign scientists and academics prompted by the US National Academy of Engineering's 2005 scroll of honour containing several foreign-born members, including five scholars of Indian origin. The five Indians who were named among the 74 new members for the year 2005 were Prof. Subhash Mahajan, Chairman, Department of Chemical and Material Engineering, Arizona State University; Prof. Arunava Majumdar, Professor of Mechanical Engineering, University of California, Berkeley; Mr. R.

Shankar Nair; senior Vice-President, Teng & Associates, Chicago; Prof. Raja V Ramani, Professor Emeritus, Mining and Geo-environmental Engineering, Pennsylvania State University; and Dr. Subhash Singhal, Director of Fuel Cells, Pacific Northwest National Laboratory, Richland, Washington. These eminent Indians were recognised for their work in areas such as semi-conductors, fuel cells, nanotechnology, building technology and coal mine safety. These five professionals joined an elite list of some 2,000 engineers, including around 50 Indians, who are lifetime members of the National Academy of Engineering and Sciences. Honourees of 2004 included Stephen Hawking and Bill Gates. Among the distinguished American Indians, who are members of this body include, Nobel Laureates Dr. Hargobind Khorana and Dr. S. Chandrasekhar. ,

During the decades-long debate on the brain drain, it was said that our youngsters leave India just because excellence is neither recognised nor rewarded in India. This could have been partly true at the beginning of this debate. But today, things have changed beyond recognition and talented people can reach the highest position possible if only they are prepared to work hard.

Youngsters from India - Whatever be the field they are working in - are today suitably recognised and rewarded.

Take the field of sports where many of the celebrities are household names - Sania Mirza, Narain Karthikeyan, Sachin Tendulkar, Anju Bobby George, P.T. Usha and several others. Innovation and managerial skill get recognition when Indians can vie with others in excellence from any part of the world.

If there is one individual who has catapulted India to the number one position in milk production in the world, it's none other than Dr. Verghese Kurien, the father of the White Revolution.. A top engineer who completed the Konkan Railway in record time, Mr. E. Sreedharan has built up the world class Delhi Metro. Mr. Amitabh Bachchan is no longer a megastar of the Indian screen only. His presentation of *Kaun Banega Crorepati* and other ventures have made him a living legend of global proportions. Take the story of the Ambani brothers, the Tatas, the Mittals and others who are having their footprints in different continents. We have had so many Indians who rose to the summit as Miss Universe and Miss World, but none has earned so much acclaim globally, in Bollywood, Hollywood or the Cannes Film Festival, as Ms. Aishwarya Rai. In the

wake of globalisation, India has produced a galaxy of eminent entrepreneurs in IT; biotechnology, civil aviation, steel production and the like. Just mention a field and we are already in the vanguard or moving ahead at a frenetic pace. A time may come when India would be capable of reversing the so-called brain drain to India's supreme advantage.

And happily enough, this is already happening now. A report released by a high-tech lobbying group in the Silicon Valley in 2005 revealed that the highly-skilled Indian-born talent that once flocked to the US was returning home, "turning America's brain drain into India's brain gain." Titled "Losing the Competitive Edge : The Challenge for Science and Technology in the US", the report said that countries like India and China, through the restructuring of their economies, were dramatically increasing the skill sets of their work force, thereby posing a challenge "to the US leadership in the technology domain. "Public-private partnerships (in India)' have invested in technical universities and communications infrastructure to create cutting edge technology parks in places like Bangalore in Karnataka. This will make India more competitive and alluring to investors and multinational companies." The report further said : "They are dramatically increasing the skill sets of their workforce, investing in research and development, and adopting advanced technologies, all to create wealth and spur economic growth."

(Source : Competition Success Review)

- A. Our qualified and talented youngsters leave for abroad for
 - i) holidaying
 - ii) higher study and better jobs
 - iii) propogating India's greatness
 - iv) helping Indian students in Australia
- B. The 'counter-productive phenomenon' refers to
 - i) lucrative jobs abroad
 - ii) restrictions on foreigners
 - iii) brain drain
 - iv) problem of unemployment
- C. The author does not agree with the view that our youngster leave India because excellence is neither recognised nor rewarded in India. He is of

the opinion that talent can reach the top if he/she is

- i) a throughout first class
 - ii) a public school educated
 - iii) offered higher salary and perks
 - iv) is ready to work hard.
- D. Dr. Verghese Kurien has been phenomenal in givin a boost to
- i) technology in India
 - ii) sports activities in India
 - iii) milk production in India
 - iv) Konkan railways
- E. A report from Silicon Valley states that skilled and talented Indians are
- i) coming back
 - ii) not interested in home coming.
 - iii) demanding more higher wages
 - iv) turning to politics in India.
- F. Find the word in the passage which means same as - 'brought up or trained'.
- i) dissuade
 - ii) elite
 - iii) alluring
 - iv) nurtured

Passage : 5

A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6

The Universe or the Cosmos, as perceived today, consists of millions of galaxies. A galaxy is a huge congregation of stars which are held together by the forces of gravity. Most of the galaxies appear to be scattered in the space in a random manner, but there are many others which remain clustered into groups. Our own galaxy, called the Milky Way or *Akash Ganga*, which appears as a river of bright light flowing through the sky, belongs to a cluster of some 24 galaxies called the 'local group'. The Milky Way is made up of over a hundred billion sparkling stars, which, though quite distant from one another, seem from the Earth as having been placed close together. The two other nearest galaxies are the Large Magellanic Cloud and the Small Magellanic Cloud, named after the famous Portuguese navigator, Ferdinand Magellan (1480-1521), who discovered them.

The Universe is infinite, both in time and space. Its age was formerly believed to be between, 10-15 billion years. However, in 1999, a NASA's Hubble Space Telescope Project team determined the age of cosmos to be 12 billion years (plus or minus 10 percent). In June 2001, NASA launched the MAP (Microwave Anisotropy Probe) to study the cosmic, microwave background radiation in greater detail according to which the exact age of the universe is 13.7 billion years after the theoretical *Big Bang*. The human perception of the Universe has, however, been different at different times over the long span of history of civilisation. The innate human inquisitiveness and tireless pursuit of knowledge have brought about revolutionary changes about our ideas of the Universe. The Moon and the stars are no longer looked upon as heavenly bodies or the abodes of gods. Solar and lunar eclipses are no more dreaded as foretellers of natural calamities. Man's conquest of the Moon has now blown off many a myth of the religious testaments.

It was around 6th century BC that men started enquiring into the mysteries of the Universe in an endeavour to rationally analyse the earthly and the heavenly phenomena. They posed to themselves several questions : What is the Universe ? Why do things change ? Why do things move ? What is life ? and so on. These questions were of far-reaching significance to the development of modern science.

Ancient Greek astronomers and mathematicians came up with the view that the Earth was a perfect motionless sphere, surrounded by eight other crystalline spheres-the Sun, the Moon, and the five known planets, viz, Mercury, Venus, Mars, Saturn and Jupiter, which revolved around the Earth on seven inner spheres. The stars were permanently fixed to the outer sphere that marked the edge of the Universe.

Ptolemy a second century Greco Egyptian astronomer, synthesised the various data gathered by the early Greek astronomers and in his book, *Almagest*, presented his system of astronomy based on a Geocentric (Earth-centred) Universe. He maintained that the Earth was the centre of the Universe, and the Sun and other heavenly bodies revolved around the Earth. This view of the Universe remained firmly entrenched in the minds of the people right up to the middle of the 16th century. Most men in the Middle Ages strongly adhered to the Ptolemaic system as they felt that they did, indeed, live in a physically limited, rigidly structured Universe centred around a motionless Earth. The Greeks had also estimated the visible Universe to be about 125 million miles in diameter.

The generally accepted view of Geocentric Universe received its first real jolt with the publication of the monumental work by Copernicus (1473-1543) *De Revolutionibus Orbium Coelestium* (On the Revolution of Celestial Bodies). The main points of the Copernican system are: (i) the Sun and the stars are motionless; (ii) the Sun lies at the centre of the Universe and the stars at its circumference; (iii) the Earth rotates on its axis taking 24 hours to complete one rotation; and (iv) the Earth and the planets revolve around the Sun; whereas the Moon revolves around the Earth.

This system of Universe, as propounded by Copernicus, was more consistent than that of Ptolemy. But its major flaw was that while it changed the centre of the Universe from the Earth to the Sun, it did not enlarge the limits of the Universe, as the Universe still remained equated with the Solar System.

Later Italian astronomer Galileo Galilei (1564-1642), too, with his newly-invented telescope demonstrated the validity of the Copernican system through his studies of the phases of the Venus and the moons of Jupiter that the Earth did revolve around the Sun. He discovered many new stars and proved that sensory appearances could be deceptive and that it is, our own. limitations of perception and reason that place boundaries around the

Universe. To be punished for telling the truth was not uncommon in the 16th century, and those who dared to do so, had to face the wrath of the Church. Indeed, Galileo had to pay the penalty for telling the truth.

English scientist Isaac Newton (1642-1727) demonstrated that forces of gravitation linked all material bodies in an immense Universe and showed that these bodies moves in accordance with strict mathematical laws. God was still the creator, but he exercised a through mastery over mathematics and engineering.

The perception of the Universe was further widend in the 19th century when the British astronomer, Sir William Herschel (1738-1822), came out with his observation that the Universe was not limited to the Solar System, but is much vaster than that. The Solar System according to Herschel, was only a small part of a much bigger star system, called the Galaxy. The Galaxy consisted of millions of starts scattered in the sky in a unique pattern of a band of light called the Milky Way.

The vision of Universe got further expanded in the 20th Century when, in 1925, an American astronorer, Edwin Powell Hubble (1889-1953), made the contention that apart from the Milky Way and the two other known galaxies, viz., the Large Magellanic Cloud and the Small Magellanic Cloud, there were other galaxies in the Universe whose number ran into millions, each galaxy containing billions of stars. And each star is like our Sun, the centre of the Solar System. Another new galaxy named Andromed VIII was discovered in September 2003 by astronomer of Case Western Reserve University.

Thus, gone are the days of a finite two-sphere geocentric system of Universe in which Earth occupied the key position. The Earth is just a planet of the Solar System and there are millions or billions of such systems existing in the skies, some of which have been discovered, while many other remain unobserved. Thus, in 2004, European astronomers claimed the discovery of a super-earth orbiting a sunlike star mu Arae 50 light years away. US astronomers have also announced the discovery of two new planets outside the Earth's solar system. There are about the size of Neptune and 15-20 times the mass of the Earth. When the great German scientist, Albert Einstein (1879-1955) developed his general theory of relativity, he visualised that the universe would either expand or else collapse, but in 1920s, Edwin Hubble discovered that the universe was actually expanding, everything moving away from everything else.

(source : Competition Success Review)

- A. Stars in a congregation are held in cluster by
- i) Akash Ganga
 - ii) gravitational forces
 - iii) galaxies
 - iv) cosmos
- B. Ferdinand Magellan discovered
- i) law of gravitation
 - ii) two continents
 - iii) two galaxies
 - iv) Milky way
- C. Our inquisitiveness and pursuit of knowledge have added to our knowledge of
- i) civilization
 - ii) Aliens
 - iii) the universe
 - iv) Earth
- D. The questioning nature of man has led to the
- i) development of universe
 - ii) expansion of the Milkyway
 - iii) development of modern world
 - iv) development of modern science
- E. Galileo Galieii's telescope endorsed the system of universe as
- i) suggested by Issac Newton
 - ii) suggested by Copernicus
 - iii) propounded by Ptolemy
 - iv) earlier astrologer.
- F. Find a word in the passage which means same as - "efforts directed towards a goal".
- i) congregation
 - ii) entrenched
 - iii) immense
 - iv) endeavour

Passage : 6

A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6

When M K Gandhi was thrown out of a train in South Africa he had a choice to make - either to ignore the event and live in peace or enter into a conflict and face harassment, hardship and the possibility of getting physically hurt. He chose the latter. Why? Did he not have a guru who had taught him that living in peace and tranquillity was the ultimate objective of life and the best way to achieve this objective was to avoid situations of conflict? Why did he not walk away?

The Dalai Lama chose to live in exile rather than live in peace in Tibet. He is a spiritual master himself. He preaches peace around the world. Does he not know that living in peace requires avoiding situations of conflict?

Aung San Suu Kyi did not have to stay in jail. Winston Churchill did not have to join the World War. Nelson Mandela did not have to suffer in solitary confinement. Julius Nyerere did not have to fight a war with IdiAmin. There is a long list of people who have embraced conflict, despite standing for peace, otherwise. They had the courage to stand up against repression rather than submit to it.

Both the Ramayana and Mahabharata, revered Indic epics, are stories of war, not peace. Krishna did not tell the Pandavas to ignore the incident of Draupadi's humiliation in court (the Draupadi vastraharan). He encouraged them to go to war. The Gita says engaging in war to uphold truth is not a matter of choice for a warrior; it is his duty. Islam says participation in jihad is the duty of a Muslim when the fight is to uphold justice when challenged by oppression, as a way of self-defence.

Most of us are confused between conflict and the method of resolving a conflict. We assume, incorrectly, that Gandhi, as a peace loving person, must have avoided situations of conflict. On the other hand, he faced conflict head-on. Bhagat Singh and Gandhi were both gearing themselves to deal with conflict, except that Gandhi tried to employ peaceful means while Bhagat Singh chose aggression.

The duty of a scientist, artist or professor is also to engage in conflict against repressive regimes of knowledge. Any kind of limited knowledge is a form of bondage. Albert Einstein advanced the boundaries of scientific knowledge. James Joyce did the same in the world of literature. He flouted rules of writing

as he saw them as restrictions on creativity. Picasso and M F Husain, for example, explored realms beyond accepted rules in visual art. Mother Teresa redefined the concept of caring. Every one of them faced criticism and controversy, yet they remained convinced of the nature of their work and the methods they used to fulfil their vision. They remained engaged.

One can only conclude from this that the people we admire and even those we worship have all rejected the existing as being adequate and have chosen to engage in conflict to expand the existing. They have redefined the purpose of our life.

The purpose of our life is not to live in passive acceptance but to engage with conflict in order to be creative. Creativity is the purpose of life. The purpose is to advance an individual soul and the collective Consciousness. The only word of caution here is that we must first settle ourselves spiritually so that we know whether a conflict is justified or not.

- A. Place loving personalities like Mahatma Gandhi, Dalai Lama, Suu-kyi etc took the way of conflict so that they could challenge the forces of
- i) peace and harmony
 - ii) war and peace
 - iii) tyranny and repression
 - iv) peace and progress.
- B. Bhagwad Gita says that waging war to uphold truth is
- i) the duty of a warrior
 - ii) an excuse of a coward
 - iii) a diplomatic stand of a cunning person
 - iv) compulsion of an individual.
- C. Mahatma Gandhi faced the conflict head on but he employed.....
- i) aggression
 - ii) peaceful means
 - iii) strategic moves
 - iv) surrendering tactics.
- D. The author wants the scientists, artists and teachers to
- i) support repressive regime

- ii) challenge repressive knowledge
 - iii) stand by old theories
 - iv) refute old beliefs.
- E. The conflict must be
- i) personal
 - ii) general
 - iii) justified
 - iv) groundless
- F. Find the word from the passage which means same as _____ 'confirm or maintain'.
- i) uphold
 - ii) ignore
 - iii) assume
 - iv) engage.

Passage : 7

A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6

Mining scandals are rocking the country and daily news reports bring to light more cases of corruption among politicians and businessmen and their total apathy towards the environment and life. However, 72 years ago mining had found a strong proponent in Rabindranath Tagore-as long as it was within limits and kosher, of course. The protagonist in his short story 'Parting Words' (Sesh Katha) had conveyed his "Salam to Jamsetji Tata" for the Latter's pioneering effort in mining and setting up a steel factory in 1912. The village Sakchi, where iron ore was first found five years earlier, became Jamshedpur, now a thriving town that is an industrial hub.

The story's protagonist, Nabinmadhav, castigates the dysfunctional posse of English civilians for their "excessive preoccupation with law and order". He deprecates, "They had once indulged in indigo cultivation, then they switched to tea plantation.. but had utterly failed to explore the huge assets buried deep within Bharat, be it in the hearts and minds of her people, or be it within her nature."

He further notes, "Deep within her hard-to reach womb, the earth keeps stored tough metals that powerful ones have used to conquer the four winds". Nabin observes, "The poor have remained contented only with the produce of the earth's topsoil-crops; and in the process their stomachs have dried out, their ribs gone skeletal." Hence, Nabin changed his job, learnt mining and became a geologist.

Tagore wrote his last three short stories at the age of 78. Of a different genre, these were compiled in the book, Three Associates. The three protagonists of these stories were professionals of science or engineering to presage industrialisation to the new generation.

But before someone even thinks of loading his trucks with illegally mined ores, he must stop in his tracks and reflect a bit on why he is doing what he is doing and what the consequences of such an action could be.

Illegal mining is the consequence of self-aggrandisement that comes from unbridled greed. Quoting the Upanishad, Tagore had repeatedly advocated ma gridhah, meaning "Do not greed!"

He had reasoned, "Why we must not give in to greed? Everything is pervaded by One Truth. Therefore, an individual's greed prevents us from realising

that One. Tena tyaktena bhunjeethah - let all benefit from what emanates from that One ...ma gridhah kashyas wiidhanam, that is, do not covet another's wealth." Manifested as corruption, greed is gnawing at the entrails of our nation. We need to stop this here and now, without giving in to self-despair. When greed overtakes need, it spells trouble. Tagore wrote his famous song 'Ekla Chalo' (walk alone) during the days of national crisis so as to enthuse one and all to make the call of their inner conscience as paramount.

The monsoon is here once again, bringing with it welcome rain. What else can one pray for but renewal and rejuvenation? It's time to sow seeds of hope for a better tomorrow. It's also an opportune time to renew our social contact by cleansing our conscience and spreading hope. And it's a good time to invoke the words of Gurudev as we celebrate 150 years of his birth. Just three months before his death-on his last birthday - Tagore had emphatically declared, "It's a sin to lose faith in man."

- A. The modern day business men and politicians are least interested in
- i) mining and industry
 - ii) contesting elections and winning
 - iii) protecting environment and other life forms
 - iv) protecting indians abroad
- B. The protagonist believes that India's huge assets are lying unexplored in the ...
- i) vast planes of Gangas
 - ii) mountains of Himalayan range
 - iii) hearts and minds of Indians and India's
 - iv) mines of Haryana and Jharkhand
- C. Nabin shifted from farming to mining and started working as a
- i) Business man
 - ii) Politician
 - iii) geologist
 - iv) environmentalist
- D. One's greed should not ...
- i) be reflected in his/her behaviour

- ii) be exposed
 - iii) overtake his/her need
 - iv) be less than country's need.
- E. The song 'Ekla Chalo' was intended to address to
- i) Politicians long walk
 - ii) farmer's protest for their land
 - iii) miner's profession
 - iv) individual's inner conscience.
- F. Find the word in the passage which means, the same as _____ make young or energetic.
- i) unbridle
 - ii) rejuvenate
 - iii) enthuse
 - iv) entails.

PASSAGE : 8

A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6

Last week was spent glued to TV, watching India getting thrashed by a rejuvenated England at Lord's. Like most Indians, I too was dispirited by India's inability to live up to its reputation as the number one team. But at least there was the immense satisfaction of watching the match live and - even listening to BBC's good-humoured Test Match Special on Internet radio.

It was such a change from my schooldays when you had to tune in to a crackling short wave broadcast for intermittent radio commentary. Alternatively, we could go to the cinema, some three weeks after the match, to see a two-minute capsule in the Indian News Review that preceded the feature film.

It is not that there was no technology available to make life a little more rewarding. Yet, in 1971, when B S Chandrasekhar mesmerized the opposition and gave India its first Test victory at the Oval, there was no TV, except in Delhi.

Those were the bad old days of the short age economy when everything, from cinema tickets to two-wheelers, had a black market premium. Telephones were a particular source of exasperation. By the 1970s, the telephone system in cities had collapsed. You may have possessed one of those heavy, black Bakelite instruments but there was no guarantee of a dial tone when you picked up the receiver. The ubiquitous 'cable fault' would render a telephone useless for months on end.

What was particularly frustrating was that there was precious little you could do about whimsical public services. In the early 1980s, when opposition MPs complained about dysfunctional telephones, the then communications minister C M Stephen retorted that phones were a luxury and not a right. If people were dissatisfied, he pronounced haughtily, they could return their phones!

Inefficiency was, in fact, elevated into an ideal. When capital-intensive public sector units began running into the red, the regime's economists deemed that their performance shouldn't be judged by a narrow capitalist yardstick. The public sector, they pronounced, had to exercise 'social' choices. India, wrote Jagdish Bhagwati (one of the few genuine 'dissidents' of that era), "suffered the tyranny of anticipated consequences from the wrong premises."

Being an Indian in those days was truly demeaning if you had the misfortune of travelling overseas. Government regulations decreed that a private citizen travelling overseas had the right to buy all of \$8. Subsequently, the ceiling was raised to \$500 every three years. This meant that Indians had to evolve innovatively illegal methods of buying a few extra dollars or scrounging off fortunate NRI relatives. No wonder, escaping from India became a middle class obsession, as did petty hawala.

India was an object of mockery. We were mocked for leading a "ship to mouth" existence while preaching morality to the rest of the world. We were pitied, not least by rich Pakistanis who would compare their spanking new Impala cars to our creaking Ambassadors that were hi perennial short supply.

Enforced socialist austerity bred dishonesty and subterfuge. India's creative genius became preoccupied with ways to bypass a system that in all seriousness demanded that the better-off pay 97% of their income in taxes, and where the remuneration of company directors had to be approved by babus sitting in a ministry in Delhi.

- A. The narrator felt dispirited as his team ...
- i) was the number one team of the world
 - ii) could not perform as per people's expectations
 - iii) could not play even 100 overs.
 - iv) performed like professionals.
- B. B.S. Chandrasekhar played a crucial role in making India register
- i) its complaint to the match referee
 - ii) it as a test playing team
 - iii) its first test win at the oval
 - iv) its humiliating loss at oval
- C. The author calls his school days as 'bad old days' because ..
- i) he could not get handsome pocket money.
 - ii) things were too costly
 - iii) almost all things had black market premium
 - iv) his teachers would not distribute each under welfare schemes.
- D. Enforced socialist hard measures gave rise to
- i) honesty
 - ii) dishonesty
 - iii) carelessness
 - iv) indifference
- E. In the beginning, travelling abroad was very demeaning as one could only buy.
- i) buy \$8
 - ii) \$500
 - iii) Electronic goods
 - iv) Personal things.
- F. Find the word from the passage which means same as _____ 'occurring at intervals'.
- i) Ubiquitous
 - ii) intermittent
 - iii) exasperation
 - iv) mesmerized

A.2 Read the poem given below and write the option that you consider the most appropriate : **1×6=6**

The island dreams under the dawn
And great boughs drop tranquillity;
The peahens dance on a smooth lawn,
A parrot sways upon a tree,
Raging at his own image in the enamelled sea.

Here we will moor our lonely ship
And wander ever with woven hands,
Murmauring softly lip to lip,
Along the grass, along the sands,
Murmauring how far away are the unquiet lands:

How we alone of mortals are
Hid under quiet boughs apart,
While our love grow and Indian star,
A meteor of the burning heart,
One with the tide that gleams, the wings that gleam and dart,

The heavy boughs, the burnished dove
That moans and sighs a hundred days:
How when we die our shades will rove,
When eve has hushed the feathered ways,
With vapoury footsole by the water's drowsy blaze.

- A. 'boughs drop tranquillity means the wind...
- i) has started blowing
 - ii) has stopped blowing
 - iii) has disturbed islanders dreams

- iv) caused a sea storm
- B. The parrot is very excited to find its
 - i) swaying joy
 - ii) image formed in the mirror
 - iii) reflection in the sea.
 - iv) loneliness on the tree
- C. The narrator and his companion would
 - i) leave their ship and rest on sands
 - ii) fasten their ship and go for a walk
 - iii) repair their ship and restart their journey
 - iv) fasten their ship to the parrot's tree
- D. 'alone of mortal's means away from the company of ...
 - i) animal kingdom
 - ii) other sailors
 - iii) human beings
 - iv) parrots and peahens
- E. When the islanders die, the evening will become
 - i) noisy and violent
 - ii) silent and tranquil
 - iii) snowy and frosty
 - iv) damp and dull
- F. Find the word in the poem which means same as - 'wander without a settled destination'.
 - i) sways
 - ii) dart
 - iii) rove
 - iv) moans

A.2 Read the poem given below and write the option that you consider the most appropriate : **1×6=6**

Bas Ben Adhem

My fellow man I do not care for.
I often ask me. What's he there for?
The only answer I can find
Is, Reproduction of his kind.
If I'm supposed to swallow that,
Winnetka is my habitat.
Isn't it time to carve Hic Jacet
Above that Reproduction racket?

To make the matter more succinct;
Suppose my fellow man extinct.
Why, who would not approve the plan
Save possibly my fellow man?
Yet with a politician's voice
He names himself as Nature's choice.

The finest of the human race
Are bad in figure, worse in face.
Yet just because they have two legs
And come from storks instead of eggs
They count the spacious firmament
As something to be charged and sent.

Though man created cross-town traffic,
The Daily Mirror, News and Graphic,

The pastoral fight and fighting pastor,
And Queen Marie and Lady Astor,
He hails himself with drum and fife
And bullies lower forms of life.

Not that I think much depends
On how we treat our feathered friends,
Or hold the wrinkled elephant
A nobler creature than mu aunt.
It's simply that I'm sure I can
Get on without my fellow man.

Ogden Nash

- A. The narrator believes that the only purpose of his fellow man's existence is
- i) creating something new
 - ii) producing food grains
 - iii) reproducing individuals of his kind
 - iv) cultivating good culture.
- B. The fellow man should be saved to preserve his entity / existence before he
- i) becomes outdated
 - ii) becomes old and tired
 - iii) becomes incapable of doing any work.
 - iv) becomes extinct
- C. The narrator believes that human beings on this planet have given them a..
- i) bad name
 - ii) bad home
 - iii) sad future
 - iv) better future

- D. The man has designed and devised many things but he has been very harsh and unkind to
- i) neighbouring people
 - ii) people across the seas
 - iii) lower forms of life
 - iv) aliens from other planet.
- E. 'Our feathered friends' refer to
- i) people with fur hats
 - ii) friends who accompany us to 300
 - iii) Birds in general
 - iv) Bird watches.
- F. Find the word in the poem which means _____ terse, concise.
- i) worse
 - ii) spacious
 - iii) succinct
 - iv) wrinkled

A.2 Read the poem given below and write the option that you consider the most appropriate : 1×6=6

MENDING WALL - Robert Frost

Something there is that doesn't love a wall.
 That sends the frozen-ground-swell under it,
 And spills the upper boulders in the sun,
 And makes gaps even two can pass abreast.
 The work of hunters is another thing:
 I have come after them and made repair
 Where they have left not one stone on a stone,
 But they would have the rabbit out of hiding,
 To please the yelping dogs. The gaps I mean,

No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
'Stay where you are until our backs are turned!'
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, 'Good fences make good neighbours'.
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
'Why do they make good neighbours? Isn't it
Where there are cows?
But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offense.
Something there is that doesn't love a wall,.
That wants it down.' I could say 'Elves' to him,
But it's not elves exactly, and I'd rather

He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again. "Good fences make good neighbours."

- A. Something is there that makes
- i) cracks in a wall
 - ii) wall writing on a wall
 - iii) gaps in a wall
 - iv) nests in a wall
- B. Hunters also bring down a wall so that they can help their
- i) friends who dislike wall
 - ii) dogs which are hungry
 - iii) neighbours who are unfriendly
 - iv) cattle which need fodder
- C. The narrator and his neighbour undertake the mending task
- i) Whenever they get hired labourers
 - ii) When there is a chance of quarrel
 - iii) during spring season
 - iv) during summer holidays.
- D. The narrator compares the mending exercise with
- i) an outdoor game
 - ii) a theatre show
 - iii) an adventure
 - iv) a friends get together

E. The neighbour has been compared with a ...

- i) beggar
- ii) savage
- iii) soldier
- iv) fighter.

F. 'darkness' refers to...

- i) complete absence of light
- ii) cloudy weather
- iii) ignorance and lack of knowledge
- iv) dense shade of trees and plants.

A.2 Read the poem given below and write the option that you consider the most appropriate : **1×6=6**

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling leaves in glee;

A poet could not be but gay,
In such a jocund company!
I gazed - and gazed - but little thought
What wealth the show to me had brought :

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

- A. The narrator has compared himself with a ...
- i) Valley
 - ii) hill
 - iii) cloud
 - iv) crowd
- B. The expression 'a crowd' is used for
- i) lake
 - ii) trees
 - iii) breeze
 - iv) daffodils
- C. 'never-ending line' of daffodils is compared with
- i) margin of a bay
 - ii) sprightly dance
 - iii) stars on the milky way
 - iv) long line of honeybees
- D. The narrator just felt excited and cheerful seeing the dance of
- i) waves
 - ii) breeze

- iii) daffodils
- iv) stars
- E. The sight of dancing daffodils was a
 - i) painful experience for the narrator
 - ii) memorable experience for the narrator
 - iii) a shocking experience for the narrator
 - iv) loss causing experience for the narrator.
- F. Find the word in the poem which means — loneliness
 - i) bliss
 - ii) jocund
 - iii) pensive
 - iv) solitude.

A.3 Read the poem given below and write the option that you consider the most appropriate : **1×6=6**

Upon Westminster Bridge

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth like a garment wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the field, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! The very houses seem asleep;

And all that mighty heart is lying still!

- *William Wordsworth.*

- A. The narrator call a person dull if he/she....
- i) does not talk to him openly
 - ii) does not know about romantic sites
 - iii) passes by without experiencing the beauty of the site.
 - iv) passes over the site and shouts loudly.
- B. The city of London appear as if it is
- i) covered with thick layer of smoke
 - ii) clad in attractive colourful clothings.
 - iii) desolate and lonely
 - iv) sleeping beauty
- C. The morning sight of the city bears a
- i) peaceful and serene look
 - ii) noisy and crowdy look
 - iii) dark and dreary scene
 - iv) enchanting and haunting appearance
- D. 'All bright and glittering', 'all refers to ...
- i) residents of the city.
 - ii) gardens of the city
 - iii) malls and multiplexes of the city.
 - iv) ships, towers, domes, theatres and temples.
- E. The movement of the river is
- i) rough and rumbling
 - ii) fast and gushing.
 - iii) smooth and continuous
 - iv) dead slow and motionless
- F. Find the word in the poem which means same as ____ 'magnificence or grandeur'.

- i) bare
- ii) splendour
- iii) glideth
- iv) mighty

A.2 Read the poem given below and write the option that you consider the most appropriate : 1×6=6

Ballad of the Tempest

We were crowded in the cabin,
Not a soul would dare to sleep,
It was midnight on the wates,
And a storm was on the deep
Tis a fearful thing in winter
To be shattered by the blast,
And to hear the rattling trumpet
Thunder : ‘Cut away the mast!’
So we shuddered there in silence,
For the stoutest held his breath,
While the hungry sea was roaring
And the breakers talked with death.
As thus we sat in darkness
Each one busy with his prayers,
“We are lost!” the captain shouted,
As he staggered down the stairs.
But his litter daughter whispered,
As she took his icy hand,
‘Isn’t God upon the ocean,
Just the same as one the land?
Then we kissed the littel maiden,

And we spake in better cheer,
And we anchored safe in harbour
When the morn was shining clear.

James T Fields

- A. Why the people in the cabine were unable to sleep?
- i) Because the party was going on.
 - ii) Because no one wanted to sleep.
 - iii) Because their ship had got cought in a storm
 - iv) Because the captain had not permitted them.
- B. 'The stoutest held his breath' means, even the..
- i) captain was scared
 - ii) bravest was scared
 - iii) captain's little daughter was panicked
 - iv) The sea was afraid
- C. The sea wa roaring because
- i) the sailors had insulted it.
 - ii) the ship had hit it hard
 - iii) the cloud had disturbed it.
 - iv) the storm had disturbed it.
- D. 'We are lost' , the captain meant that...
- i) the ship had gone to a wrong diretion
 - ii) the ship had been hijacked by the Somalian pirates
 - iii) the ship was going to sink due to heavy storm
 - iv) the ship had got some technical problem.
- E. The captain's hands were 'icy' because ...
- i) he had taken a dip in the chilled sea.
 - ii) he was suffering from high fever
 - iii) he had noticed an ice-berg on his way.
 - iv) he was scared and had given up hope.

F. Find the word in the poem which means ___ 'large sea waves'.

- i) strom
- ii) blast
- iii) breakers
- iv) roaring.

A.2 Read the poem given below and write the option that you consider the most suitable : **1×6=6**

O Captain! my Captain! our fearful trip is done;
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.
But O heart! heart! heart!
O the bleeding drops of red!
Where on the deck my captain lies,
Fallen cold and dead.
O Captain! my Captain! rise up and hear the bells;
Rise up! for you the flag is flung, for you the bugle trills:
For you bouquets and ribboned wreaths, for you the shores a-crowding;
O Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.
My Captain does not answer, his lips are pale and still:
My father does not feel my arm, he has no pulse nor will.
The ship is anchored safe and sound, its voyage closed and done:
From fearful trip the victor ship comes in with object won!
Exult, O shores! and ring, O bells!
But I, with silent tread,

Walk the spot my captain lies
Fallen cold and dead.

Walt Whitman

- A. The narrator says that they have
 - i) achieved their target
 - ii) missed their target
 - iii) left their trip in mid-way
 - iv) completed their sail of Indian ocean
- B. The prize is the USA's
 - i) Victory in the World War II.
 - ii) Victory in its civil war
 - iii) Successful launch of Endeavour
 - iv) No. 1 position in military power.
- C. The Vessel refers to
 - i) Largest ship used in the war
 - ii) the USA and its people.
 - iii) a large pot that belongs to captain
 - iv) the warship captured by Caribbean Pirates
- D. The bells, bugle and bouquets are there to ..
 - i) honour the victorious ship
 - ii) honour the champion player
 - iii) honour the country's flag
 - iv) honour the leader of the country.
- E. 'My Captain' does not respond because he is ...
 - i) too tired
 - ii) very excited and jubilant
 - iii) bleeding profusely
 - iv) dead and no more.

- F. Find the word in the poem that mean same as _____ ‘a long water journey’.
- i) trip
 - ii) exulting
 - iii) anchored
 - iv) voyage.

A.3 Read the following passage and answer the questions that follow :

IN INDIAN homes, the floor of the house is always the best maintained element, cleaned twice a day and wiped down to a sparkling state. In front of the threshold of the home the floor often is decorated with Rangoli and other ritual diagrams. This is true in rural as well as in many urban homes in metropolitan cities. When building a new home people spend as much money per sq. foot for a beautiful floor as they would spend on the entire structure. Yet, this pride and obsession for a clean floor suddenly vanish as we step out into the street: the floor of the city.

In Delhi where 80% of the people are pedestrians in some stage of their commuting, least attention is paid to pedestrian paths. Delhi’s sidewalks are too narrow, very poorly maintained and full of potholes, poles, junction boxes and dangerous electrical installations, not to speak of the garbage dumps that stink and stare at the pedestrian. Ashram Chowk is a good case in point where thousands of pedestrians change direction from the Mathura Road radial to the Ring Road. A flyover facilitates the automobiles while the pedestrian is orphaned by the investment-hungry authorities. One corner of the Ashram Chowk has a ridiculous imitation wood sculpture with an apology of a fountain and across the same Chowk, you have the open mouthed, massive garbage dump right on the pedestrian path, in full exhibition for the benefit of the public. These symbols of poor taste and abject apathy are then connected by narrow dangerous and often water-logged footpaths for the hapless pedestrians to negotiate. In the night, street lighting in the central median light up the carriageway for cars and leave the pedestrian areas in darkness.

Delhi’s citizens leave home and want to get to their destination as fast they can. No one wants to linger on the road, no leisure walks, no one looks a stranger in the eye. It is on the pedestrian path that the citizen encounters head-on the poor public management and the excuse called ‘multiplicity

of authorities”. One agency makes the road, another dig it up to lay cables, third one comes after months to clear up the mess and the cycle of unaccountability goes on. Meanwhile crores are spent in repairing the carriageway for vehicles and in construction of flyovers without a care for the pedestrians below. Solution offered is to make an expensive underpass or an ugly foot overbridge, ostensibly for facilitating the pedestrian, while in reality they only facilitate the cars to move faster at the expense of the pedestrians. Take Kashmiri Gate, ITO, Ashram Chowk, AIIMS or Dhaula Kuan. At all these important pedestrian cross-over points the story is the same: They have pulled the sidewalk from under the pedestrians feet.

In modern cities across the world, the pedestrian is king. The floor of the city is designed and maintained as an inclusive environment, helping the physically challenged, the old and the infirm, children and the ordinary citizen to move joyfully across the city. Delhi aspires to be ‘ world class city’. Hopefully the authorities would look once again at the floor of Delhi. The pleasure of strolling on the road is deeply connected to our sense of citizenship and sense of belonging. Pride in the city grows only on a well designed floor of the city

- A. On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Also use recognizable abbreviations, wherever necessary (Minimum 4) Supply Suitable title.
- B. Write the option that you consider the most appropriate in your answer sheet.
- a) Aspire means the same as
- i) Perspire
 - ii) Inspire
 - iii) Respire
 - iv) Desire
- b) Apathy is related to
- i) Homeopathy
 - ii) Indifference
 - iii) Allopathy
 - iv) Interference

- c. Commute is related to
- i) compute
 - ii) Travel
 - iii) Calculate
 - iv) unravel

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

Here are some questions to ponder. Do you know why a certain film star received an arsenal of weapons from a gangster terrorist? Do you know why witnesses who turn hostile do not get prosecuted for either perjury or wasting police time, or both? Do you know why it takes a decade or longer to try a criminal case in India? Have you ever thought through any solutions to these problems? If you haven't it might be because of the Type of education you received !

Most of us reluctantly accept the way things are because we have been educated to be accepting. We are not educated to be openly critical. We are not educated to argue, protest or confront. The Brits made no bones about it - in their schools we were educated to accept given values and ways of doing things. We were trained to be loyal servants to the status quo.

Most of us oldies were subjected to the traditional approach to learning that focused on mastery of content, with little emphasis on the development of analytical skills and the nurturing of inquiring attitudes. We were the receivers of information, and the teacher was the dispenser. The passivity encouraged by teachers was typified by one of my principals who implored all the girls to be like 'limpid water in a crystal vase'.

These days I am kept very busy by schools that are running teacher-training courses to introduce the 'inquiry approach' to learning. Unlike traditional learning, this approach is focused on using and learning content as a means to develop information-processing and problem-solving skills. This system is more student-centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know". Students are more involved in the construction of

knowledge through active analysis and investigation. They are encouraged to ask questions, and give opinions and share what they know. They are encouraged to criticise and argue, and confront the conventional wisdom.

At the moment this new approach is restricted to a few schools. However this year the ability to critically analyse has been introduced as part of the CBSE school syllabus. It is a small start but it is a move towards introducing thinking skills into all of our schools. It is the start of a big change.

Our government and bureaucracy are full of old, well-educated people of a traditionalist background, who also see, read and hear the news reports about hostile witnesses, gangsters and film stars, and murders by politician's sons. Like us they find them outrageous, but they don't know how to change things. Critical analysis, change management and innovation were not part of their schooling, and in adult life they have not become freely critical, outspoken analysts capable of applying the fruits of their analysis to increasingly complex problems.

We often come across the shortcomings of our government, judiciary and media. With very little effort these shortcomings will become a thing of the past. But they will be a long time coming. Not because our 'leaders' and societal managers are unfeeling, immoral, self-seekers. but because they were educated and excelled in consulting a textbook, and regurgitating someone else's opinion and knowledge. As the newly educated might say: we can expect the same for a long time to come.

- A. On the basis of your readings of the above passage, make notes on it using headings and sub-headings. Also use recognizable abbreviations, where ever necessary. (Min. 4). Supply a suitable title.
- B. Write the option that you consider the most appropriate in your answer sheet.
 - a) Arsenal is a place where
 - i) Grain is stored
 - ii) Arsenic is stored
 - iii) Horses are kept
 - iv) Weapons are stored

- b) Perjury is the act of
 - i) Being prejudiced to someone
 - ii) Forgery of documents.
 - iii) Telling an untruth
 - iv) Cheating someone
- c) Outrageous means
 - i) Violent
 - ii) Convincing
 - iii) Shocking
 - iv) Encouraging

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

I saw heaps of plastic (cups and foam plates) being burnt at the Trade Fair. Chemicals and toxins were released in the air -- you could smell the foul odour from a kilometre. The fire smouldered on for hours, releasing poisonous fumes slowly in the air.

Then I stopped in my tracks when I saw hot, boiling tea being poured into a plastic bag to be carried to a nearby construction site. They pour the tea into plastic cups and then casually threw away all the plastic! How convenient.

From a highway dhaba to a high tech conference like the prestigious IFFI, tea and coffee are usually served in plastic cups. Gone are the china cups, glasses, and, of course, the clay kullad. Plastic is in.

Unknown to all, it can be very costly - not only to our environment but also our health.

Another culprit is that Dal Makhani in a plastic bag or thermocol foam tub delivered at your doorstep from the local takeaway. Often we re-heat it in the plastic container in the microwave. Again, very convenient.

But these cheap plastic containers are made for one time use only. Not for re-heating food in them. Light weight poor quality plastics are es-

pecially vulnerable to chemicals leeching out when exposed to heat. Food high in fat should never be reheated in plastic as the fat absorbs the chemicals

In the USA, foam food containers and plastic containers for food takeaways are being substituted by paper containers. Research coming from Japan warns us that when heat and plastic combine, chemicals or toxins can be leached into the food. Dioxin is one such toxin that one has to be wary of. It is known to cause damage to the immune system, cause Diabetes and even Cancer. This Dioxin can never be flushed out of our system. It accumulates in our bodies. It gets stored in the fatty tissues and can play havoc.

So what is the safe alternative? Wax coated paper cups are safer although paper too contains chemicals and of course safest is the good old fashioned chai in a glass tumbler, the plebian steel or the clay kullad. Food should be heated in steel or glass. It is best to use microwave safe crockery which is free of plastic or lead (contained in many pottery items).

Of course, plastic is a wonderful invention. It is practical and indispensable today. Hospitals and modern medicine rely on plastic syringes, intravenous sets, pipes, tubes, catheters. In surgery, shunts placed in arteries and hip and knee joints are replaced by hardened plastic parts.

Plastic has to be used intelligently and disposed off even more intelligently. Whether it is disposing off, hospital waste or garden garbage, we are callous and un-thinking. People find it hard to dispose this very bulky waste. Every garbage dump, gutter, drain, is choked with plastic. Even if every part of the country has a proper waste disposal system, the quantity of plastic waste will be unmanageable. Disposal has become a huge issue. We have to have safe recycling units.

One possible safe way to dispose off plastic bags is to shred it and mix (melt, not burn) it with tar and layer the roads that are being constantly built. Kilometers of roads criss-crossing the country can absorb the plastic waste.

Schools too can show the way. Not only should they inform and educate the school children but have good practices. Children can be encouraged to collect plastic bags which can be stuffed into gymnastic mattresses. Thousands of plastic bags will be used in this exercise. I

am sure people can come up with many such ideas once they make up their minds.

- A. On the basis of your reading of the above passage, make notes on it using headings and subheading. Also use recognisable abbreviations, wherever necessary (Min.4) Supply a suitable title.
- B. Write the option that you consider the most appropriate in your answer sheet :
- a) Accumulate is the same as
- i) Distribute
 - ii) Divide
 - iii) Gather
 - iv) Accomodate
- b) The opposite of plebian is
- i) Common
 - ii) Refined
 - iii) Ignoble
 - iv) Coarse
- c) Callous can be replaced by
- i) careful
 - ii) Sensitive
 - iii) Sentimental
 - iv) Hard

4. Read the following passage carefully and answer the questions that follow :

ARE YOUR children toxic? I don't mean 'toxic' as in the pain-in-the neck teenager state that occurs between the ages of 12 and 16 and makes you wish you could flush them down the toilet because they grunt instead of talk, and loll about sighing endlessly for hours on end. I mean, are your children having the kind of childhood that is damaging them in a way that will debilitate them for the rest of their lives?

If they are not having a toxic childhood it is probably because you are not letting them lead the kind of lifestyle that many, if not most, of their friends are leading; a lifestyle that is causing great concern among teachers from many countries around the world.

All around the world, teachers are examining and discussing how the cultural and lifestyle changes of the past 25 years are affecting the lives of children. They know that many of the changes that benefit adults are far from healthy for our children. "A toxic cocktail of the side effects of cultural change is now damaging the social, emotional and cognitive development of a growing number of children with knock-on effects on their behaviour," is how educationist and author Sue Palmer explains it.

110 teachers, psychologists, children's authors and leading childcare experts called on the government of Britain to act to prevent childhood being killed off altogether. According to them, processed food, computer games and over-competitive education are poisoning today's children, and increasingly children are being forced "to act and dress like mini adults",

Research backs what these childcare experts are saying. Changes in diet, childcare patterns, parenting, family structures, play, bed times, family interaction, education, marketing, peer pressure, technology, electronics, and the way we communicate with our children are creating a 'toxic mix' that is damaging them. Children are becoming increasingly unhealthy and depressed, and are experiencing growing levels of behavioural and developmental problems. Not only this, the experts also point out that children lack first-hand experience of the world and regular interaction with their parents.

Of course, we do not need experts or research to tell us that academic pressure, marketing, absent careerist parents and the rest of the modern toxic mix is damaging our children. We can see it here in the increase in childhood obesity and childhood diabetes; in the rise in the number of children with attention deficit problems and in the increase in numbers of hyperactive children. We know it from the stress and strain related to exams and study, and in the increase in study/exam-related suicides.

So before you answer the question "are your children toxic?" take a good long look at them and their lifestyle. And remember, parents don't usually poison their children on purpose. Adults too are susceptible to "market forces" and peer pressure. It is almost natural when all around you other people's kids are eating junk and living toxic lives to look at your own

child and think: mine must too.... But it doesn't have to be that way. Luckily, for all of us there are plenty of changes we can make to detoxify our children's childhood. All it needs is a little thought and some common sense. In the process we can help detoxify ourselves.

- A. On the basis of your reading of the above passage, make notes on it using headings and subheading. Also use recognisable abbreviations, wherever necessary (Minimum 4). Supply a suitable title.
- B. Write the option that you consider the most appropriate in your answer sheet :
- a) Toxic is something that can
- i) Intoxicate
 - ii) Purity
 - iii) Poison
 - iv) Refine
- b) Depressed is the opposite of
- i) Encouraged
 - ii) Motivated
 - iii) In high spirits
 - iv) In low spirits
- c) Deficit is the synonym of
- i) Abundance
 - ii) Rampant
 - iii) Scarcity
 - iv) Prevalent

5. Read the following passage carefully and answer the questions that follow :

It has been a long time since the days when some of us imagined that major Indian languages could be like Chinese and become languages of high technology, bringing rich and poor together in a race to the top. It hasn't happened, and now it won't. It's going to be English. And that means

that every child in India should have the chance to learn English, and be able to compete with the ones who can take it for granted.

The only thing that remains to be settled is strategy: how to ensure that children do learn English. It's a much-abused truism that any child can learn any language'. It is true that children are genetically empowered to discern language structure from the welter of sound all around them, and by five can speak their first language, and maybe chunks of other languages around them too. But children in Indian schools do not pick up Japanese. Why? Because they are not exposed to it.

If you ever sat and tried to help children from Hindi medium schools with their English lessons this is exactly the scenario you would find. The comprehension passages they have to read are written in abstruse adult language, so much so that it is hard to imagine even their teachers catching all the word play there. So children who are probably very bright get used to living with incomprehension. They somehow learn English eventually, in spite of their lessons at school.

How do children in the top English medium schools learn English? Well, more than half of them come in already knowing English, and together with the teacher they provide the rich environment that constitutes exposure for the others. Many of the other children can understand English, but not speak it. These children remain in listening mode, and then one fine day they start speaking English in full sentences. With children who do not understand English at all, the teacher at first communicated one-to one in the local Indian language, so that the child is never actually lost. But all the while the child hears simple instructions in English to the class : 'Line up, take out your books, put away your books, come here'. And the child simply sees the others and follows. And the meaning of these words sinks in subconsciously.

It takes more than a bad textbook or a child to make use of the genetic aptitude for learning a second language. Suppose you cannot achieve this rich English-learning environment in all the schools, what then? Can we appeal to this natural ability for language learning? We can, but here is where you need to use a lot of strategy. There is a big misconception that you save time by rushing at the start, especially in language learning. Here is where we would do well to take a look at poor Indian migrants and see how they manage to pick up I languages so easily as they move to a new place.

The first thing the child needs is time. Time to just listen, and not be rushed to speak or write. Not be rushed into making mistakes which ; might become endemic. The child needs to steep ; in an environment where the teacher is speaking English, where each child is being spoken to, with no pressure to respond in English. We have to respect the child's wish to avoid making mistakes, even if it means silence. The other thing the child needs is for learning to go on, on a parallel track, in a language the child knows. The child needs to be clear about a lot of things, and it is just possible that these things won't be learnt at all if the child has to learn English in order to understand. We also need to understand what sort of reading material a child new to English would need. We need writer who know how to put information across simply and clearly, and who care whether their young readers enjoy the pieces they read in their textbooks. At the moment what we have is adult-level text which needs deciphering. We need to evolve separate curricula for children new to English, so that they go slow at first and develop a feel for English. Later on, we can think about whether it is necessary for them to face the same English papers in Boards as children from English-medium schools.

- A. On the basis of your reading of the above passage, make notes on it using headings and subheadings. Also use recognisable abbreviations, wherever necessary (Minimum 4). Supply a suitable title.
- B. Write the option that you consider the most appropriate in your answer sheet :
- a) Chunk can be replaced by
- i) Whole
 - ii) Fragment
 - iii) Complete
 - iv) Total
- b) Abstruse is the opposite of
- i) Profound
 - ii) Obscure
 - iii) Lucid
 - iv) Hard

- c) Decipher means to
 - i) Decide
 - ii) Examine
 - iii) Determine
 - iv) Destroy

SECOND : B (WRITING)

20 marks

Q.N.	Word Limit	Testing Areas	Marks
4.	100-150	One out of two short writing tasks based on personal response to a verbal stimulus in the form a narrative or a story.	05
5.	150-200	One out of two compositions based on a visual/ verbal input in the form of Article, speech or a report	08
6.	100-150	One out of two letters based on given input. Letter types include (a) letter to the editor or letter to the school, colleges authorities or, public authorities regarding admissions school issues, requirements, suitability of courses and problem related to the common man.	07

QUESTIONS NO. 4

1. You are the social worker from NCPCR Delhi. You happen to visit and interact with the families of rag-pickers in slum area. Write your experience in 100 -150 words highlighting their problems, living conditions, daily routine, their future etc.
2. You are Shubham / Surabhi student of class XI. You visited Shimla during the educational tour organised by Directorate of Education, Delhi. The toy train you boarded from Kalka delighted you the most. Write an account of your Journey in 150 words.
3. Give a brief discussion of your visit to the Parliament House where the session was going on, in 150 words, giving details of the venue, security, behaviour of the members of parliament, Role of ministers and opposition leader etc.
4. Akshit / Akshita wants to celebrate his/her birthday in a hotel on a grand scale. His/her birthday in a hotel on a grand scale. His / Her mother gives instructions for organising the function. Use the input

given below to write the instruction in 150 words.

- Plan the activity.
 - Book the hall in a hotel
 - Send invitations.
 - Arrange for seating, snack items, dinner, D.J. etc.
 - Allot duties.
 - receive guests at the gate
5. Youngster have fallen a prey to video-games on computer as well as in Malls. They waste a lot of time in playing these games which are full of violent actions. They neglect their study and bunk the classes. Write your views in 100-150 words. You are Vaibhav / Vaishali.
6. Last week you were encountered with a frightening experience when you were watching the english movie on your T.V. Write your experience in 150 words using the input given below.
- dacoits in the house.
 - parents tied and gagged
 - almirahs ransacked
 - slipped out with cash & jewellery
7. You are Sunita. You and your friends have same harrowing tales of the sufferings of girls at the hands of greedy dowry seekers. With the help of following input capture your experiences on “Evils of Dowry System”. in about (150-200) words.
- Dowry a token of love and affection.
 - Necessary evil, stigma as our society.
 - Merit of girl is secondary.
 - an insult to women.
 - Spreading day by day.
 - bride burning.
 - refuse to marry dowry seekers.
 - stringent action.
 - deterrent punishment
 - Youth awakening.

8. Amrit a student of class XI has been asked to write a story for the school magazine. He started his story but could not complete it. With the help of following input, complete his story.

Last week Amrit was going to his Uncle's house on his horse. When he reached in a thick forest. He was caught by the robbers

Badly injured tied with tree fled away with left the horse reached the police horse save the life of Amrit.

9. You are Ajay. Recently you went to New Delhi Railway Station to see off your friend using following input and your own ideas write a discription in about (150-200) words on "A Scene at the Railway Station.

Reached station train late ... enough time enjoy the inside/ outside scene crowded waitng rooms chaos at booking / inquiry office train arrives near stempede situation train departed peace and quiet.

10. Recently you visited Delhi Hatt with your friends to enjoy Teej Celebrations.

Using the following input and your own ideas write a discription in about (150-200) words on your own experiences at Delhi Hatt.

Input -

Fair at Delhi Hatt heavy crowd happy & gay shops of all kinds..... Mehandi & Bangle shops eating stallsswingspuppetsdrum beaters Folk dance games & luckydraw police arrangementvolunteerslost childrenevil minded person.

11. You are Kunal. You had an encounter with an intruder in which you came out with flying colours, though inwardly you were shivering with fear. Reproduce your experiences in about (150-200) words.

- A coward boy
- late night studies, exam.
- One night - heavy foot steps
- hid himself & terrified.
- grabbed - legs.
- awoke
- intruder captured

- bravery award.

12. You are Mukul / Maya. There was a day broad light robbery in your neighbourhood. Using the following input write your own ideas in about (150-200) words for the benefit of the police team

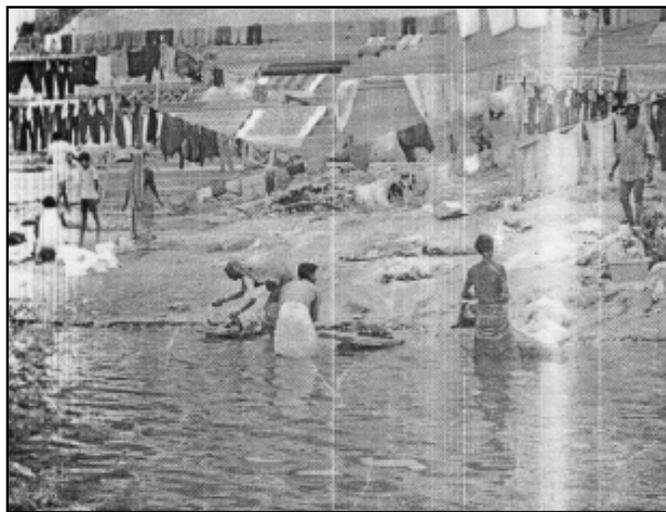
Input :-

- Place, date, time
- Robbers entry
- In mates in the house
- ran sacked the house
- stolen articles
- Disconnected electric & phone wires
- robbers left
- no loss of life.

ARTICLE

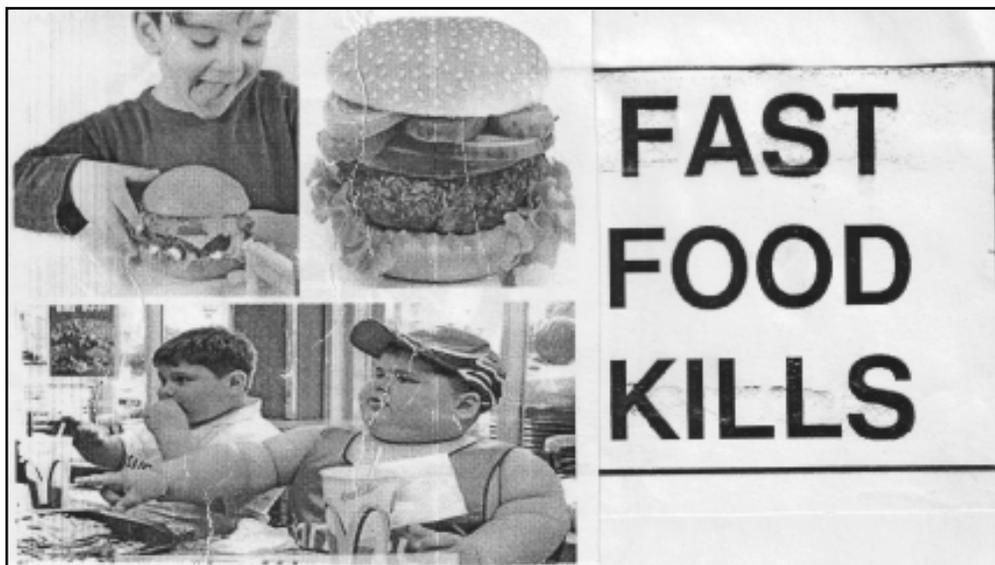
1. Himani/Hemant a student of class XI, Vishal Bharti School, Paschim Vihar, Delhi feel depressed at the pollution caused by vehicular traffic noise, flowing of industrial effluents into Yamuna River, frequent and unending traffic jams, crackers, polythene bags etc. She/he decides to write an article as 'Pollution Control Drive' for publication in 'The Indian Express' capture his/her thoughts from the following picture.

(150-200 words)



(70)

2. Youths form the very back bone of a nation as they are a great store house of energy and strength. Using this input write an article in (150-200) words on “The Role of Youth in National Development” to be published in “The Indian Express” you are Puneet/Purnima of Vandana International School Delhi.
3. The fast food counters are mushrooming in every town and city. Though fast food is fast to cook and fast to eat, it is also fast to Kill. You are Mohan/Meenu. Write an article in (150-200) words on ‘Fast Food - A Great Health Hazard’ to be published in your school magazine.

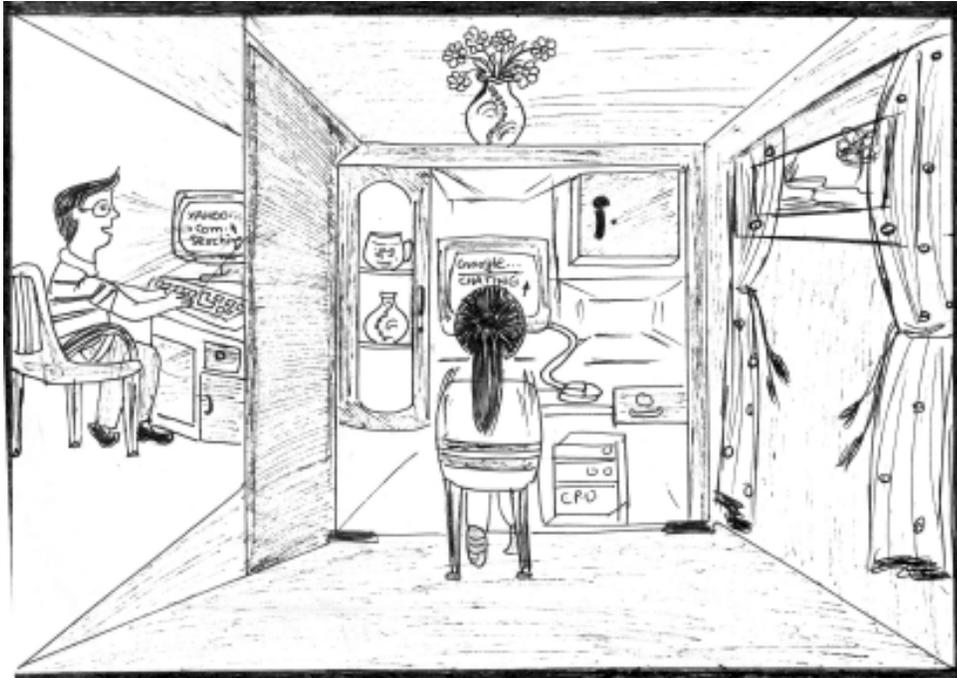


4. You are Swati / Sarthak of Rukhmani Devi Public School, Delhi and commute to your school every day by the newly started Metro Rail. You notice its benefits of travelling, controlling air pollution and traffic jams. Write an article for a local news paper on the same. Your article should be within (150-200) words using following input under the title “Metro Rail - A Boon for Traffic.

Input :-

Stress free travelling ___ time saving___ No Traffic Jam No need to face scorching heat ___ all the stations come closure ___ easy to go ___ more sociable ___ fully airconditioned ___ computerised ___ more secure.

5. Internet is a window to global information. It has brought the distant parts of the world closer and made it a global village. Write an article on the “Craze for Internet among the modern Youth” and revolutionary change in the life of a common man, by using input from the following picture word (150-200)

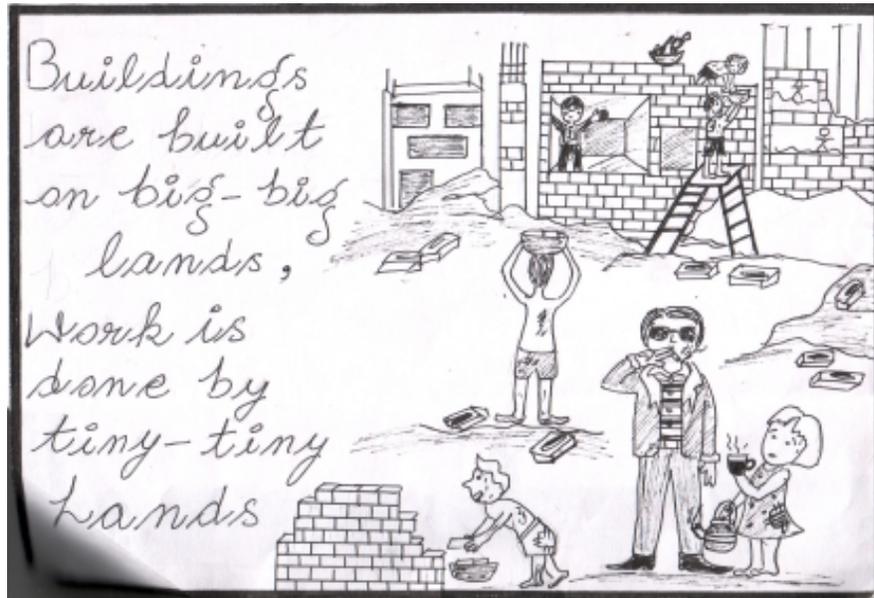


6. From the time we get up till we go to bed we use gadgets to make our life more comfortable and leasurely. It has been rightly said that the Science has given eyes to the blind, ears to the deaf and limbs to the cripple.

You are Sangeeta / Sandeep of Roop Nagar, Delhi : Write an article in (150-200) words.

“Life Style Without the Modern gadgets”.

7. Raj/Rajni is perturbed over reading a report in the miserable condition of children and the child labour in India in the newspaper. She wants to express her strong feelings against the exploitation of children through an article to be published in his/her school magazine by using the inputs from the following picture. (word limit : 150-200)



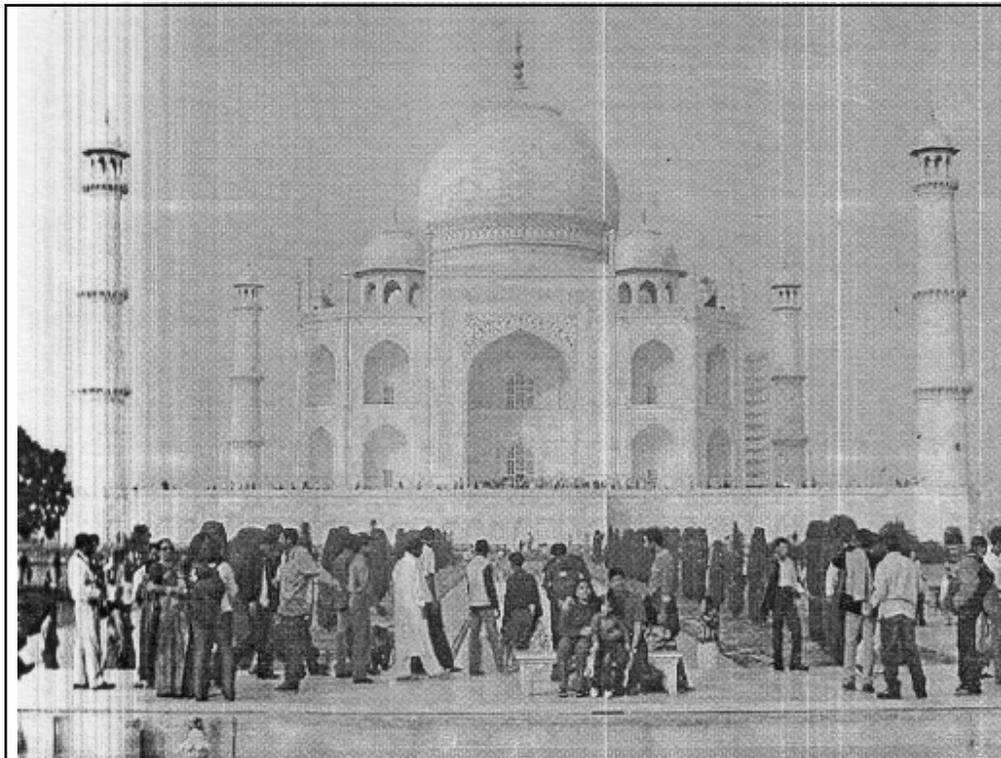
8. Sumit/Sumita came across a news of rage on road by Delhites. The bikers and motorists show bad temper and tricks upon the minor issues on the road. Perturbed by the news, he decides to write an article to the editor of the Hindustan Times on "Road Rage". (word limit : 150-200)
9. Sadhu/Sadhvi feels pained to notice that modern youth, the yuva generation now - is aping western culture in dress, manners and life style blindly. She decides to write an article against the aping of western culture by the younger generation in about (150-200) words.



10. The Historical Society of your school organised a trip to visit Taj during autumn break. You were impressed and noted the following points.

1. Autumn Break
2. School closed
3. Trip organised
4. Taj express
5. First sight of Taj
6. History teacher as guide
7. Some other places visited like Fateh Pur Sikri
8. Trip educative and entertaining.

Using the above notes and your own ideas, write an article on “A visit to a place of Historical Interest in (150-200) words.



REPORT (Question No. 5)

1. You are a press reporter. Recently the railways cancelled a few trains due to floods. Passengers were stranded at the New Delhi Railway station. Write a report in about (150-200) words. Highlight the problems faced by the passengers by using the following inputs.
 1. More than thousand passengers on the platform.
 2. Total Chaos.
 3. No authentic information available.
 4. Inadequate food, tea and baby milk.
 5. Road travel very expensive
 6. No electricity.
 7. Unhygienic condition.
2. You are Veena / Angad of SKV, Rohini, Recently you had the honour of having participated as a leader of your school team in the Republic Day parade in Delhi, in which your school won the first prize. Write a report in not more than (150-200) words about this memorable event for publication in your school magazine.
3. Your school has recently celebrated “Tree Plantation Week” organising a number of interhouse competitions highlighting the need for ecological balance for man’s happiness. As the secretary of the “Nature Club” of your school, prepare a report in 150-200 words for your school magazine.
4. You are Abha / Amit of Prashant Vihar write a report as an eye witness to the Car Accident in which a truck driver had hit a vehicle into a group of people sleeping on the footpath killing ten people and injuring many.
5. Your grand parents have completed 75 years of their age and are celebrating ‘Golden Jubilee’ of their married life with their children and grand children. Describe the event in (150-200) words. Use the input given below.
 1. Welcoming the guests.
 2. Bhajan Sandhya
 3. Cake Cutting

4. gifts.
5. Delicious food.
6. Return Gifts with blessings.

SPEECH (Question No. 5)

1. You have secured 95% marks in English your English teacher has persuaded you to share the secret of your success with your school mates. You decided to deliver a speech “English is an extremely scoring subject” in the morning assembly. Write the speech in about (150-200) words.

2. Some colleges conduct entrance test for admission to under-graduates courses like English (Hons) and Journalism (Hons). Do you think that the entrance test is the right method of selecting students?

Write a speech in about (150-200) to be delivered at morning assembly of your school.

3. In spite of Scientific and Technological advancement, man is still superstitious. He has landed on the moon and thinking of settling down there. But still he consults Pandits and Astrologers whether a particular day is auspicious to send the satellite into the space. Write a speech in about (150-200) words on some of the interesting superstitions.

5. Your school is organising “Senior Citizen’s day” you have to speak in the morning assembly about.

Are senior citizen’s in India being neglected by their Children.

You may take help of the following input

- Nucleas families
- double earning partners
- career focus
- generation gap
- migration to other cities for Job
- Interference
- less patience & tolerance
- generation gap

- competitive environment leading to stress.

The speech should not be more than (150-200) words.

5. Corruption has eaten into the vitals of public life as it is rampant at every step. None of the public dealing offices go without corrupt practices. So many scams are reported in the news papers every day.

You are Himanshu/Heena of Mont Fort School, Ashok Vihar. Prepare a speech on “The Menace of Corruption in India”, in about (150-200) words to be delivered at the morning assembly of your school.

6. You have been selected to represent your school in an all India School Debate competition. The topic for the debate is :’In the opinion of this house Value-Based Education is the only remedy for decreasing the Crime rate amongst the educated folk’. Write a speech in not more than 200 words in favour or against the motion, giving arguments for your stand.

LETTER (Question No. 6)

1. You are Sadhana / Shubham, summer time is a difficult time for all the dwellers of Metro Cities because of the acute shortage of water as well as the supply of polluted water. In some areas they are getting polluted water even after process of filtration. Write a letter to the Municipal Commissioner to take effective steps for proper supply of clean water and make arrangements to store rain water that can be utilized in other work. Also give suggestions to create awareness among the people to save water.
2. Every day many innocent lives are lost because of drunken and reckless driving on city road; Growing number of pubs and night clubs are the root cause for this suggesting ways to curb this menace. Write a letter to the editor of local newspaper. You are Lalita/Lalit of Sec-11, Rohin. Heavy fines suspension of driving license impounding of vehicle.
3. Incidents of quacks (untrained Doctors) face poilets, untrained truck & bus drivers are on the rise, risking the lives of innocent citizens. Write a letter to the editor suggesting ways like deterrant punishments heavy fines and inprisonment to curb this menace.
4. You attended a career counselling programme organised by “Career India” You had the opportunity of listening to professionals from various

fields like food, technology, fashion technology and media management. Write a letter to the Editor & a local newspaper suggesting that such programme should be arranged in Govt. Sr. Sec. Schools. You are Sakshi/Saksham, student of class XI.

5. You are Rakesh / Rakhi of Patel Nagar, Delhi. In Metropolitan cities, incidents of rape, eve-teasing and murders are on the increase. Residents are in a state of panic as the police are often slow to react to emergency calls. Write a letter to the editor of newspaper "Hindustan Time" highlighting inefficiency of the police and suggest some remedial measures that can be adopted.
6. You are Pratibha/Pramod of Mont Fort School, Ashok Vihar. You are interested in doing a short term course in computer programming during summer vacations. Write a letter to the director of the institution enquiring about the duration of such a course and the terms and conditions for admission.
7. Write a letter to the Principal/Vice Chancellor about the problem of ragging being forced by freshers, which at times even force the students to drop out. It may also adversely affect their academic standards sign the letter as Ritu/Rakesh. (word limit 150-200).
8. Abduction & rape of young working girls is on the rise in the city. Write a letter to the editor of a leading newspaper suggesting about the steps to be immediately taken by Govt. of make our city a safer place at night for working women you are Soha/Sohan of Kamla Nagar, Delhi.
9. Rising prices of essential commodities like L.P.G. Gas, Milk fruits, Vegetables, Petrol & diesel are crushing the back bone of the common man. Write a letter to the editor for publication in a local Delhi as you are Sudha/Samarth of D.P.S. Mathura Road. Delhi (Word limit :150-200)
10. Reading habit of students is on the decline as books on current topics, news paper, English magazines, comics etc are not available in your school library. Instead they are wasting their time in less fruitful activities like watching T.V., talking on mobile and surfing the net. Write a letter to the Principal requesting him to make immediate arrangements for the availability of these books in school library.

SECTION : C (GRAMMAR)

10 marks

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence reordering, dialogue completion. The grammar syllabus includes determiners, tenses, clauses, modals and voice.

Q.N.	Testing Areas	Marks
7 & 8	i) Editing task (Error correction & Omission)	04
	ii) Dialogue Completion	04
9	Reordering of Sentences	02

QUESTIONS NO. 7(A)

The following passage has not been edited. There is one error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet as given below against the correct blank number. Remember to underline the word that you have supplied.

- i) Children love picnics and outings of their parents e.g. of - with
though they are equally happier doing things with (a) _____
them around the house. A parent may make (b) _____
his child feels special by following some simple (c) _____
rituals, Bed times stories, the game of cards or (d) _____
simply talking and laugh together before going to (e) _____
bed-some give children a wonderful sense (f) _____
of well being. They hardly ever forgot these moments(g) _____
and cherish them throughout these lives. (h) _____
- ii) Medha Patekar had been venturing into the forests since (a) _____
a long time, warnings from colleagues not with holding (b) _____
But she ensured that her team would abide in her (c) _____
regulations strictly, lest they will land themselves in (d) _____
hazardous situations. Many a times her forest related (e) _____
sense, which was superior than that of her (f) _____

- team members, proved its worthy by preventing (g) _____
 disasters so saving many lives. (h) _____
- iii) I will never forget one in my childhood (a) _____
 experience, I was trying to, climb a tree (b) _____
 When my foot slipped and I fell and faint. (c) _____
 My friends could not see me breathing and thought I had dead (d) _____
 They all run away and left me. Mean while I regained(e) _____
 consciousness and found that I could not more nothing(f) _____
 I could neither get up or cry for help. (g) _____
 I was having a terrible headache and pain in the back. (h) _____

- iv) Advertisements can be extreme useful if they (a) _____
 are useful. Obiviously those can help you to (b) _____
 decide what to buying. For example, if you break (c) _____
 your pen and want to buy other, the first thing (d) _____
 should be to look at much advertisements. (e) _____
 This may help you to chose the best type. However (f) _____
 advertisements can be harm if they try to exploit (g) _____
 the public. It has been founded that young people (h) _____
 expecially teenagers are affected the most.
- v) The fact which we sometimes forget is (a) _____
 that we human being are also a part of (b) _____
 nature. We might live on tall cement (c) _____
 buildings, we might travelling in cars and (d) _____
 aeroplanes, but we can not live with food, (e) _____
 water and air. if we continue pollute our (f) _____
 Water resources, soil and air, we will soon finding (g) _____
 that all our computers and LCD will help (h) _____
 us to survive

- vi) Automated Teller Machines (ATM) has revolutionised(a) _____
 banking and made life easiest. (b) _____
 Bank customers could now withdraw (c) _____
 money of their account any time and (d) _____
 some where in their own country or (e) _____
 even from the world. However (f) _____
 like any other electrical gadget, (g) _____
 they could also malfunction. (h) _____
- vii) Madhu lost her father when she is still (a) _____
 a child. Her uncle looked at all the property (b) _____
 that she inherit from her father (c) _____
 since a few years her uncle worked very (d) _____
 sincerely. Afterwards he thinks, "This (e) _____
 property should make me rich. How long (f) _____
 should I kept serving my niece? (g) _____
 I must do anything. (h) _____
- viii) Oneday an one eyed man was travelling (a) _____
 through a bus who was feeling uneasy (b) _____
 because he was carrying a big bag on him (c) _____
 shoulder. Anyone sitting next to him said," (d) _____
 why didn't you keep your bag (e) _____
 beneath the seat". The mam smiled (f) _____
 and said, "It was too big to (g) _____
 be kept their." (h) _____
- ix) Tools made the early man much powerful (a) _____
 than the stronger of animals. They were (b) _____
 very simple and ordinary. But we shall remember (c) _____
 that these were the first tools make by (d) _____
 human beings. For these tools the everyman (e) _____

- took the first great step towards make (f) _____
 my life better. Since that time human (g) _____
 beings have been made better and better tools (h) _____
- x) More of the fun and excitement in your life. (a) _____
 comes from use your senses. senses open up (b) _____
 a world who is full of sights, sounds, smells (c) _____
 tastes and things to touch. The sharpen your (d) _____
 senses and the more you use it, the (e) _____
 more enjoyable each of these become for (f) _____
 you. For instance a painter would see (g) _____
 shades and shape. (h) _____

QUESTIONS : 7 (B)

In the unedited passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet. Ensure that the word that forms your answer is underlined.

- i) It was from of the thrillers that (a) _____
 he read that he got an idea to (b) _____
 eliminate girl's friend's US-based (c) _____
 fiancée, was to visit India (d) _____
 September. In a bid to arrange (e) _____
 money a murder weapon, Bikram Singh (f) _____
 devised a plan of extorting money a (g) _____
 businessman making threat calls (h) _____
- ii) In an accident, maksood, 19, was run by (a) _____
 a DTC bus is Mangolpur area Friday morning (b) _____
 Police said Maksood on his way to work in his (c) _____
 two wheeler the bus hit him. (d) _____

- “He rushed to Sanjay Gandhi Hospital, (e) _____
he succumbed to injuries”. said a senior (f) _____
Police officer. A case of rash negligent (g) _____
driving registered against the driver. (h) _____
- iii) Congress leader demanded the centre take (a) _____
a quick decision the issue of a separate (b) _____
Telangana, and said that there no compromise (c) _____
On the demand. “The demand justified democratically(d) _____
Constitutionally politically, “Mr. K. Jana Reddy said.(e) _____
Formation separate Telangana state (f) _____
benefit congress politically and enhance (g) _____
its credibility the Lok Sabha Election 2014. (h) _____
- iv) The Gujarat High Court Monday expressed (a) _____
concern six witnesses retracting (b) _____
earlier statements that contested the (c) _____
state polic version of death of Mumbra girl (d) _____
Ishrat Jahan. The six witnesses, who earlier opposed (e) _____
the police theory of Ishrat dying in encounter (f) _____
With the security forces, now changed their (g) _____
position saying their statements recorded (h) _____
under duress.
- v) When he was younger had fallen sick, everyone (a) _____
in the neighbourhood had come to ask his health (b) _____
Now, when his days drawing to a close, no one (c) _____
Visited him. Most of old friends were dead. His (d) _____
sons had grown up; One was working a local (e) _____
garage, the other had stayed in Pakistan he was at the (f) _____
time of partition. The children had bought kites (g) _____
from him ten years ago were now adults, struggling for living (h) _____

- vi) Jimmy immediately turned go, but as he reached the door, he hesitated, and said, “May I not see the one, sir, for a moment?” He believed Mini had not changed. He thought she come running to him as she to do. He had brought in memory of former days a nuts and grapes. His money had all gone he was in prison
- (a) _____
(b) _____
(c) _____
(d) _____
(e) _____
(f) _____
(g) _____
(h) _____
- vii) Investigations have been going on a long time to produce environment friendly plastic in the sense that it decays becomes a part of soil like rotting vegetables scraps do. The scientists of Imperial Industries been able to develop just a plastic called “Biopol.” It manufactured by microbes. Bottles, film and fibers be made out of it.
- (a) _____
(b) _____
(c) _____
(d) _____
(e) _____
(f) _____
(g) _____
(h) _____
- viii) Psychologists found that playing with toys and games serves vital functions in a child’s life, including: Helping him to discover environmental developing ability to concentrate, releasing emotional tension, and communication others. The fact is that toys are essential to the mental physical development of child.
- (a) _____
(b) _____
(c) _____
(d) _____
(e) _____
(f) _____
(g) _____
(h) _____
- ix) The main sources of pollution the urban liquid sewage the industrial liquid waste. Then There is surface run off from cultivated fields often contains pesticides and inseticides. People dump thousands of dead bodies and animals the
- (a) _____
(b) _____
(c) _____
(d) _____
(e) _____

- river day. If the liquid sewage (f) _____
 treated before throwing it in to the river (g) _____
 We produce some electricity to run the pumping (h) _____
 set and to lighten up some near by places.
- x) During the last decades there has been (a) _____
 considerable advancement in field of agriculture, (b) _____
 dairy farming, breeding fish etc. All (c) _____
 developments have given more food (d) _____
 and nutritious food to the people (e) _____
 All this improved the nutrition of the (f) _____
 People is in no way less important (g) _____
 the wonder drugs, the gift of medical science (h) _____

QUESTION NO. 8

Complete the dialgue with the correct sentence / clause. Write your answers in the answersheet against the correct blank number.

- i) Kapil : Hello, is this 01123898278?
 Komal : Yes (a) _____?
 Kapil : To Komal, I am her friend Kapil.
 Komal : Kapil! It is Komal (b) _____?
 Kapil : I am calling from ISBT Kashmiri Gate. I am her for a visit.
 Komal : That's great (c) _____?
 Kapil : I wanted to give you a surprise.
 Komal : When did you arrive? (d) _____?
 Kapil : I just got here and I am alone.
- ii) Shubham : Vaibhav, you saw the man snatching bag from the old lady
 (a) _____?
 Vaibhav : He ran towards the railway line. I saw him (b) _____.
 Shubham : (c) _____?

Vaibhav : No, it was not moving. I jumped in behind him.

Shubham : Were you afraid?

Vaibhav : (d) _____ . I have seen it happening in films many times.

iii) Apoorve : Hello, May I speak to Vartika?

Vartika : Yes, (a) _____.

Apoorva : Vartika, I called to confirm your trip to Gangtok for five days.

Vartika : (b) _____ . Do you think you can arrange it?

Apoorva : Sorry! An extra two days at a short notice may be difficult. (c) _____?

Vartika : I could not inform you due to my brother's marriage.

Apoorva : (d) _____ but I cannot promise.

iv) Surabhi : How do you make such beautiful dolls?

Shaifali : It is an art (a) _____ .

Surabhi : Where did you learn it from?

Shaifali : (b) _____ .

Surabhi : How much time (c) _____?

Shaifali : (d) _____.

v) Father : (a) _____ ?

Son : I was with my friend at his house.

Father : You should know that your exam is near.

Son : I know (b) _____ on a grammar topic.

Father : But (c) _____ . Remember self study is the best study.

Son : (d) _____ .

vi) Shantnu : It is sony the high level digital camera.

Sweta : Please tell me (a) _____ ?

Shantnu : My mother gave it to me on my birthday.

Sweta : Will your mother (b) _____ on the picnic?

Shantnu : Yes, she will allow me.

Sweta : Do you know how to use it?

- Shantnu : No, but (c) _____ .
- Sweta : I think you should not carry. It because (d) _____ .
- vii) Father : Ravi, did you go on a walk today?
- Ravi : No, Father (a) _____ .
- Father : I told you to get up early.
- Ravi : I am sorry. I will do (b) _____.
- Father : Remember, (c) _____ .
- Ravi : I know, Father
- Father : You only need to (d) _____.
- viii) Teacher : Why did you come late even today?
- Student : Because (a) _____.
- Teacher : You have (b) _____.
- Student : No, Sir (c) _____.
- Teacher : Be careful or (d) _____.
- ix) Clerk : What can I do for you?
- Customer : I have come to open an account.
- Clerk : What kind of account (a) _____ ?
- Customer : What do you mean ?
- Clerk : I mean whether (b) _____ a savings account or a current account.
- Customer : A savings account.
- Clerk : Fill this form and (c) _____.
- Customer : Kindly provide the list of documents (d) _____.
- x) Madam : Your hand writing is poor, Reeta.
- Reeta : I know it, “(a) _____ ?
- Madam : Try (b) _____.
- Reeta : What else should I do, Madam?”
- Madam : Improve the shape of (c) _____ regularly.
- Reeta : Thanks, (d) _____.

QUESTION NO. : 9

Look at the words and phrases below. Rearrange them to form meaningful sentences. Write the correct sentences in your answer sheet against the correct blank numbers.

e.g. : Children / vacations / can't / for fun / meant / are / compromise / and

- Vacations are meant for fun and children can't compromise.

- i) comes from / the / most of / flavour / its / of / aroma / food.
- ii) grew up / of the / amidst / Siddharth / pleasure / the / at / royal court / Kapil-vastu.
- iii) measured / intensity / in / decibel / Noise / is / units.
- iv) and / eased up / tourist / study / visas / has / America / for Indians.
- v) high levels / contains / and sugar / of / junk food / fat / salt.
- vi) On adequate / and / depends / preparation / indomitable / success / determination.
- vii) Amendment Bill 2006 / passed / the juvenile / on / Justice / August 8, 2006 / The Parliament.
- viii) West Bengal - Bhutan / The technical / are / at / network / the / currently / an / railway / advanced stage / studies / for.
- ix) As soon as / arrested / the / were / terror / suspects / plot / all the / and / was thwarted.
- x) unaffected / the 2004 / was / Java island / by / tsunami
- xi) because of / Delhi / earthquakes / its locations / prone to / is.
- xii) debate / is not / or a / test / group / formal / discussion / discussion / a
- xiii) to save / the working / the counsellors / couples / should / regularly / their marriage / consult.
- xiv) major / cotton / the textile / shortage of / a / industry / is / good quality / facing.
- xv) to / all / should be / schools / these students / transferred / English medium / other.
- xvi) to generate / sincere / in the / the Govt. / rural areas / make / efforts / should / employment.

- xvii) should be / all the / in bad / residents / of / condition / The / buildings / notices / served.
- xviii) to meet / regularly / India / requirements / its / the sugar / imports.
- xix) between / countries / taking place / water wars / developing / are / many.
- xx) its approval / The Union / sixth / gave / for the / of / pay commission / cabinet / setting up / the.
- xxi) New Delhi / India / fair / inaugurated / International / Education / the / on / 45th / July 15, 2006, / was / in .
- xxii) widely / in / English / India / one / language / of the / spoken / is / most.
- xxiii) growing / of the / India / economies / rapidly / is / of / one / world / the
- xxiv) to oversee / better / the state / steps / setting up / the / take / infrastructure / should / active / of
- xxv) slaves / have / machines / modern gadgets / made / us / to.

SECOND : D (TEXT BOOKS)

Marks : 30

Q.N.	Prescribed Book	Word Limit	Testing Areas	Marks
10.	Hornbill	one or two sentences	One out of two extracts based on poetry to test comprehension and appreciation using four multiple choice questions.	04
11.	Hornbill	up to 40 words	Five out of six short answer questions from poetry, prose and play	2×5= 10
12.	Hornbill	100-125 words	One out of two long answer type questions based on the prose text to test global comprehension and extrapolation	06
13.	Snapshots	upto 100 words	One out of two long answer type questions to test comprehension of theme, character and incidents.	04
14.	Snapshots	upto 40 words	Two out of three short answer questions	3+3 = 6

1. **The Portrait of a Lady - Khushwant Singh**

Gist of the lesson -

Khushwant Singh is one of the prominent Indian writers and columnists. He has written on various themes and issues. In this lesson he gives a detailed account of his grandmother who had a long association with him. The old, stout, short and a little bent grand mother is clad in white clothes and keeps on telling beads of her rosary. During their long stay in village, the grand mother used to wake up the narrator in the morning and accompanied him to school. She took care of all small things and continued her regular prayers and reading of scriptures. On the way back home she fed stray dogs with stale chapatis. Shifting to city home was a turning point as it increased distances in their relationship. Now, the author was going to a city school and studying all modern day subjects. The grand mother was not able to help the author in his studies and she felt disturbed as there was no teaching of God and scriptures. The grand mother devoted her time in praying, spinning and feeding sparrows. She did not get disturbed when the author was leaving for abroad and saw him off maintaining her peace and calm. Seeing her old age, the narrator thought that that could be his last meeting with his affectionate grandmother. But, contrary to his thinking after a span of five years the grandmother was there to receive him. She celebrated her grandson's home coming in an unusual way by beating a drum and singing. She had a peaceful end and every one including sparrows got aggrieved at the demise of a bold, religious, practical, responsible and loving person.

2. **We are not afraid to die**

If we can all be together.

- Gordon cook and Alen East

It is description of a sea adventure experienced by the narrator and his family. The narrator, his wife mary, son Jonathan and daughter Suzanne were accompanied by two experienced sailors - American Lerry vigil and Swiss Herb Seigler. In July 1976 they set sail from plymouth, England in Wave Walker, a specially built boat. The first part of the journey was pleasant and everything went on smoothly up to Cape Town. Unfriendly weather and gigantic waves of Southern Indian Ocean compelled the sailors to slow their speed, drop storm jib and take other

precautions. The danger was so implicit that the sailors completed life-raft drill and attached life lines and life jackets. On 2 January 1977 a giant wave hit wavewalker and caused much damage to it. The sailors got injured and the narrator was thrown overboard but he managed to get hold of wave walker's guard rails. In spite of his multiple injuries, he took hold of the wheel. In an atmosphere of fear and panic Mary took charge of the wheel whereas Larry and Herb started pumping out water. The narrator managed to stretch and cover canvas across the gaps to prevent water from entering the ship. Their hand pumps stopped working and electric pumps short-circuited. They were distressed and busy in pumping, steering, repairing and radio signalling. They studied charts and calculatively decided to reach a nearby island. They all were too busy in rescue work and did not take any meal for two days. Children were injured too but they did not draw attention of their parents and just allowed them to save Wavewalker. The children said that they were not afraid to die if they could all be together. The narrator became more determined and strong seeing children's courage. Finally they reached Ile Amsterdam, a volcanic island where they were welcomed by 28 inhabitants. Thus, the collective strength and never failing optimism of the sailors made it possible to come out of the jaws of death. Though, Jonathan and Suzanne did not do anything to save Wavewalker but their courage, forbearance, faith and optimism gave extra strength and persistence to the narrator and his team.

3. Discovering Tut : The Saga Continues

- A.R. Williams

A powerful dynasty ruled Egypt. Tut the last king of this dynasty died when he was just a teenager but the cause of his death was not known. That tomb was discovered in 1922 and investigation was done on 5 January, 2005. Some people opposed the investigation and thought that it would disturb pharaoh's peace. That was buried with gold artefacts and every day things like board games, bronze razor, linen garments, cases of food and wine. Howard Carter faced tough time in removing Tut's mummy from the solid gold coffin. The ritual resins could not be removed with Sun heat and Carter had to chisel it away to raise the king's remains. In 1968 an anatomy professor revealed that Tut's breast bone and front ribs were missing. Amenhotep IV promoted the 'Aten', the sun disk and moved his capital from Thebes to Akhenaten. He smashed the images of Amun and closed its temples. During his short

reign of 9 years. Tut's restored the old God and traditional ways. After scanning and Xraying Tut's mummy, it was placed back in his tomb. Zahi Hawaas, the secretary general of Egypt's council of Antiquities was relieved to know that nothing wrong had gone with their popular child king.

4. Land scape of the Soul

- Nathalie Trouveroy

Wu Doazi was a famous painter of Eighth Century. He made famous painting for the palace of Tang emperor Xuanzong. After showing the painting to the King. Doazi along with painting got vanished. Quinten Metsys painted a fly on a master's masterpiece painting with such delicacy and precision that the master agreed to his daughters marriage with Q. Metsys. Paintings of Europe present an illusionistic view where as Asian or Chinese painting create essence, inner life and spirit. The western painting reproduces an actual view and we can view the landscape as the painter views it. On the other land a chinese painter does not have a single viewpoint. His landscape is not a real one and we need to enter it from mind. Chinese landscape is spiritual and conceptual. Shanshui is mountain water. 'Yang' is mountain which is vertical stable, warm and dry. 'Yin' is water which is horizontal and resting on the earth in form of fluid, moist and cool.

The interaction of 'Yin' (feminine) and 'yang' (Masculine) is the fundamental aspect of chinese painting. This interaction takes place in the 'Middle' void - empty space between Yin and Yang. White, unpainted space in chinese painting represents the middle void. 'Artbrut' is the art of those who were talented but did not have any formal training. Their works are stimulating and thought provoking. Nek Chand, untutored genius created famous Rock Garden using discarded (thrown away) things, stones and recycled material. For this show of talent and creativity, Nek Chand became a renowned figure all over the world.

5. The Ailing Planet : The Green Movement's Role

- Nani Palkhivala

This article written by Nani Palkhivala appeared in 'The Indian Express' on 24 November 1994. It focuses On the deteriorating condition of the earth because of man's growing lust to exploit all the natural resources. The earth has been turned in to a barren land. The Green movement is

the only answer to solve many problems. The entire human race is involved in the Green Movement which was started in 1972. There has been an irrevocable shift from the mechanistic view to a holistic and ecological view of the world. There is a growing world wide consciousness that the earth itself is living organism - an enormous being of which we are parts. But its vital signs reveal a patient in declining health. The efforts of the environmentalists have gone futile. The immediate need is to promote the concept of sustainable development' as mooted by the world commission on Environment and Development in 1987. The author feels that it is a matter of relief that the people have now started thinking of saving the planet by thinking of development as a means to control population, the mother of all problems.

6. The Browning Version

- Terence Rattigan

The present extract is from The play "The Browning Version" written by Terence Rattigan which is focussed on a good but unpopular school teacher Mr. Crocker - Harris. It vividly brings about the agony of a dedicated teacher who has a strict attitude towards his students. It starts with the conversation between a school boy Taplow and another teacher Frank. Teachers like Frank encourage student like Taplow to make comments on their fellow teachers. Frank asks Taplow not to wait for Crocker-Harris and leave. But Taplow waits for him. In between Millie, the wife of Crocker Harris arrives there and sends him to chemist's shop with a prescription. The play exhibits that the boy Taplow is much afraid of his teacher and has to stay till his arrival. In this extract the author brings out the character of Crocker Harris through Taplow in a direct contrast to Frank.

7. The Adventure

- Jayant Narlikar

This fictional narrative by Jayant Narlikar belongs to the genre of Science fiction and deals with the much intriguing aspect of time. Time travel has been a much used theme with never ending possibilities. The protagonists of this story, Professor Gaitonde, a historian is preparing for his thousandth presidential address in which he would speak on the topic "What course history would have taken if the result of the

Battle of Panipat had gone the other way?”

While on an evening stroll he is hit by a truck. In his state of unconsciousness his mind travels back into time where he experiences a different perspective of history from the prevalent one. After he gains consciousness he is able to recall all these probabilities and possibilities very clearly. Rajendra Deshpande his scientist friend offers a scientific explanation of his strange experience. He says that professor Gaitonde was living in the present but was experiencing different worlds. This shift from present world to another was based on catastrophe theory. According to this theory small changes in circumstances lead to a sudden shift in behaviour.

8. Silk Road.

- Nick Middleton

The lesson ‘Silk Road’ is a small part of the author’s travelogue. Here the author describes only a small part of his journey from Ravu, a small mountain village to Darchen which is at the foot of Mt. Kailesh. The journey describes the scenic beauty of the mountains, the nomads in splendid isolation and, the Tibetan mastiffs which were popular in China as hunting dogs. The author’s experience at Lake Mansarover was in stark contrast to the experience of other travellers. For him the place was disappointing, depressing and uninspiring. The sanctity and spirituality of Lake Mansarovar fails to make an impact on the author. The author’s stay in Darchen is marked by his nocturnal fear of death, his visit to Darchen Medical College and undergoing a five-day course of Tibetan Medicine. The second thoughts author had been developing about the Kora were dispelled after his meeting with Norbu, a Tibetan, working in Beijing at the Chinese Academy of Social Sciences, neither was he a practising Buddhist nor was he well-equipped for the pilgrimage.

HORNBILL (POETRY)

1. A Photograph

- by Shirley Toulson

The poet describes the photograph that captures interesting moments of her mother’s childhood when she went for a sea holiday with her

two cousins. Poet draws a contrast between the sea in which the girls are standing and their transient feet to suggest shortness of human life and slow changing sea. Poet also recollects how her mother would have laughed at the photograph and felt disappointed at the loss of her childhood joys. Now poet's mother has been dead for twelve years. In this situation she feels very sad and lonely. This loss has left her speechless. But she has learned to reconcile with this loss with great difficulty.

2. **The Laburnum Top**

- Ted Hughes

The poet has drawn a beautiful picture of an autumn afternoon. The laburnum tree is silent and still. Its leaves have turned yellow and some seeds have fallen. The whole tree comes to life with the arrival of goldfinch. Poet has compared the alert, abrupt and sleek movement of goldfinch with a lizard (simile). After feeding her young ones goldfinch flies away towards the infinite sky and the laburnum tree once again becomes quiet and silent. The poet has compared the laburnum tree with a machine (metaphor) which was started by its engine (metaphor) goldfinch.

3. **The Voice of the Rain**

By Walt Whitman

The poet gives imaginative description of the answer given by a soft falling shower. When poet asks it "Who are You"? It says that it is the poem of the earth and it is everlasting. The poet compares the rain to a song. Just as a song rises from the heart of a poet and gives pleasure and joy to the poet similarly Rain originates from the earth and the bottomless sea, takes a vague shape of clouds and comes down to make its birthplace (earth) clean, pure and beautiful.

4. **Childhood**

By - Markus Natten

In this small and beautiful poem the poet recalls his childhood and wonders where it has gone. He narrates various stages where he lost his childhood.

The poet is in a fix as he is unable to understand about his childhood. He is trying to reason out its timings. He wondered whether it was at

the age of eleven, when he started reaching logical conclusions based on his reasoning power.

The second possibility is when he reached his adulthood where people do not act what they preach.

The third possibility seemed to be when he could produce his own thoughts and practise independently.

In the final stanza the poet is trying to locate the place where his childhood has disappeared.

He realizes that the adolescence follows childhood in the same way as childhood had replaced infancy.

Thus he concludes that his childhood went to some forgotten place that was hidden in an infants face.

5. **Father to Son**

by Elizabeth Jennings

The poem describes a father's agony over a sense of estrangement from his son. They have lived in the same house for years. Yet they behave as strangers.

The father gave his son all love and care when he was a little child. He wanted him to grow up into a man of his choice. He had his own likes and dislikes. However there was hardly any communication or conversation between them which made the father not to understand why in his grief he becomes angry with his son. As both of them intensely love each other, they are always in search of some excuse to forgive themselves. Thus its a clash between two generations and their ego, though both of them have love and feeling for each other.

QUESTION NO. 10

Read the following extract and write the options that you consider the most appropriate in your answer sheet.

1. **A Photograph**

1. Now she's been dead nearly as many years
As that girl lived. And of this circumstance
There is nothing to say at all.

Its silence silences.

- a) Who is referred to here ?
 - i) poet's mother
 - ii) poet's elder sister
 - iii) poet's younger sister
 - iv) poet
- b) "This Circumstance" stands for the moment
 - a) made by the poet.
 - b) entertained by the photographer
 - c) captured by the camera.
 - d) escaped from the sea waves.
- c) Its silence silences means that now it is silence only
 - i) which is all pervading
 - ii) which is not pervading
 - iii) which bothers everyone
 - iv) which is not good for human beings.
- d) Circumstances means ...
 - i) problems
 - ii) the external conditions that affect an action.
 - iii) opportunities
 - iv) none of these

2. A sweet face.

My mother's that was before I was born. And the sea, which appears to have changed less, Washed their terribly transient feet.

- a) The time referred to here is the time before the birth of the
 - i) poet's mother
 - ii) poet's father
 - iii) poet
 - iv) photographer

- b) Which / who has not changed much ?
- i) Sweet face of mother
 - ii) photograph
 - iii) sea
 - iv) beaches and hotels.
- c) The last line shows a contrast between the sea and
- i) the animals
 - ii) the human beings
 - iii) the forest
 - iv) the rivers
- d) Trace a word from the extract which mean “Momentary”.
- i) Terribly
 - ii) Appears
 - iii) Transient
 - iv) change

2. The Laburnum Top

1. The Laburnum top is silent, quite still. In the afternoon yellow September sunlight, A few leaves yellowing, all its seeds fallen.
- a) The laburnum top is silent because _____
- i) all the leaves have become yellow.
 - ii) there is no beautiful flower on its branches
 - iii) no bird is found on its branches.
 - iv) no wild animals are found there.
- b) Trace the word from the extract which means ‘not moving’?
- i) silent
 - ii) quiet
 - iii) still
 - iv) fallen

- c) In the month of September, all the leaves and seeds have / have been ____.
- i) fallen
 - ii) grown
 - iii) collected
 - iv) scattered
- d) The title of the poem “The Laburnum Top” belongs to ____.
- i) a short tree with hanging branches.
 - ii) a tree like on oak
 - iii) a plant with thorns
 - iv) a vine with beautiful flowers.
2. Till the goldfinch comes, with a twitching chirrup. A suddenness, a startlement, at a branch end. Then sleek as a lizard, and alert, and abrupt, She enters the thickness, and a machine starts up of chittering, and a tremor of wings, and trillings -
- a) The goldfinch comes to the Laburnum top ____
- i) in a sad mood
 - ii) chirruping way
 - iii) for showing her covered face
 - iv) none of these
- b) The movement of the goldfinch is compared to a ____.
- i) Snake
 - ii) lizard
 - iii) Crocodile
 - iv) monkey
- c) The musical notes are produced by the ____.
- i) Laburnum
 - ii) goldfinch
 - iii) machine
 - iv) lizard

- d) Write the poetic device mentioned in the extract.
- i) Simile
 - ii) Metaphor
 - iii) Hyperbole
 - iv) None of these

3. The Voice of the Rain.

1. And who art thou? said I to the soft-falling shower, Which, strange to tell, gave me an answer, as here translated. I am the poem of Earth, said the Voice of the rain, Eternal I rise impalable out of the land and the bottomless sea,
- a) 'Thou' refers to _____.
- i) the earth
 - ii) the rain
 - iii) the moon
 - iv) the sea
- b) It is strange that the rain is going _____.
- i) to answer the question of poet.
 - ii) to wash the droughts.
 - iii) to make the environment fresh
 - iv) none of these
- c) The rain is the poem of _____.
- i) Land
 - ii) Nature
 - iii) Earth
 - iv) Sky
- d) Trace a word from the extract which means "Something that can not be touched".
- i) Eternal

- ii) Bottomless
 - iii) Impalable
 - iv) translate
2. And forever, by day and night, I give back life to my own origin, And make pure and beautify it;
- (for song, issuing from its birth place, after fulfilment, wandering Reck'd or unreck'd, duly with love returns)
- a) What does the rain do day & night?
 - i) becomes the cause of flood.
 - ii) gives life to the earth.
 - iii) makes the environment clean
 - iv) washes the drought.
 - b) What is meant by song here?
 - i) Poet's own song.
 - ii) Group Song
 - iii) Patriotic song
 - iv) classical song
 - c) Heart is the birth place of _____
 - i) play
 - ii) drama
 - iii) song
 - iv) None of these
 - d) Trace a word from the extract that mean "source"
 - i) origin
 - ii) wander
 - iii) fulfilment
 - iv) Reck'd

4. **Childhood**

1. When did my childhood go?
was it the time I realised that adults were not
all they seemed to be,
They talked of love and preached of love,
But did not act so lovingly,
was that the day!
 - a) What did poet realise about adults?
 - i) They are rational
 - ii) They are selfish
 - iii) They love others
 - iv) They are hypocritical
 - b) Poet is feeling sorry for the loss of his _____.
 - i) Youth
 - ii) Adulthood
 - iii) Childhood
 - iv) loved ones
 - c) Trace the word from the extract which means to behave?
 - i) Seemed
 - ii) preached
 - iii) realised
 - iv) Act.
 - d) Who wrote these lines?
 - i) Ted Hughes
 - ii) Walt Whitman
 - iii) Markus Natten
 - iv) Shirley Toulson
2. Where did my childhood go?
It went to some forgotten place,

That's hidden in an infant's face,
That's all I know.

- a) What does poet want to know?
 - i) When did his childhood go?
 - ii) Where did his childhood go?
 - iii) What is hidden in an infant's face?
 - iv) Where is the forgotten place?
- b) The poet's childhood went to
 - i) an unknown place
 - ii) a work place
 - iii) a common place
 - iv) a familiar place.
- c) The childhood is hidden in the innocent face of ____
 - i) a child
 - ii) an adult
 - iii) an infant
 - iv) an old man
- d) The synonym of hidden is _____.
 - i) seen
 - ii) latent
 - iii) apparent
 - iv) visible

5. Father to Son

- 1. We speak like strangers, there's no sign
of understanding in the air
This child is built to my design
Yet what he loves I cannot share.

- a) Who does he 'refer' to here?
 - i) poet
 - ii) father
 - iii) stranger
 - iv) son
 - b) They speak like strangers because
 - i) They don't know each other.
 - ii) They belong to different religions
 - iii) Their ways of life are different
 - iv) They are meeting for the first time.
 - c) What does the word 'design' signify here?
 - i) Father's wish
 - ii) Father's physical appearance.
 - iii) Father's liking
 - iv) Father's disliking.
 - d) Poet Laments that
 - i) his son resembles him.
 - ii) they speak like strangers.
 - iii) his son does not obey him.
 - iv) he cannot share what his son likes.
2. I would have him prodigal, returning to
 his father's house, the home he knew,
 Rather than see him make and move. His world.
 I would forgive him too, shaping from sorrow a new love.
- a) What does the father want his son to do?
 - i) to forgive him
 - ii) to move to his new house.
 - iii) to reduce his expenses
 - iv) to come back to his father's house.

- b) How can the poet's behaviour be described here?
 - i) Angry
 - ii) Cooperative
 - iii) compromising
 - iv) thoughtful.
- c) Shaping from sorrow a new love means
 - i) to forget the mistakes of the past.
 - ii) to break relationship with his son.
 - iii) to establish a strong bond of love with his son
 - iv) to live happily in his son's house.
- d) Which one of the following is not a synonym of 'forgive'?
 - i) Apologise
 - ii) Excuse
 - iii) Pardon
 - iv) Antagonise.

QUESTION NO. 11

SHORT ANSWER TYPE QUESTIONS :

Answer these questions in 30-40 words

1. THE PORTRAIT OF A LADY

1. Why was it hard for the author to believe that his grandmother had once been young and pretty?
2. The author and his grandmother were good friends. Support your answer with suitable examples?
3. Why was grandmother distressed with city school's education?
4. What change came over the grandmother when the author returned home from abroad?
5. How do the sparrows react at the death of the author's grandmother?
6. How do you know that author's grandmother was a religious lady?

7. How did the grand mother pass her time in her city home?
8. Why does the narrator call his grandmother a 'winter landscape'?

2. WE'RE NOT AFRAID TO DIE

1. What preparation were made by the narrator before their round the world voyage?
2. Describe the efforts made by the captain to protect the ship from sinking?
3. How did Sue and Jonathan behave during the crisis hours?
4. What destruction was caused to the 'Wave Walker' when hit by the storm?
5. How did Larry and Herbie help during all those crucial hours?
6. Why was the narrator getting a hug from his children?

3. DISCOVERING TUT : THE SAGA CONTINUES

1. Who was Tut? Why was his demise a big event?
2. Who was Howard Carter? What was his discovery?
3. Why was King Tut's mummy subjected to a CT scan?
4. What were the everyday things buried along with Tut's mummy?
5. Carter had to Chisel away the Tut's mummy. How did he justify it?
6. Why was Carter's investigation resented?
7. Why did Ray Johnson describe Akhenaten as "Whacky"?
8. Why did Egyptians store daily use items along with the mummies of their popular kings and queens?

4. LANDSCAPE OF THE SOUL

1. What is the significance of the story of a chinese painter Wu Daozi?
2. Who was Quinten Metsys? How was he able to marry painter's daughter?
3. Describe chinese view of art with example?

4. What is 'outsider art' or 'raw art' ? Describe Nekchand's contribution to it?
5. What is the role of a man according to Shanshui concept of chinese painting?
6. What is the difference between chinese art and European art?

5. THE AILING PLANET : THE GREEN MOVEMENT'S ROLE

1. What does the earth's vital sign reveal? What is our duty?
2. What does the notice in the zoo at Lusaka read? What does it signify?
3. 'Forest precede mankind; deserts follow'. Explain this statement?
4. What are the four principal biological systems of the earth. How are they useful for us?
5. Development is the best contraceptive. Eleborate?
6. What role Industry has to play in this era of responsibility?

6. THE BROWING VERSION

1. Why did Taplow go to school on the last day?
2. Why did crocker Harris not disclose Taplow's result?
3. What do you learn about Mr. Frank as a teacher from this lesson?
4. Why did Taplow laugh at Crocker Harris's joke?
5. Crocker Harris was a man of principles. Discuss?
6. Who is Millie? Why does she send Taplow to the chemist?
7. Why did Taplow keep on waiting, even after knowing that Crocker Harris was ten minutes late?

7. THE ADVENTURE

1. Why was professor Gaitonde going to Bombay?
2. What was the plan of action in professor Gaitonde's mind as his train approached Bombay?
3. What important discovery was made by Gangadharpant on reading history books?

4. Professor Gaitonde could not complete his thousandth address at Azad Maidan. why?
5. What explanation was given by Rajendra Deshpande for professor Gaitonde's transition from one world to another?
6. What is reality according to Rajendra Deshpande?

8. SILK ROAD

1. Why were Tibetan mastiffs popular in china's imperial courts?
2. Why had Hor been described as a miserable place by the narrator?
3. Who was Norbu? How did Narrator feel on meeting him?
4. How did cold and altitude effect the narrator?
5. Why was the narrator's experience at Darchen disappointing?
6. Justify the the title of the Lesson "Silk Road"?

QUESTION NO. : 11

POETRY

SHORT ANSWER TYPE QUESTIONS

1. A PHOTOGRAPH (BY SHIRLEY TOULSON)

1. What does the word 'Cardboard' denote in the poem 'A Photograph'?
2. What does the picture taken by the Uncle Show?
3. What does the phrase "transient feet" suggest?
4. What are the feelings of the poetess when she sees her mother's photograph?

2. THE LABURNUM TOP - By Ted Huges

1. Which is the dominant colour in the poem 'The Laburnum Top'? What does it signify?
2. What comparison has been drawn by the poet between goldfinch and a lizard?
3. How does the Laburnum tree transform after goldfinch's arrival?

4. Explain the phrase 'the machine starts up'?

3. THE VOICE OF THE RAIN - By Walt Whitman

1. Why does rain call itself 'the poem of Earth'?
2. Why does the rain descend 'on the Earth'?
3. How does rain give back life to its origin?
4. Why is the rain described as eternal?

4. CHILDHOOD - By Markus Natten

1. What are the poet's feeling at the loss of his childhood?
2. What does the poet observe about the behaviour of adults?
3. What does the poet feel about his own mind in the poem "Childhood"?
4. What changes are involved in the process of growing from childhood to adulthood?

5. FATHER TO SON - By Elizabeth Jennings

1. What kind of relationship exists between father and his son?
2. How is the father's helplessness brought out in the poem?
3. Explain the phrase 'silence surrounds us'?
4. How is father trying to build a bridge between his son and himself?

QUESTION NO. 12

LONG ANSWER TYPE QUESTIONS :

Answer these question in 100-125 words.

1. The portrait of a Lady

1. Grandmother has been portrayed as a strong lady and an affectionate grandmother. Write a brief character sketch of the grandmother in the light of above statement?
2. How was grandmother's life in the city different from her life in the village?

3. Describe the three phases of the author's relationship with his grandmother before he went abroad for further studies?

2. "We're Not afraid to Die ..."

1. "We're not afraid to die" is a story of team work, optimism and courage. Support this statement with suitable examples from the story?
2. Describe the destruction caused by the storm to the 'Wave Walker'? What measures were taken by the narrator and his crew to prevent its sinking?
3. Why do you think people undertake such adventurous expeditions in spite of the risks involved?

3. Discovering Tut : The saga continues

1. Who discovered Tut's mummy? What were the funerary treasures and everyday things buried along with it?
2. How did Carter manage to separate Tut's mummy from its coffin? Why was it subjected to repeated scrutiny?
3. Why was Howard Carter's investigation not approved by the experts? What argument did he give in his defence?

4. Landscape of the Soul

1. Illustrate with example the difference between Chinese style of painting and European style of painting?
2. What is Daoist view of the Universe? Describe all the three elements of Daoism?
3. Who is Nekchand? What is his achievement? Why does media call him "an untutored genius"?

5. The Ailing Planet : The Green Movement' Role

1. What are the four principal biological systems of the earth according to Mr. Lester Brown? How do they sustain humanity? What would happen to them if overexploited by man?

2. How has the growth of World population become the strongest factor distorting the future of humans? What does the author suggest?
3. What has made the earth sick? What remedial measures you would like to suggest to improve its health?

6. The Browning Version

1. Compare and contrast Mr. Crocker Harris and Mr. Frank as a teacher and as a person?
2. What opinion do you form about Taplow as a student from the play 'The Browning Version'?
3. Frank was encouraging Taplow to mimic his teacher Crocker Harris. Support your answer with suitable instances from the play?

7. The Adventure

1. How did Gangadhar pant behave at Azad Maidan? What was the reaction of the audience?
2. Why did professor Gaitoride consult history books? What did he discover in the 'Bhaushebanchi Bakhar'? Why was he shocked?
3. How did Rajendra Deshpande try to rationalise Gangadhar Pant's experience at Azad Maindan scientifically?

8. Silk Road.

1. What was the purpose of author's journey to Mount Kailash? How did Tsetan help him during the journey?
2. Compare the narrator's experience at Hor to the earlier accounts of the place given by travellers?
3. Describe the difficulties faced by the narrator during his journey to Mount Kailash?

QUESTION : 13

LONG ANSWER TYPE QUESTIONS

Answer these questions in about 100 words.

1. The Summer of the Beautiful white horse.

1. Aram and Mourad belong the Gargholanian tribe. What are the hallmarks of their tribe?
2. Did the boys return the horse because they were conscience - Stricken or because they were afraid? Support your answer with suitable arguments.
3. Do you agree with Aram's remark that Mourad was considered the natural descendant of Uncle Khosrove? Explain.

2. The Address

1. In what respect was the narrator's second visit different from her first visit to Mrs. Dorling?
2. 'The Address' is a story of human predicament that follows war. Comment.
3. Justify the title of the story 'The Address'?

3. Ranga's Marriage.

1. Describe the role played by the narrator in arranging Ranga's marriage?
2. What kind of a person do you think the narrator is?
3. Do you think astrologers manipulate things in arranging marriages in modern times? Discuss.

4. Albert Einstein at School

1. The school system often curbs individual talents. Discuss this statement with reference to the lesson 'Albert Einstein at School'.?
2. What do you learn about Einstein's nature from his conversation with his history teacher, mathematics teacher and Yuri?
3. What was Einstein's plan to get away from the school? How did Yuri help him?

4. What changes have been incorporated in the present education system? Describe in short.

5. Mother's Day

1. 'Mother's Day' is a humorous and satirical depiction of the status of the mother in the family? What are the important issues it raises? How does the play resolve the issues?
2. What difference do you find in the attitude and personalities of Mrs. Pearson and Mrs. Fitzgerald?
3. What change do you observe in the behaviour of Doris, Cyril and Mr. George?
4. What problems are being faced by mothers these days? Have they become stronger and more independent than earlier?

6. The Ghat of the Only World

1. What different aspects of Shahid's character do you gather from the Lesson "The Ghat of the only World"?
2. What is meant by 'diaspora'? What do you learn about Indian diaspora from the lesson 'The Ghat of the only world'?
3. Justify the title of the Lesson 'The Ghat of the only World'?

7. Birth

1. Give an account of efforts made by Dr. Andrew Manson to revive the still born child?
2. There lies a great difference between textbook medicine and the world of a practising physician? Discuss this statement with reference to the story 'Birth'?

8. The Tale of Melon City.

1. Suggest few instance in the poem "The Tale of a Melon City' which highlight humour and irony.
2. How has the poet made fun of governance system by using the phrase 'Just and placid'.
3. How was the blame for the arch passed on? Who was ultimately punished?

SNAPSHOTS

QUESTION NO. 14

SHORT ANSWER TYPE QUESTIONS

Answer these questions in 30-40 words.

1. The Summer of the Beautiful White Horse.

1. When and why did Mourad come to Aram's house?
2. How does Aram justify Mourad's act of stealing the horse?
3. Where did the boys hide the horse everyday?
4. What do you learn about uncle Khosrove's temperament after reading this story?
5. Who is John Byro? Why did he not accuse the boys of stealing his White Horse?
6. What happened when Aram rode the horse alone?
7. Why was Mourad considered the natural descendant of uncle Khosrove?

2. The Address

1. Who is Mrs. Dorling? What opinion do you form about Mrs. Dorling on the basis of the Lesson "The Address".
2. How was the narrator received by Mrs. Dorling when she visited her for the first time?
3. What arguments were given by Mrs. Dorling for taking away things from narrator's house?
4. The narrator visited Mrs. Dorling many years after the War. Why did she wait so long?
5. Describe the narrator's feelings when she found herself in the midst of her mother's belongings?
6. Why did the narrator resolve to forget 'the address'?

3. Ranga's Marriage

1. Why did people rush to Ranga's house?

2. What were Ranga's views about marriage?
3. Who is Ratna? Why does the author consider her the most suitable bride for Ranga?
4. What did the writer tutor Shastri to do?
5. How has the author made fun of English Language in the story 'Ranga's marriage'?
6. Why did Ranga name his son as 'Shyama'?

4. Albert Einstein at School

1. Why did Einstein refuse to learn dates and facts?
2. Why did Albert feel miserable. When he left school after having an argument with the history teacher?
3. Why was Einstein not happy in his lodgings?
4. What did Mathematics teacher think of Einstein?
5. Who is Elsa? What advice does she give to Einstein to pass the examination?
6. What were the reasons given by the head teacher for expelling Einstein?
7. What was Einstein's future plan for further education after leaving school at Munich?

5. Mother's Day

1. Give any two instances from the Lesson to show that Mrs. Pearson was treated like a servant by her family?
2. How does Mrs. Fitzgerald help Mrs. Pearson to get back her lost respect in her family?
3. What shocks Cyril when he comes back home?
4. Who is Charlie Spencer? How does Mrs. Pearson show her dislike for him?
5. What advice does Mrs. Fitzgerald give to Mrs. Pearson after they change back their personalities?
6. At the end of the play how does Mrs. Pearson plan to spend evening with her family?

6. The Ghat of the Only World

1. When did Shahid talk about his approaching death for the first time? What had happened to him?
2. How did Shahid want to be remembered after his death?
3. What promise did the writer make with Shahid ? How did he fulfill it?
4. What was common between Shahid and the author?
5. Why did Shahid have a special passion for Kashmiri food in Pandit style?
6. Give two instances from the text to show that Shahid was gregarious by nature?
7. How did Shahid's upbringing help him in developing a secular outlook?
8. How did author feel after Shahid's death?

7. Birth

1. Who was Andrew Manson? Why was Joe Morgan waiting for him?
2. What was the conflict in Andrew's mind regarding marriage?
3. How did the child appear when it was born?
4. What last effort was made by Andrew to revive the child?
5. "I have done something ; Oh, Good! I've done something real at last." Why does Andrew think so?

8. The Tale of Melon City

1. Where and why did the King order the construction of an arch?
2. What happened when the king went down the thoroughfare?
3. Who was the wisest man? What was his verdict?
4. Why did the King order to hang someone immediately?
5. What was the criteria for choosing a person to be hanged? Who was found fit finally?
6. What do you learn about the ministers from their behaviour?
7. How was a melon crowned to be the new King of the country?

SAMPLE PAPER - I (UNSOLVED)

CLASS : XI

Time : 3 hrs.

Marks : 80

General Instructions :

The question paper is divided into four sections :

Section "A"	Reading Comprehension	20 marks
Section "B"	Writing	20 marks
Section "C"	Grammar	10 marks
Section "D"	Text Book	30 marks

All questions are compulsory.

Marks are indicated against each questions.

SECTION : A (Reading)

- 1. Read the passage carefully and the correct option in your answersheet.**

Life is an institution. We have a principal, God, who looks over the entire working of our life. He allots teachers, namely our parents, to guide us through this path. We learn lessons and it is up to us whether we want to pass or fail. Every morning we wake up and give a tick mark to the attendance file of our lives. The only difference in this school of life is you cannot play truant even for a day! Though from time to time one may doze off and not pay heed to the message that is being given to us.

From the start my parents taught me and my sister to be good human beings first. Life has been kind, sometimes harsh but mostly fair. We make many mistakes, some of which we admit and others, we conceal. But now that i'm 22 years old, i can review every step taken by me.

Think positive. Yes, it's that simple. Thoughts are actions. Imagine if there are a billion good thoughts, the universe will throw back a billion good actions.

Something within tells me: "Forget the world and listen to your heart". If we all just start listening to our inner soul maybe we won't be scratching our heads while taking the final exam. I am not at all close to being perfect but i know i want to get near it... not by mastering the business world, not by buying the perfect car or the perfect house, but by being the perfect self. The perfect self according to me... is kind, compassionate, and empathetic... one who sees the good in people and shares the good within themselves.

The true test is for us to examine, and to be honest to ourselves before we give a tick mark to our answer sheets. I had a lot of questions ready, my doubts all written, point by point... since i could not get the answer from my teachers i made an appointment with God. Doubts about life, love, death, fear, sorrow.. i was angry. Why can't He guide us?

God was there by my side, every minute, every step. Even though i haven't gotten all the answers i know i will get there... He will take me there, in my own time, the same way He has gotten me here, where i am now

Some say one should never pity nor envy anyone else... and i am happy to be me. The first important teaching to learn, count your blessings. We all stand to be a little more aware about what life is really trying to teach us... and for some be aware that life is trying to teach us something.

Money is like our grades in school... it helps us move to the next step but after that, who remembers what we scored in maths in the third standard? People forget that when we die... money does not come along with us. It becomes like our grades, we don't remember how much we earned or how much we lost. Families fight, friendships are ruined; parent child bonds are broken. Isn't that a waste... why would anyone choose paper over love?

Here's a plea for whoever is reading this... let us all try and be the best pupils in this school called life. Be true... love not only others but also yourself. Love God wholeheartedly because that's all He wants, and you know what they say: "Be in His good books and you will go to the head of the class".

Source : The Times of India.

1. Life is different from an institution because.
 - a) In it the principal is God.
 - b) Time to Time one may doze off.
 - c) One may not pay need to the message being given to him.
 - d) You have to be present every single day.
2. All our questions can be answered by
 - a) Parent
 - b) Friends
 - c) Good
 - d) Ourselves
3. Money is not important because due to it
 - a) we progress in life
 - b) Relations are broken
 - c) Both a and b
 - d) None of the above.
4. We can be good pupils by :
 - a) Loving ourselves
 - b) Loving others
 - c) Both a and b
 - d) only a.
5. We can escape envy by
 - a) Learning from life
 - b) Being thankful to God.
 - c) Reflecting on our blessings
 - d) None of the above.
6. Pick the odd one out :
 - a) Apathy
 - b) Sympathy
 - c) Empathy
 - d) Allopathy

1×6=6 marks

2. Read the poem given below and write the option that you consider the most appropriate in your answer sheet.

Her mother shed a tear or two but wasn't really crying.

It was the thing to do, so she did it enjoying every moment.

The bride laughed when I sympathized, and said don't be silly.

Her brothers had a shoe of mine and made me pay to get it back.

The game delighted all the neighbours' children,

who never stopped staring at me, the reluctant bridegroom of the day.

There was no dowry because they knew I was 'modern'

and claimed to be modern too. Her father asked me how

much jewellery I expected him to give away with his daughter.

When I said I didn't know, he laughed it off.

There was no brass band outside the synagogue

but I remember a chanting procession or two, some rituals,

lots of skull-caps, felt hats, decorated shawls

and grape juice from a common glass for bride and bridegroom.

I remember the breaking of the glass and the congregation

clapping which signified that we were well and truly married

according to the Mosaic Law.

Well that's about all. I don't think there was much

that struck me as solemn or beautiful. Mostly, we were amused,

and so were the others. Who knows how much belief we had?

Even the most orthodox it was said ate beef because it was cheaper,
and some even risked their souls by relishing pork.
The Sabbath was for betting and swearing and drinking.

Nothing extravagant, mind you, all in a low key
and very decently kept in check. My father used to say,
these orthodox chaps certainly know how to draw the line
in their own crude way. He himself had drifted into the liberal
creed but without much conviction, taking us all with him.

1. The mother shed a tear or two because
 - a) She was bidding farewell to her daughter
 - b) She was enjoying the moment.
 - c) It was what the occasion demanded
 - d) It was difficult for her to control her emotions.
2. What was the author's reaction to the farewell scene?
 - a) Apathetic
 - b) Sympathetic
 - c) Callous
 - d) Averse
3. The couple got married according to.
 - a) Hindu law
 - b) Christian law
 - c) Muslim law
 - d) Jewish law
4. The bride's brother had hidden the groom's shoes.
 - a) to take revenge
 - b) to make fun of him
 - c) to steal his shoes
 - d) as part of a ritual

5. They did something against their religion by

- a) giving no dowry
- b) Not arranging a brass band
- c) Relishing pork
- d) Breaking the glass

6. Orthodox is the opposite of

- a) Rigid
- b) Fanatic
- c) Moderate
- d) Strict

1×6=6 marks

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

Love is a basic emotion, yet you cannot plan to fall in love or create conditions for being in love. It is something over which you have no control. Either you fall in love or you do not. It is ordained. Ramakrishna explains this with the following analogy: “When a huge tidal wave comes, all the little brooks and ditches become full to the brim without any effort or consciousness on their own part”.

However, there are some criteria for judging whether one is in love or not.

The first test is that you do not want exclusive possession of the object of your love. You wish the world to know of your love. You could declare your love from the rooftop. And you wish to do or say whatever makes the person you love happy. M K Gandhi said: “Love and exclusive possession can never go together. Theoretically where there is perfect love, there must be perfect non-possession”.

The second test of love is that there can be no bargain. It does not recognise reward or punishment. Love itself is a merit, and itself its own reward. Beyond itself love seeks neither ‘cause nor outcome; the outcome of it is one with the practice of it.

You love something or someone for its own sake and not because you want or desire a favour in return: Love is not a means to some ephemeral or non-ephemeral end, but is an end in itself. Love is not a response to a

certain positive situation. You can go on loving... for when you give your love it comes back millions of times more.

The notion of giving is so consequential to love that” if you do not give it, it goes, it becomes dead, it becomes a dead weight on you. It becomes hatred - it turns into its very opposite. It becomes fear, it becomes jealousy, it becomes possessiveness”, said Osho.

The third test of real love is the annihilation of the ego. It obliterates the distinction between the self and the other by an unconditional surrender to the other; rather it is a total merger, a complete synthesis with the beloved.

In true love the lover and the beloved are one. The sense of your own identity and individuality vanishes. The other, therefore, does not place a limit on the lover’s freedom: rather, communion with the beloved leads to unbound freedom. It frees us from limits imposed on us by our ahamkara - ego.

The fourth test of real love is that it knows no fear. Fear could be of unfulfilled desires. If your love springs from fear of punishment, or from your desires being fulfilled, then it is no love at all. Love and fear are incompatible, because in love there is no place for desire.

The fifth test of love is that you love what you consider to be the best Therefore, the beloved person, object, or ideal is unique. It is the highest from the perspective of the lover; from others’ perspective it may not be so. For others some other ideal could be higher than this one. But for the lover the beloved is the best.

The sixth test of real love is that the lover does not so much believe in pedantic and powerless reason which merely argues but is not able to establish a direct contact with the beloved.

The lover gives up the fruitless intellectual groping in the dark, and trusts his own direct experience. He does not give reasons and arguments, nor depend upon inference but depends on direct perception and lived life experience.

Source : The times of India.

- A. On the basis of your reading of the above passage, make notes on it using headings and subheading. Also use recognisable abbreviations, wherever necessary (Minimum 4) supply a suitable title.

- B. Write the option that you consider the most appropriate in your answer sheet :
- A Analogy is related to
- a) Biology
 - b) Theology
 - c) Similarity
 - d) Peculiarity
- B. Brim is the synonym of
- a) Bottom
 - b) Top
 - c) Middle
 - d) None of the above
- C. Syntheses is the opposite of
- a) Composition
 - b) Analysis
 - c) Dialysis
 - d) Photosynthesis.
- 1×3=3 marks

SECTION : B

4. **Look at the verbal input given below :**

New Innings, Decorated, Volunteers welcomed by elderly, Songs, Skits, dances by Volunteers, gifts presented to all inmates, Elderly shared their experiences, Warm emotional moment, Promised to visit again.

As a part of the Community Development Programme run by your school you visited an Old Age Home, New Innings and celebrated New Year with them. Using the above input write a description in about 100-150 words.

Or

Look at the input given below :-

- I-Day function, played role of King Ashoka.
- Ist stage appearance, stage fright.
- Extremely nervous, revising dialogues.
- Sweating on stage, prayed to God.
- Performed well, Thanked God.

On the basis of the above points draft a narrative titled “My first stage appearance”. 5

5. You are Payal/Pawan member of NSS of your school. you are much disturbed and shocked at the sheer wastage of money on crackers. Write an article on the crackers are harming the environment spoiling our health at the same time (150-200 words.) 8

Or

You have been living in the city since your childhood. As Reema/ Raja write an article on the topic “Life in a metropolitan city”. (150 words)

6. You are Boman/Sara of class XI, RSV Roop Nagar, No. 5, Delhi. Write a letter to principal of your school complaining about the miserable condition of the school library and the need to improve it.

Or

You are Pramod / Pragya of 42, Preet Vihar. Write a letter to the Editor, The Indian Society Complaining about the contaminated water supply to your area. 7

SECTION : C

7. Underline the error in each line and write the correction in the space provided.

Mushrooming of shopping malls at every nook and	(1)_____
corner of the cities is becoming a nuisance with	(2)_____
the common people. Teenagers suffer more	(3)_____
because of increasing mall culture among cities.	(4)_____
Nothing about mall is detestable. They seem to	(5)_____

be a blot for the social growth of people (6) _____
 shopping malls are heavy with the purse also. (7) _____
 It cost many times more to watch movies or buy (8) _____
 things here. $\frac{1}{2} \times 8 = 4$

8. Given below is a newspaper report. Fill in the missing words by writing answers against the correct blank number in your answersheet.

2 killed, 3 hurt in bus truck collision
 Delhi, 14th August 2011
 Two persons (a) _____ and three sustained minor injuries when a DTC bus (b) _____ with a truck on Ring Road yesterday evening. The collision was (c) _____ severe that the front portion of the bus (d) _____ badly mangled and the driver (e) _____ on the spot. The truck driver (f) _____ from the spot. The police had lodged and F.I.R. and search is (g) _____ for the absconding (h) _____ . $\frac{1}{2} \times 8 = 4$

9. Rearrange the following into meaningful sentences. $1 \times 2 = 2$
- a) Toys / Expensive / Inundated / with / are / today / children.
 b) Youngsters / Toys / with / Are / Chinese / A / The / Hit.

SECTION : D

10. Read the extract below and answer the questions that follow :-

When did my childhood go?
 Was it when I found my mind was
 To use whichever way I choose,
 Producing thoughts that were not those of other people
 But my own, and mine alone
 Was that the day?

- A) The poet is
- a) A.R. Williams
 b) Markus Natten

- c) Shirley Toulson
 - d) Ted Hughes
- B) Which quality of the poet is indicated in these lines.
- a) Credibility
 - b) Individuality
 - c) Determination
 - d) Sacrifice
- C) To what question does the poet want an answer ?
- a) Where did my childhood go?
 - b) How did my childhood go?
 - c) Why did my childhood go?
 - d) When did my childhood go?
- D) Now the poet has learned to :
- a) Find his mind.
 - b) follow other's thoughts
 - c) Use his mind
 - d) generate own thoughts. 1×4=4

(For song, issuing from its birthplace, after fulfilment wandering Reck'd or unreck'd, duly with love returns)

- A) These words have been put in a bracket because.
- a) They are not a part of the poem
 - b) They sum up the theme of the poem.
 - c) They are the poet's comment on what the rain has said.
 - d) They are poet's personal views about the poem.
- B) The origin of the song is
- a) Land
 - b) Mind
 - c) Soil

- d) Imagination
 - C) The song gets fulfilment when
 - a) people listen to it
 - b) people appreciate it
 - c) people recite it.
 - d) None of the above.
 - D) Where does the song return?
 - a) Sea
 - b) Rain
 - c) Sea and land
 - d) Soul
- 1×4=4

11. Answer any five of the following in 30-40 words.

- a) What was the Isle Ansterdam? Why does the author call it the most beautiful island in the world?
- b) Bring out the difference between Yang and Yin.
- c) How can industries help in preserving the environment?
- d) What vital piece of evidence did Gaitonde possess to show that he had experienced a different reality?
- e) How is Lake Mansarover significant in Hindu Mythology?
- f) Explain “Both wry with the laboured ease of loss” in a Photograph.
- g) How does the visit of the bird transform the tree? 2×5=10

12. Answer any one of the following in 100-125 words.

In the story “The Adventure” at what point did history take a turn in the past and what were its consequences?

Or

How did the write and his cream face the aftermath the storm caused in the story “We’re not afraid to die”. 6

13. Answer any of the following in about 100 words.

On the basis of the conversation between Albert and his history teacher write in 100 words. Albert Einstein's views on education.

OR

Do you think John Byro recognized the house? Why didn't he accuse the boys of stealing the horse? 4

14. Answer any two question in about 30-40 words.

- a) What are the two specialities of Hosahelli Village?
- b) Why did the narrator in "The Address" want to forget the address?
- c) Why did Albert Eintein object against the learning of history?

2×3=6

SAMPLE PAPER - I (SOLVED)

CLASS : XI

Time : 3 hrs.

Marks : 80

General Instructions :

The question paper is divided into four sections :

Section "A"	Reading Comprehension	20 marks
Section "B"	Writing	20 marks
Section "C"	Grammar	10 marks
Section "D"	Text Book	30 marks

All questions are compulsory.

Marks are indicated against each questions.

SECTION : A (Reading)

- 1. Read the passage carefully and the correct option in your answersheet.**

Rajasthan represents the ultimate confluence of history, chivalry romance rugged natural beauty, and colour. In the words of the celebrated author Col. James Todd Rajasthan exhibits the sole example in the history of mankind of a people withstanding even outrage barbaric. can inflict or human nature sustain. Today, long after the bugle was sounded and the warring kingdoms of erstwhile Raiputana sheathed their swords the desert appears romantic)

Go to any city or village in Rajasthan, the land of sand dunes and forts, it is common to see and to listen to an old m an with a hookah tell tales of royal grandeur Maharani Pratap and his favourite horse Chetak to his grandchildren. The tales are not what they are they are tales that

give an outsider an opportunity to delve deeper into--the Rajasthani psyche.

Situated in North Western India Rajasthan spans across 3.4 lakhs sq. kms. and has a population of 5.65 crore of which 23.38% lives in the urban areas and a literacy rate of 61%. Rajasthan is a treasure trove of minerals, holds a share of about 24% in the total national production of non metallic minerals. The state contributes around 90% of the national output of rock phosphate, 100% of natural gypsum and 10% of the natural limestone. Rajasthan is an archaeologists dream come true with its forts and palaces, the heritage buildings but the tourism sector hardly gets the attention it deserves. Its capital Jaipur was in the news in the year 2004 due to the Ad Asia summit in which many renowned people like Amitabh Bacchan, Birlas, Mukesh Ambani and many more rubbed shoulder with each other.

To give a fillip to the tourist inflow, the government had thought of coining a brand name for Rajasthan akin to Kerala's Gods 'own country but nothing much has been done in this field.-It unfortunately had not been able to go that extra mile like Kerala. Investments in tourism here is a little above 2 crore while the same is about 40 crore in Kerala.

Hospitality is Rajasthan's birth right. The state has over 3500 hotels of all sizes and shapes. Many hoteliers house their hotels in Jaipur due its proximity to Delhi. On the industrial front things have just begun to look up with the government stepping up its intervention to revive ailing small and medium enterprises and taking new initiatives in biotech and information technology sectors. Meanwhile the government is conducting a dialogue with industry and trade representatives to infuse life into them at a time when the industry is facing the danger of increased competition from abroad and states like Haryana; Delhi, Punjab and Utter Pradesh. Despite initial problems Rajasthan is now truly and surely ambling on its way to turn into an IT hub. Even though Rajasthan has been a slow starter in the high tech arena it is getting support from many famous companies like Wipro, Patni Computers etc.

Jaipur and Jodhpur have emerged as global centres for gems and jeweller. About 9-5% of the total coloured gems stones are exported from the city. More than the domestic tourists it is the, foreign tourists who, are the darlings of the jewelers. The craft sector is witnessing a

new breed of entrepreneurs who are integrating their ventures in tune with global trends.

In the housing segment the number of players is much and equally intense. One of the most significant things that has happened in Housing Finance sector in recent times is the descending rates of interest making home loans cheaper than ever before. In the year 2004 Ansal and Sahara Parivar entered Rajasthan with their mini satellite township.

For the development of Rajasthan partnership are now being forged between the private and public sector. An economic development board has been set up headed by the chief minister. This Board will propose and act upon various schemes to overall economic health of the state.

- A. The desert appears romantic because
 - i) Warring kingdoms have sheathed their swords.
 - ii) People have faced outrage here.
 - iii) It is a blend of history, chivalry, romance and beauty.
 - iv) None of the above.
- B. The tales of Maharana Pratap and Chetak
 - i) delve deeper into Rajasthani culture.
 - ii) Are mere tales of bravery
 - iii) Are about Maharana Pratap and his horse Chetak
 - iv) Give an insight into Rajasthani mind.
- C. Rajasthan is an archeologist's dream come true because
 - i) 100% of natural gypsum and 10% of the natural limestone
 - ii) Ad Asia summit was held in Japan in 2004.
 - iii) It has forts, palaces and heritage buildings.
 - iv) Tourism sector hardly gets any attention.
- D. There is intense competition in the housing sector because.
 - i) There are a large no. of players.
 - ii) In 2004 Ansals and Sahara Pariwar introduced mini satellite township.
 - iii) Govt. has lowered interest rates.

- iv) People are buying houses.
- E. What is being done to improve the overall economic health of the state.
 - i) The govt. is setting up many industries.
 - ii) The C.M. will head an economic development board
 - iii) Only (b)
 - iv) Both a and b.
- F. Delve in the above passage can be replaced by :
 - i) Discover
 - ii) Invent
 - iii) Care across
 - iv) Search deeply

1×6=6

2. Read the following poem carefully and indicate the options in your answersheets :

All the world's a stage,
And all the men and women merely players,
They have their exits and entrances,
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
Then, the whining schoolboy with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden, and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice

In fair round belly, with good capon lin'd,
With eyes severe, and beard of formal cut,
Full of wise saws, and modern instances,
And so he plays his part. The sixth age shifts
Into the lean and slipper's pantaloon,
With spectacles on nose, and pouch on side,
His youthful hose well sav'd, a world too wide,
For his shrunk shank, and his big manly voice,
Turning again towards childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

- A. The poet compares the world to....
- i) Plays
 - ii) Exits
 - iii) Stage
 - iv) Entrances
- B. What does the soldier want?
- i) War
 - ii) Fame
 - iii) Quarrel
 - iv) Jealousy
- C. The schoolboy walk to school slowly because.
- i) He is sick
 - ii) He is reluctant
 - iii) He is lazy
 - iv) He is disobedient

- D. The Sixth stage is second childishness because man loses
- i) his eyesight
 - ii) his teeth
 - iii) only his taste
 - iv) all the above
- E. In his song the lover expresses.
- i) the pain of love
 - ii) the grief of separation
 - iii) his emotions for his beloved
 - iv) the beauty of his beloved.
- F. "Severe" can be replaced by
- i) Formal
 - ii) Critical
 - iii) Emergency
 - iv) Strict.
- 1×6=6

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

1. How often do we exclaim : "That was a mistake!" That bewildered expression of regret and panic gets replayed through life. Some mistakes we forget, others we don't. The mistakes can be as mundane as forgetting to turn the geyser off or to pick up your passport from the airport counter.
2. Absent mindedness, preoccupation, distraction carelessness, nervousness there are umpteen excuses to justify mistakes. However major decisions like relocations of home or an unwarranted resignation letter can cause much trouble and upheaval and lead to regrets that leave you sad and depressed. Some mistakes are irreversible - then is there room for hope ?
3. In fact, there are no mistakes, only experiences. There are no problems only challenges. Every experience teaches us something in life. Every mistake inspires retrospection and introspection. The experience is humbling and it makes us wiser. That is, if every mistake is regarded as an experience and not as a source of self-pity or self-condemnation. Many times people are unable to reconcile with the change grooved in the blame

culture and rooted in the past, they had to realise the life time benefits they receive from changes.

4. Nature abounds in examples of flexibility and relocation in case of birds and beasts. Scientific research in the behaviour of birds has confirmed this. Birds, animals and even nomads, travel miles and miles in search of better food, congenial climate and safety. These relocations may cause some amount of stress, no doubt, but they are the source of survival: helping to group bonding and cooperation; and to explore the beauty of new space and better environment.
 5. "To the weak, problems are stumbling blocks, to the brave, they are stepping stones." An untimely resignation and or termination letter is certainly traumatic and disturbing. But think of possibilities it can throw open for you. A young man felt disappointed when he failed an interview for a corporate job. At that point of time, he left dejected. Today, looking back he says, "It was a blessing in disguise. I would have never reached this far." Some mistakes bring in a very important message. "Believe and achieve! And in order to do so, faith is essential. It is the triple faith that men need today - faith in oneself, faith in the world around us, and above all faith in God!"
- (A) On the basis of your reading of the above passage, make notes on it using headings and subheading. Also use recognisable abbreviations, wherever necessary (Minimum 4) supply a suitable title. 5
- (B) Write the option that you consider the most appropriate in your answer sheet :
- A. Flexible is the opposite of :
- i) Ductile
 - ii) Malleable
 - iii) Frigid
 - iv) Rigid
- B. Congenial is synonym of :-
- i) Amiable
 - ii) Lovable
 - iii) Favourable
 - iv) Deplorable

C. Inspire mean the same as

- i) Transpire
- ii) Perspire
- iii) Placate
- iv) Motivate

3

SECTION : B

4. Look at the input given below.

- Sameer, 14, student going to school.
- House on fire
- Mother crying for child left on first floor
- gathered courage, fought fire and flames.
- Rescued child,
- Awarded for bravery.

On the basis of these points draft a story titled “A Young Saviour” in 100-150 words. You are Andrew.

Or

Last week the demolition squad of the MCD razed some encroachment and illegal constructions leading to a clash between residents and the police. Using the given input write a description in 100-150 words. 5

MCD team with bulldozers, residents opposed demolition, pelted stones, Police called in, Lathicharged crowd, burst teargas shells, 10 injured, 50 arrested, Residents blocked main Road.
--

5. You are Sanjiv, a member of Eco Club of your school. Write an article on the role students can play in conserving the environment. (150-200 words.)

Or

You were shocked to know that fact that India has the largest no. of child worker in the world. As Aman/Anju write on article for your school magazine titled 'Child Labour - A curse on Childhood (150-200 words).

8

6. You are Ram / Rama of 84, Modern Colony. Badli. Write a letter to the Editor of "The Indian Herald" highlighting the nuisance caused by beggars. (150-200 words)

Or

You are Rashi / Rashid of A 25/ B12, Bank Colony, Manddi. Last Month you bought a Sony Bravo LCD T.V. from Delhi Electronics, Durga Puri Chowk. Now the T.V. is not working properly. Write a letter to the dealer asking him to replace it immediately.

7

SECTION : C

7. **Underline the error in each line and write the correction in the space provided.**

$\frac{1}{2} \times 8 = 4$

- Right of the panwallah on the street corner (a) _____
till the top notch manager everybody is (b) _____
frantic for cricket. Ours has become a (c) _____
cricket love society. One would be condemned (d) _____
if he doesn't talk of cricket these days (e) _____
The game of cricket is gaining popularly (f) _____
day to day. It is becoming a professional (g) _____
game involving lot of strategy, play or practise (h) _____

8. The following passage has a missing word in each line. Write your answer along with the words which come in before or after. $\frac{1}{2} \times 8 = 4$

- In Kapilvastu a baby boy born to king (a) _____
Sudedhana and Queen Mahamaya. The boy (b) _____
named Siddhartha. But he often called (c) _____
his class name of Gautama too. He grew (d) _____
to be a scholarly and thoughtful youngman. (e) _____

- He had learnt all the skill of a warrior he did not. Like to use them. (f) _____
He never participated the royal hunts. (g) _____
(h) _____
9. Rewrite the following into meaningful sentences : $1 \times 2 = 2$
- a) ordinary / learn / they / great / Deal / A / From / Things.
b) Traditionally / India / Children / Toys / In / Their / Made / Own.

SECTION : D

Literature

10. Read the extract and answer the question that following :-
The laburnum top is silent, quite still
In the afternoon yellow September sunlight,
A few leaves yellowing, all its seeds fallen,
Till the goldfinch comes, with a twitching chirrup
A suddenness, a startlement, at a branch end.
- A. The poet is
- a) Markus Natten
b) Ted Hughes
c) Shirley Toulson
d) A. R. Williams
- B. What season is indicated in the above stanza?
- a) Summer
b) Spring
c) Autumn
d) Winter
- C. Before the arrival of the bird the laburnum Top was...
- a) Yellowing
b) Trembling

- c) Fallen
 - d) Motionless
- D. The movement of the goldfinch is..
- a) Gradual
 - b) Slow
 - c) Abrupt
 - d) Fast

1×4=4

Or

All three stood still to smile through their hair
At the uncle with the camera, A sweet face,
My mother's that was before I was born.
And the sea, which appears to have charged less,
Washed their terribly transient feet.

- A. "All three stood still"
- a) because they were afraid of the sea.
 - b) because they wanted to be photographed
 - c) because they wanted to smile.
 - d) None of the above.
- B. The "Sweet Face" belonged to
- a) the poet
 - b) the uncle
 - c) poet's mother
 - d) the two cousins
- C. In the above lines there is a sense of
- a) contentment
 - b) satisfaction
 - c) loss
 - d) happiness.

- D. "Transient feet" refers to.
- a) permanence of the sea.
 - b) Beauty of the poet's feet
 - c) Changing phases of life
 - d) Beauty of the sea. 1×4=4

11. Answer any five of the following in 30-40 words. 2×5=10

- a) Give a examples to show that grandmother was a kind hearted woman.
- b) Who is Nek Chand? What is he famous for?
- c) Why was Howard Carter's investigation resented?
- d) Why did proffesor Gaitonde decide not to preside over public meetings again?
- e) How was Norbu ill-equipped for the Kora?
- f) How does the laburnum tree appear in September?
- g) Why does the poet feel that heaven and hell are not real places?

12. Answer any one of the following in 100-125 words.

What do you understand by "Era of Responsibility" as mentioned by the author of "The Ailing Planet"?

Or

How did the relation between the grandmother and the author change after they left the village? 6

13. Answer any of the following in about 100 words.

What were the qualities and special traits of the Gargholanian family. Illustrate with suitable e.g.

Or

How did the author make the marriage of Ranga and Ratna possible? 4

14. Answer any two questions in about 30 - 40 words.

- a) Mention two humorous situations in the play “Mother’s Day”.
- b) Why did the King order an arch to be built in the city?
- c) What were Shahid’s views on religion? 2×3=6

SAMPLE PAPER - II (SOLVED)
(Marking Scheme)

Marks : 80

SECTION : A (Reading)

1. A. (i) 1×6=6
B. (ii)
C. (iii)
D. (iv)
E. (v)
F. (vi)
2. A. (i) 1×6=6
B. (ii)
C. (iii)
D. (iv)
E. (v)
F. (vi)
3. Title : Mistakes - Various aspects.
I : Diff. aspects of mistakes
a) Forgetting type
b) Regret & panic.
II. Causes of mistakes.
a) Preoccupation, carelessness, Absent mindedness,
b) To decide relocation of home.
III. Positive Approach
a) Learn from mistakes
b) inspire, introspect & retrospect
c) change for the better
IV. Relocations in nature.

- a) Birds & Beasts relocate for home, food.
- b) Humans relocate for survival

Key to abbreviations	
Exp.	- Experience
Diff.	- Different
Prob.	- Problems
Retr.	- Retrospection

- B. A. (d) Regard
- B (b) Favourable
- C. d. Motivate

1×3=3

SECTION : B (Writing)

Option - 1

- 4. Format - 1 mark
- Content - 2 marks
- Expression- 2 marks

Option - 2

Same as above

5. Article

Format - Title, writer's name - 1 mark

Content - 4 marks

- Participating in awareness campaigns
- Creating awareness among people
- realising responsibility towards environment

- Expression - coherence - relevance

1½ marks

spellings, gramatical

1½ marks

Option - II

Child labour

- Working in dhabas, factories, househelps.
- Childhood spoiled.
- Can't study, bleak future
- Victims of diseases, exploitation.
- Laws to be implemented.

6. Letter Writing

Format - Sender's address, Date, Receiver's address, subject, salutation, complimentary close. 2

content - occupy pavements, public places, 3

- harrass pedestrians, specially foreigners
- involued in petty crime
- blot on our society.

Exporession - coherence relevance
spellings and grammatical accuray 2

Or

Option - II

- Image not clear, distorted
- Lacking sound clarity
- Malfunctioning remote
- Faulty reception.

SECTION : C (GRAMMAR)

7. a. off - from ½×8=4 marks
b. Till - to
c. for - about

- d. love - loving
 e. he - One
 f. popularly - popularity
 g. to - by
 h. or - And
8. a. boy was born ½×8=4 marks
 b. Boy was named
 c. he was often
 d. called by his
 e. Grew up to
 f. Though he
 g. warrior yet he
 h. Participated in the
9. a) They learn a great deal from ordinary things. 1×2=2
 b) Traditionally in India children made their own toys.

SECTION : D (Literature)

10. A. (i) 1×4=4
 B. (ii)
 C. (iii)
 D. (iv)
- Or
- A. (i) 1×4=4
 B. (ii)
 C. (iii)
 D. (iv)
11. a) Fed stray dogs in the village 2×5=10
 fed birds in the city.

- b) India is biggest contributor to outside art.
Rock Garden
- c) Caused irreparable loss to the Mummy.
- d) After his experience at the Azad Maidan
- e) Fat, climb would be tiresome
- f) Yellow, with v. few leaves.
- g) doesn't find them in the map or geography books.

12. Era of Responsibility -

- Change in view from mechanistic to holistic
- Over exploited resources to be recharged
- Conserving earth for generations to come
- Repair the damage caused
- Responsibility of industries also

Or

Change in relation -

- Shifted to city.
- Admitted to English school
- Grand mother sidelined
- Her role minimised
- Separate Room
- Distancing between them

Content : 3 marks, Expression - 3 marks (Total 6 marks)

13. Gargholanian Family :-

- Poor but honest
- Developed sense of right and wrong.
- Couldn't take advantage of anyone
- Crazy streak.

OR

Author's plan for Range X Ratna

- Made their meeting possible
- Made Range curious about Ratna
- Stoked his desires
- Roped in Shastri.
- Made Ratna inaccessible

Content : 2 marks , Expression - 2 marks (Total 4 marks)

14. a) Children shocked on seeing Mrs. Pearson Smoking, Ms. Pearson telling her husband what people think about him. $3 \times 2 = 6$
- b) to edify the spectators.
- c) Secular, universal and inclusive outlook.