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Series A1DBB/3

SET-1

Q.P. Code 2/3/1

Roll No. 2 2 1 7 0 1 6 2

Candidates must write the Q.P. Code on the title page of the answer-book.

- (I) Please check that this question paper contains 15 printed pages.
- (II) Please check that this question paper contains 11 questions.
- (III) Q.P. Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- (IV) Please write down the Serial Number of the question in the answer-book before attempting it.
- (V) 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the candidates will read the question paper only and will not write any answer on the answer-book during this period.

# ENGLISH (Language and Literature)

Time allowed: 3 hours Maximum Marks: 80



## General Instructions:

Read the instructions very carefully and strictly follow them:

- This question paper comprises 11 questions. All questions are compulsory.
- (ii) The question paper contains THREE sections -

Section - A: Reading Skills

Section - B: Grammar and Creative Writing Skills

Section - C: Literature

(iii) Attempt questions based on specific instructions for each Part.

## Section - A: Reading Skills

(20 Marks

1. Read the following text:

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- (1) Fossil fuels (oil, coal, and natural gas) are our most traditional sources for power generation. The energy that's produced from any source other than fossil fuels is termed as alternative energy. Between the two sources, using alternative energy has a lower environmental impact.
- (2) We now know that alternative energy sources are the sources we use to supplement or even replace traditional energy sources used for power generation. You could almost say the same thing about renewable energy sources. But there is one subtle difference between the two. All renewable energy sources fall under the category of alternative energy sources, but it doesn't work the other way around.
- (3) That's because renewable energy sources are derived from naturally replenished sources or processes of Earth, such as the sun, wind, and water. We refer to these resources as renewable or sustainable since, unlike fossil fuels, this naturally occurring continual renewal makes them inexhaustible. However, alternative energy sources are exhaustible, and therefore not renewable. That's the difference!



- (4) The equipment necessary to harness energy from alternative sources used to be so expensive that it wasn't practical for consumer use. However, thanks to increased demand, more experienced energy developers, competitive supply chains, improved renewable technologies, and enhanced energy efficiency capabilities, that's no longer the case.
- (5) When it comes to energy efficiency, the leader of the renewable energy pack is wind energy. Behind wind comes geothermal energy, hydropower, nuclear energy, and then solar power. Wind power serves both individuals and entire communities. It is versatile, and can be produced from small-scale windmills or wind turbines on residential properties. It can also be produced from large-scale offshore wind farms in the ocean.
- (6) We generate geothermal power by tapping into underground reservoirs of hot water and steam. Geothermal electricity can directly heat and cool buildings. Generated from the energy of moving water, hydroelectricity (also known as hydropower) is produced when water behind a dam causes turbine blades to move as it flows through an intake. The turbine blades then rotate a generator to produce electricity that is sent to power homes.
- (7) Nuclear energy is created in the form of heat through the fission process of atoms. The initial fission process creates energy and triggers a chain reaction that repeats the process and generates more energy. In nuclear power plants, the heat that fission produces creates steam. The steam then rotates a turbine, which leads to the production of electricity.
- (8) Solar power most commonly refers to the use of solar cells to create energy. On a small scale, you may see a few solar panels on a house roof used to produce energy for just that one home. On a larger scale, you may see a solar farm used as a power plant to produce electricity for its consumers.

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Answer the following questions, based on the above passage:

- (i) Which of the following statements best describes the difference between renewable energy sources and alternate energy sources?
  - (A) Alternative energy sources are more expensive than renewable energy sources.
  - (B) Renewable energy sources are inexhaustible whereas alternate energy sources could be exhaustible.
  - (C) Alternative energy sources are as renewable as renewable energy sources.
  - (D) Renewable energy sources are exhaustible but alternative energy sources are inexhaustible.
- (ii) What is the tone of the writer in the given lines from para (4) ? Rationalise your response in about 40 words.

"However, thanks to increased demand, more experienced energy developers, competitive supply chains, improved renewable technologies, and enhanced energy efficiency capabilities, that's no longer the case".

(iii) Complete the sentence appropriately:

In the past, alternative energy sources were not used much by the consumers because \_\_\_\_\_.

- (iv) The passage includes some words that are opposites of each other. From the sets (a) to (e) below, identify two sets of antonyms:
  - (a) generate and produce
- (b) exhaustible and inexhaustible
- (c) subtle and versatile
- (d) power and energy
- (e) sustainable and exhaustible
- (v) Who is the leader of renewable energy pack and why?
- (vi) Based on the reading of the passage, examine, in about 40 words, the difference between geothermal electricity and hydroelectricity.

2/3/1/22



(vii) What is the message conveyed by the passage?

- (A) Only those energy sources should be used which are renewable.
- (B) Wind energy is a renewable as well as inexhaustible source of energy.
- (C) There are plenty of renewable energy sources that can be used to replace traditional energy sources.
- (D) Alternative energy sources are the emerging energy trends and are still evolving.
- (viii) State whether the following statement is True or False with reference to the given extract.

Hydroelectricity as a renewable energy source is used for residential as well as commercial purposes.

- Read the following text, an excerpt from a case study titled "Scouts and Guides Around the World."
  - (1) Many young people aged between 6 and 25 belong to the Scout movement. It is a worldwide organization, which was set up to help young people achieve their full potential as they grow up.
  - (2) The organization was established in 1907 by a British general called Robert Baden-Powell. While in the army, he wrote a publication about scouting (which means searching and keeping watch) and how to survive in the wild, called 'Aids to Scouting'. He realized how popular this was, and the result was another book, 'Scouting for Boys', which had less emphasis on the military. To test his ideas, he held a week-long camp for 21 boys from various schools in London, Poole and Bournemouth. This took place in August 1907, on Brownsea Island, in Southern England. These boys had the chance to enjoy outdoors, which became another of the movement's objectives.
  - (3) The Scout Movement quickly got established in Europe. It then spread throughout the world, starting in Chile in 1909. To begin with, the focus was on boys aged 11 to 18. However, as the movement grew, it was clear that younger boys, older boys and girls all wanted to be involved. Baden-Powell's sister set up the Girl Guides in 1910, and in 1914 she started Rosebuds, later renamed Brownies, for younger girls. The movement's intention to help young people play useful roles in society applies equally to girls and boys. By 2010, there were 32 million scouts, and by 2006, there were 10 million guides around the world, from a total of 216 different countries.

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- (4) 2007 marked 100 years of the Scout Movement, and events took place around the world to celebrate this centenary. To mark the occasion, a colourful badge was produced for scouts to sew onto their uniforms or bags. The design included the official scout emblem, as well as the phrase, 'one world one promise', and images of doves and the globe.
- (5) 2007 was also the 150th anniversary of Baden-Powell's birth. To honour both occasions, a flame was lit at Baden-Powell's grave in Nyeri. This is the place in Kenya where he spent the last few years of his life. The flame was then carried through several countries until it reached the UK.

Country	Membership	Population participation	Scouting introduced	Guiding introduced
India	41500000	0.3%	1909	1911
Indonesia	17100000	7.2%	1912	1912
Philippines	21500000	2.2%	1910	1918
Thailand	1300000	1.9%	1911	1957
United States	7500000	2.4%	1910	1912

Answer the following questions based on your reading of the above passage:

(i) Infer one reason for the following, based on the information given in paragraph 4:

'Colourful badge was sewn on to the uniform and bags of the Scouts'.

- (ii) From paragraph 1, we can infer that Scout Movement was set up
- (iii) Complete the following analogy correctly with a word/phrase from paragraph 4.
  10 years: decade::100 years:

(iv) After reading the passage, bring a contrast between the books 'Aids to Scouting' and 'Scouting for Boys'.

(v) What does the writer mean by the following phrase? 'One world one promise.'

- (vi) According to the chart, which country took maximum time to introduce 'Guiding' after 'Scouting'? Choose your answer from the options given below:
  - (A) India

(B) Indonesia

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(C) Thailand

(D) Philippines

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2/3/1/22



|     | (vii)                                                                            |                                                                         | reaso           | ons why a fl     | ame was lit   | at Baden-Powell's     |             |
|-----|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------|------------------|---------------|-----------------------|-------------|
|     |                                                                                  | 2007.                                                                   |                 | and the state of |               |                       | 2           |
|     |                                                                                  | (a)                                                                     | 2 1100          |                  |               |                       |             |
|     |                                                                                  | (b)                                                                     |                 |                  |               |                       | 100         |
|     | (viii                                                                            |                                                                         |                 | k by selectin    |               |                       | 1           |
|     |                                                                                  | The est                                                                 | ablishr<br>resu |                  | it movement   | t from 1907 to 2006   | 5 showed    |
|     |                                                                                  | (A) un                                                                  | iform           |                  | (B)           | encouraging           |             |
|     |                                                                                  | (C) inc                                                                 | onsiste         | ent              | (D)           | disappointing         |             |
|     |                                                                                  | Se                                                                      | ction -         |                  | ar and Crea   | tive Writing Skills   | (20 Marks)  |
| 3.  | Con                                                                              | nplete any                                                              | TEN             | of the followi   | ing twelve ta | sks, as directed.     | 10 × 1 = 10 |
|     | (i)                                                                              | Fill in the blank by using the correct form of the word in the bracket, |                 |                  |               |                       |             |
|     |                                                                                  | 100,000                                                                 | given po        | ortion of a let  | ter.          |                       | 1           |
|     |                                                                                  | Sir                                                                     |                 |                  |               |                       |             |
|     |                                                                                  |                                                                         |                 |                  | 141           | nmarize) the study c  | onducted    |
|     |                                                                                  |                                                                         |                 |                  |               | yield in the region.  |             |
|     | (ii)                                                                             |                                                                         |                 |                  |               | e review article. Ide |             |
|     |                                                                                  | The cake recipe was to sweet for my liking, but the texture was         |                 |                  |               |                       |             |
|     |                                                                                  | perfect.                                                                | e recip         | pe was to sv     | veet for my   | liking, but the tex   | ture was    |
|     |                                                                                  |                                                                         | given f         | format for you   | ur rosnonso   |                       |             |
|     |                                                                                  | Error                                                                   |                 | Correction       | ar response.  |                       |             |
|     |                                                                                  | EIIOI                                                                   | 1               | Correction       | 18 02         |                       |             |
|     | (iii)                                                                            | Marie a                                                                 | nd Pet          | er had a cor     | nversation a  | bout volunteer work   | c. Report   |
|     | (iii) Marie and Peter had a conversation about volunteer wo<br>Marie's question. |                                                                         |                 |                  |               |                       | 1           |
|     |                                                                                  | What ki                                                                 | nd of sl        | kills have you   | imbibed fro   | om this volunteer wo  |             |
|     | (iv)                                                                             | Read the dialogue between Adam and Emma about a career option.          |                 |                  |               |                       |             |
|     |                                                                                  | Adam: Why did you opt for a career in journalism?                       |                 |                  |               |                       |             |
|     |                                                                                  | Emma                                                                    |                 |                  | my love for s | storytelling and my   | desire to   |
| 2/3 | /1/22                                                                            |                                                                         | expo            | se the truth.    | 7 ,           |                       | w P.T.O     |
|     |                                                                                  |                                                                         |                 |                  |               |                       |             |



| (v)      | Adam asked expressed that desire to expo (A) why did (B) why had (C) why she (D) why she Fill in the blace circular by an | Emma at she couldrese the truth. she opt for a she opted for a couldrest for a country and opted | in jour i't resist her career r a career areer r a career ng the correct n, to its Mana | ing of the above dialogue: realism. Emma passionately love for storytelling and her coption to complete an issued gers. rence schedule and | 1 |
|----------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---|
|          |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                         | mong all attendees for their                                                                                                               |   |
| (vi)     | a public health                                                                                                           | n campaign.<br>'s focus is o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | n reduce sug                                                                            | ar intake among children by                                                                                                                | 1 |
|          | Error                                                                                                                     | Corre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ction                                                                                   |                                                                                                                                            |   |
| (vii)    | from a scientif<br>The study exa                                                                                          | ic review.<br>mines the as                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | sociation am                                                                            | or and supplies the correction                                                                                                             |   |
|          | Option No.                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Correction                                                                              |                                                                                                                                            | L |
|          | (A)                                                                                                                       | examines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | examine                                                                                 |                                                                                                                                            |   |
|          | (B)                                                                                                                       | to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | for                                                                                     |                                                                                                                                            |   |
|          | (C) .                                                                                                                     | among                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | between                                                                                 |                                                                                                                                            |   |
|          | (D)                                                                                                                       | levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | level                                                                                   |                                                                                                                                            |   |
| (viii)   | Complete the g                                                                                                            | given narrati                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ve, by filling                                                                          | in the blank with the correct                                                                                                              |   |
|          | The opportunit                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                         | al food bank made me                                                                                                                       |   |
|          | (A) realizing                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (B)                                                                                     | to realize                                                                                                                                 |   |
|          | (C) realized                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (D)                                                                                     | realize                                                                                                                                    |   |
| 2/3/1/22 |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 8 -                                                                                     | ······································                                                                                                     |   |



| (ix)     | Report the dialogue between a vendor and his customer, by completing the sentence:                                                                   |  |  |  |  |  |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|          | Vendor: We missed your usual visits, sir.                                                                                                            |  |  |  |  |  |
|          | Customer: I know, I had to travel for work.                                                                                                          |  |  |  |  |  |
|          | The vendor expressed that the customer's regular visits were missed, reaching out to the customer. The customer acknowledged this and clarified that |  |  |  |  |  |
| (x)      | Fill in the blank by choosing the correct option to complete the update on the school's chess team.                                                  |  |  |  |  |  |
|          | It's a victorious day!                                                                                                                               |  |  |  |  |  |
|          | Our school's chess team the interschool chess championship.                                                                                          |  |  |  |  |  |
|          | (A) has been won (B) will winning                                                                                                                    |  |  |  |  |  |
|          | (C) was winning (D) has won                                                                                                                          |  |  |  |  |  |
| (xi)     | Complete the line from a song by filling in the blank with the correct option.                                                                       |  |  |  |  |  |
|          | The whispering leaves tell your tale,                                                                                                                |  |  |  |  |  |
|          | The silent stones your journey,                                                                                                                      |  |  |  |  |  |
|          | The sun casts light on your path,                                                                                                                    |  |  |  |  |  |
|          | Leading you towards tomorrow's glory.                                                                                                                |  |  |  |  |  |
|          | (A) have echoed (B) echo                                                                                                                             |  |  |  |  |  |
|          | (C) echoes (D) shall echo                                                                                                                            |  |  |  |  |  |
| (xii)    | Identify the error and supply correction for this sentence from an economic analysis.                                                                |  |  |  |  |  |
|          | The relationships of the country's inflation rate and the GDP growth was analysed.                                                                   |  |  |  |  |  |
|          | Use the given format for your response.                                                                                                              |  |  |  |  |  |
|          | Error Correction                                                                                                                                     |  |  |  |  |  |
| 2/3/1/22 | 9 ••••••••••••••••••••••••••••••••••••                                                                                                               |  |  |  |  |  |

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Note: All details presented in the questions are imaginary and created for assessment purpose.

4. (a) You are Kapil/Kavita, sports secretary of Ajax World School, Gurugram. You want to place an order for sports articles for the school cricket team to Rotary Sports, Janakpuri, New Delhi. Write a letter in about 120 words. Remember to include relevant information about quality and quantity of products, specific details, school discount, delivery date and mode of payment.

OR

- (b) You are Rahul / Rita, a student of DRK World School, Preet Vihar, Prem Nagar. You have recently noticed that the street in front of the school is being used as a thoroughfare by vehicles because of the construction work on the main street. This has led to a number of near fatal accidents involving school students who have become vulnerable to road injuries and exposure to toxic air and noise pollution while going to school. Write a letter to the Editor of a local daily in about 120 words highlighting the problem. You may also suggest possible solutions such as road safety signages, speed breakers, traffic timings.
- (a) Read the following excerpt from a newspaper on the problem of car parking and its impact.

A survey conducted on the residents showed that car parking in colonies has risen due to an increase in the number of cars per family. This has resulted in ugly incidents of road rage. Most of the families revealed that they are facing multiple issues due to this situation. There is no place for visitors to park and residents themselves park their cars haphazardly. In addition there is an increase in commercial vehicles parked outside colony gates, thus blocking exits.

Write a paragraph in about 120 words to analyze the news clipping.

OR

2/3/1/22



(b) The following data shows global literacy rates of different age groups and gender in a particular year. Write an analytical paragraph describing and analyzing the given data.

| Cl-1-11!+                 | People of different age-groups |                  |                  |                       |
|---------------------------|--------------------------------|------------------|------------------|-----------------------|
| Global literacy<br>rate % | 12 - 15<br>years               | 15 - 24<br>years | 25 - 64<br>years | 65 years<br>and older |
| Men                       | 88                             | 90               | 88               | 80                    |
| Women                     | 80                             | 88               | 79               | 75                    |

## Section - C: Literature

(40 Marks)

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- Read the following extracts and answer the questions for any ONE of the given two.
  - (a) Tenth May dawned bright and clear. For the past few days, I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil. The ceremonies took place in the lovely sandstone amphitheatre formed by the Union buildings in Pretoria. For decades this had been the seat of white supremacy, and now it was the site of rainbow gathering of different colours and nations for the installation of South Africa's first democratic nonracial government.

(Nelson Mandela - Long Walk to Freedom)

(i) What do you infer from the following statement?
"The inauguration would be the largest gathering ever of international leaders on South African Soil."

(ii) Explain in about 40 words the effective shift from white supremacy to a rainbow gathering.

(iii) Which phrase would correctly substitute 'pleasantly besieged' in the given sentence from that extract?

(iv) State true or false with reference to the given extract.
In the past the 'amphitheatre' had been a seat for theatrical performances.

OR

2/3/1/22

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(b) Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. I thought and suddenly I had an idea. I wrote the three pages, Mr. Keesing had assigned me and was satisfied. I argued that talking is a students' trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.

(From the Diary of Annie Frank)

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- (i) State any one inference about Anne from the given context. "Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking."
- In about 40 words, elaborate on the justification Anne gives for her talkative nature.
- (iii) Which one of the following best describes the tone of the given extract?
  - (A) derogatory
- (B) persuasive

(C) nostalgic

- (D) cautionary
- (iv) Which phrase would correctly substitute 'ramble on' in the given sentence from the extract?
- Read the following extracts and answer the questions for any ONE of the given two.
  - (a) He stalks in his vivid stripes

The few steps of his cage,

On pads of velvet quiet,

In his quiet rage

- (i) Explain the contrast created by the words, 'stalks' and 'few steps of his cage'.
- (ii) Which of the following best describes the tiger's feelings in the context?
  - (A) anger

- (B) conflicted
- (C) pessimism
- (D) apprehension

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2/3/1/22



| 231   | (iii)                                                                                                                                                                              | Comment in about 40 words on the poet's use of imagery in the                                                                                        |    |  |  |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|
|       |                                                                                                                                                                                    | above extract.                                                                                                                                       | 2  |  |  |
|       | (iv)                                                                                                                                                                               | Which word in the stanza means the same as 'clear and bright'?                                                                                       | 1  |  |  |
|       |                                                                                                                                                                                    | OR                                                                                                                                                   |    |  |  |
| (b)   | And                                                                                                                                                                                | no one buys a ball back, Money is external                                                                                                           |    |  |  |
|       | He i                                                                                                                                                                               | s learning, well behind his desperate eyes                                                                                                           |    |  |  |
| 4     | The                                                                                                                                                                                | epistemology of loss, how to standup.                                                                                                                |    |  |  |
|       | (i)                                                                                                                                                                                | When the poet says that "no one buys a ball back", what does<br>he refer to in the context of the poem?                                              | 1  |  |  |
|       | (ii)                                                                                                                                                                               | Complete the sentence with an appropriate option:                                                                                                    | 1  |  |  |
|       |                                                                                                                                                                                    | The lines from the poem tell us that the boy is experiencing                                                                                         |    |  |  |
|       |                                                                                                                                                                                    | (A) distress (B) terror                                                                                                                              |    |  |  |
|       |                                                                                                                                                                                    | (C) realisation (D) elation                                                                                                                          |    |  |  |
|       | (iii)                                                                                                                                                                              | What is the significance of the term "desperate" used to describe the boy's eyes in the poem, and how does it contribute                             | 2  |  |  |
|       | / v                                                                                                                                                                                | to the overall mood and tone of the poem?                                                                                                            | 4  |  |  |
|       | (iv)                                                                                                                                                                               | Identify and discuss the poet's use of metaphor in the poem "The Ball Poem".                                                                         | 1  |  |  |
| Ans   | wer a                                                                                                                                                                              | any FOUR of the following questions in 40-50 words each.                                                                                             |    |  |  |
|       |                                                                                                                                                                                    | 4 × 3 =                                                                                                                                              | 12 |  |  |
| (i)   | Explain the irony in the chapter, "A Letter to God".                                                                                                                               |                                                                                                                                                      |    |  |  |
| (ii)  | "During our childhood in Goa, the baker used to be our friend, companion and guide." What does this statement imply in relation to the character of the baker? (Glimpses of India) |                                                                                                                                                      |    |  |  |
| (iii) | neg                                                                                                                                                                                | s our attitude towards a situation that makes it positive or ative. Do you agree with it? Express your views with reference ne poem, 'Dust of Snow'. |    |  |  |

8.



- (iv) Belinda and other animals have been described as brave. But on seeing the pirate they behaved in a cowardly way. How did they react? (A Tale of Custard, The Dragon)
- (v) Flying is a natural act in birds. Then why was the young seagull 'exhausted by the strange exercise'? Justify the given statement with reference to baby seagull's fear. (His First Flight)
- 9. Answer any TWO out of the three questions, in 40-50 words each:  $2 \times 3 =$ 
  - (i) Do you think Bholi could have confidently refused to marry Bishamber if she wasn't educated? Give reasons. (Bholi)
  - (ii) Who was Henry? What role did he play in Ausable's plan?

    (The Midnight Visitor)
  - (iii) How did Think Tank interpret the following nursery rhyme?

    "How does your garden grow with cockle shells and silver bells?"

    (The Book that Saved the Earth)
- 10. Answer any ONE of the following questions, in 100-120 words.

 $1 \times 6 = 0$ 

(a) Valli was sensitive, but at the same time, she was fearless and quite determined. Think of another character from your text book, who displayed similar character traits.

Compare and contrast the lives of Valli and the other character, that you have chosen from the text of Two Stories about Flying.

You may begin this way.

The characters who are fearless and determined from two texts are Valli and

·

(Reference: Madam Rides a Bus & Two Stories about Flying)

OR

2/3/1/22

(b) Based on your understanding of the Play, 'The Proposal', what do you think of relationships?

Prepare a speech draft on relationships based on Natalya's and Anne Frank's characters.

You may begin this way.

Good morning everyone.

Relationships are the bond between two people based on mutual likes, understanding, need or love. I'd like to discuss relationships as portrayed in the two texts .....

You may end this way

To conclude, I'd like to say that ......

Thank you,

(Reference: The Proposal & from the Diary of Anne Frank)

11. Answer any ONE of the following two questions in 100-120 words.

 $1 \times 6 = 6$ 

(a) Griffin's brilliance as a man of science fades before his darker traits. Give reasons from the text to support your answer.

(Footprints Without Feet)

## OR

(b) Hari Singh says – "He knew it but neither his lips nor his eyes showed anything." Anil successfully addressed the situation by not addressing it all. Elaborate based on your reading of 'The Thief's Story'.