



Series FH1EG/5

 $SET \sim 3$

Q.P. Code 1/5/3

| Roll No. | | | | | Candidates must write the Q.P. Code on the title page of the answer-book. |
|----------|--|--|-----|--|---|
| □ | | | 回数数 | | on the title page of the answer soon. |

- Please check that this question paper contains 15 printed pages.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 13 questions.
- Please write down the serial number of the question in the answerbook before attempting it.
- 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 (Core)

Time allowed: 3 hours Maximum Marks: 80







General Instructions:

Read the following instructions very carefully and strictly follow them.

- (i) This Question Paper has 13 questions. All questions are compulsory.
- (ii) This Question Paper contains THREE Sections Section A: READING SKILLS Section B: CREATIVE WRITING SKILLS and Section C: LITERATURE.
- (iii) Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
- (iv) Separate instructions are given with each question/part, wherever necessary. Read these instructions very carefully and follow them strictly.
- (v) Adhere to the prescribed word limit while answering the questions.

SECTION - A Reading Skills

20 Marks

- 1. Read the passage given below:
 - (1) I know many friends of mine who drink coffee regularly but do not know that coffee exists in different forms other than instant coffee. There are many who swear by Flora café classic or Coco gold, which they consider premium coffee. I may sound offensive but instant coffee is not the only way; in fact it's a very bad way of making coffee! Instant coffee cannot match up to brewed coffee's flavour nor does it have Arabica beans. It uses Robusta beans that are lower in flavour. Don't know the difference?! Read on ...
 - (2) That plant might be a genius! It created a chemical that would keep pests away. Fortunately for us and unfortunately for the plant that plan did not work the way it was intended to. The chemical might have averted a few pest attacks, but attracted a far greater threat human beings. The plant I am talking about is coffee and the chemical is caffeine.
 - (3) To begin from the beginning coffee is from a more mature part of the tree the seed unlike other stimulants. The ripe berry is picked and de-pulped leaving us with a seed called 'green bean' or 'green coffee'. Green bean is uncharacteristically bland with a taste nowhere close to that of coffee, but it is valued for its higher antioxidant levels.





- (4) It's an interesting phenomenon to see how this bland green bean turns to a flavourful coffee bean. Coffee bean is a seed and like any other seed is rich in proteins, fats and all necessary ingredients for giving birth to a new plant. When exposed to heat, the fats and carbohydrates in the bean turn into essential oils, which give the characteristic taste and aroma to the coffee bean. The degree of roasting depends on the need or purpose of use.
- (5) These beans are ground so that the surface area of the bean is increased, which makes extraction easier. The bean can be ground or crushed but making the particles uniform will ensure equal extraction, or else the smaller particle will get over extracted and the larger one under extracted. Hence, the burr grinder is used to ensure that the coffee bean gets ground in a uniform way in which all particles are of similar sizes.
- (6) Does under extraction give a lighter coffee and over extraction a stronger one? No. For a lighter or stronger coffee less or more coffee powder has to be used. Why? Under extraction will not get all the flavours of the coffee as the water runs too quickly. It will not get what you want it will taste sour. Over-extraction will bring out all unnecessary flavours rendering the taste bitter.

On the basis of your understanding of the above passage, answer the questions given below: $10 \times 1 = 10$

| (i) Complete the sentence by choosing an appropriate optic | tion |
|--|------|
|--|------|

The author complained that his friends _____.

- (a) consumed only Flora classics.
- (b) were not aware of different forms of coffee.
- (c) were severely addicted to drinking coffee.
- (d) considered Coco gold as premium coffee.





- (ii) Comment on the writer's reference to the unique feature of coffee plant. (paragraph 2)
- (iii) List the reason why the author refers to humans as 'great threat to coffee' plants.
- (iv) Select an option that conveys the same meaning as 'energiser' from words used in paragraph 3.
 - (a) bland

- (b) mature
- (c) antioxidant
- (d) stimulants
- (v) Complete the given sentence with an appropriate inference with respect to the following:
 - Fats and carbohydrates turn into essential oils leading to _____.
- (vi) Comment on the writer's reference to the interesting phenomenon in paragraph 4.
- (vii) Over extraction does not give a stronger coffee. Based on your understanding of paragraph 6, list one method to get stronger coffee.
- (viii) The writer would not agree with the given statements based on paragraph five EXCEPT
 - (a) The burr grinder grinds coffee beans uniformly.
 - (b) Less surface area makes extraction easier.
 - (c) Grinding gives stronger aroma.
 - (d) Good coffee is a mix of smaller and bigger particles.
- (ix) Why is it fair to say that the right degree of extraction of coffee is important?
- (x) Select the most suitable title of the above passage.
 - (a) The Art of Coffee Making
 - (b) Benefits of Consuming Coffee
 - (c) Green Coffee The perfect antioxidant
 - (d) The Coffee Addict





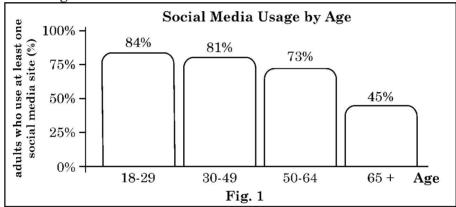
2. Read the passage given below:

- (1) News If you can't remember the last time, you saw a teenager reading a book, newspaper or magazine, you're not alone. In recent years, less than 20 percent of teens report reading a book, magazine or newspaper daily for pleasure. More than 80 percent say they use social media every day, according to research published by the World Psychological Association.
- (2) "Compared with previous generations, teens in the 2010s spent more time online and less time with traditional media, such as books, magazines and television," said lead author of the book yGen and professor of psychology at ABC University. "Time on digital media has displaced time once spent enjoying a book or watching TV."
- (3) Swaner and her colleagues analysed data concluded from an ongoing study of a nationally representative sample of approximately 50,000 eighth, tenth and twelfth grade students annually. They looked at survey results from 1976 to 2016, representing more than 1 million teenagers. While the study started with only twelfth-graders in the 1970s, eighth- and tenth-graders were added in 1991.
- (4) Use of digital media increased substantially from 2006 to 2016. Among twelfth-graders, internet use during leisure time doubled from one to two hours per day during that period. It also increased 75 percent for tenth-graders and 68 percent for eighth-graders.
- (5) "In the mid-2010s, the average twelfth-grader reported spending approximately two hours a day texting, just over two hours a day on the internet which included gaming and just under two hours a day on social media," said Swaner. That's a total of about six hours per day on just three digital media activities during their leisure time."
- (6) In comparison, tenth-graders reported a total of five hours per day and eighth-graders reported four hours per day on those three digital activities. Consequently the spent time in the digital world is seriously degrading the time they spend on more traditional media such as print book and newspapers.





- (7) The decline in reading print media was especially steep. In the early 1990s, 33 percent of tenth-graders said they read a newspaper almost every day. By 2016, that number was only 2 percent. In the late 1970s, 60 percent of twelfth-graders said they read a book or a magazine almost every day; by 2016, only 16 percent did. Twelfth-graders also reported reading fewer books each year in 2016 compared to how much they read in 1976, and approximately one-third did not read a book (including e-books) for pleasure in the year prior to the 2016 survey.
- (8) There's no lack of intelligence among young people. However due to over dependence on digital media they find it difficult to focus for long periods of time and to read long-form text. Subsequently they find it challenging to understand complex issues and develop critical thinking skills.



On the basis of your understanding of the passage, answer the questions given below: $10 \times 1 = 10$

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

The writer believes that very few teens indulge in reading as a pleasurable activity.

Select from the following:

True: if the statement agrees with the information.

False: if the statement contradicts the information.

Not given: if there is no information on this.

(ii) Select the option that displays the most likely reason for this research.

In order to find out

- (a) reading choices of teenagers.
- (b) digital competency of teenagers.
- (c) speed of reading text.
- (d) the decline of time spent on traditional media.





| (iii) | Complete the statement based on the following statement: Traditional media has been replaced by digital media, | | | | | | | | | | |
|-----------------------------------|--|--|--|--|--|--|--|--|--|--|--|
| | we can say this because | | | | | | | | | | |
| (iv) | Do you think that the researchers of study added tenth and | | | | | | | | | | |
| | eighth graders to the survey deliberately? | | | | | | | | | | |
| | Support your answer with reference to the text. | | | | | | | | | | |
| (v) | Complete the given sentence by selecting the most appropriate | | | | | | | | | | |
| | option: | | | | | | | | | | |
| | The concluding sentence of the text makes a clear case for | | | | | | | | | | |
| | by listing it as a core competency for analysis and application. | | | | | | | | | | |
| | (a) following social media | | | | | | | | | | |
| | (b) reading long texts | | | | | | | | | | |
| | (c) building focus and concentration | | | | | | | | | | |
| | (d) developing constructive habits | | | | | | | | | | |
| (vi) | Complete the given sentence by selecting the most appropriate | | | | | | | | | | |
| | option: | | | | | | | | | | |
| | The digital activities that the twelfth-graders indulge in are | | | | | | | | | | |
| | (a) texting, gaming, television | | | | | | | | | | |
| | (b) texting, gaming, social media | | | | | | | | | | |
| | (c) newspaper, books, magazine | | | | | | | | | | |
| | (d) television, books, gaming | | | | | | | | | | |
| (vii) | Complete the sentence appropriately with one/two words: | | | | | | | | | | |
| | Teens today hardly read print media for | | | | | | | | | | |
| (viii) | Based on the reading of the text, state a point to challenge the | | | | | | | | | | |
| | given statement: | | | | | | | | | | |
| | "Time on digital media has displaced time once spent enjoying a | | | | | | | | | | |
| | book or watching T.V." | | | | | | | | | | |
| (ix) | What does the author mean by 'degrading the time' in para 6? | | | | | | | | | | |
| | (a) spending less time (b) waste of time | | | | | | | | | | |
| | (c) consuming more time (d) saving time | | | | | | | | | | |
| (x) | As per Fig. 1, the percentage of people above 50 yrs is the | | | | | | | | | | |
| | percentage of teenagers using social media. | | | | | | | | | | |
| | (a) greater than (b) less than | | | | | | | | | | |
| | (c) equal to (d) negligible to | | | | | | | | | | |
| FOR VISUALLY IMPAIRED CANDIDATES. | | | | | | | | | | | |
| | In lieu of Q. 2 (x) | | | | | | | | | | |
| (x) | The decline in reading print media was especially steep. | | | | | | | | | | |
| | What does 'steep' mean in the above sentence? | | | | | | | | | | |
| | (a) slow (b) sharp (c) steady (d) gradual | | | | | | | | | | |





Creative Writing Skills

20 Marks

5

5

5

- 3. Attempt any **ONE** from (a) and (b) given below:
 - (a) The Debating Society of your school is organising an inter-school debate. The last date for submitting names for audition is Friday 17th March. There will be on the spot trials. Draft a notice in about **50** words informing students about the team selection time, date and venue. You are Sarita / Sarit, President, Debating Society, Flora International School.

OR

- 3. (b) There has been an increase in the number of cyberbullying cases in your school. This has led to parents and students getting very anxious. As the school counsellor, you are organising a talk during morning assembly by Mr. Kakkar, Director, Cybercrime Department inviting both students and parents. Draft a notice in about 50 words informing students of the same mentioning day, date, time and venue.
- 4. Attempt any **ONE** from (a) and (b) given below in about **50** words:
 - (a) Amit is planning to invite his friends and relatives for the celebration of the 80th birthday of his grandmother. Draft an invitation letter in about **50** words on his behalf. Mention day, date, time and venue.

OR

4. (b) You have been invited to inaugurate the art and craft exhibition at Rashida Public School on the occasion of the school's Annual Day on 20th March, 2023 in the school auditorium. Write a formal letter of regret in about **50** words expressing your inability to attend due to a prior engagement. You are Salil/Reena.

5





- 5. Attempt any **ONE** from (a) and (b) given below:
 - (a) You are Minal / Mrinal. You saw the given advertisement in the newspaper and wish to apply for the position advertised in about **120-150** words. Write a letter of application for the same.

ROYAL INTERNATIONAL SCHOOL

Required – English Teacher for Primary Classes Skills & Qualification :

- Graduate, Montessori trained.
- Strong inter-personal and communication skills.
- Experience -3-5 years.
- Competency in computers.
- Send your bio-data within 10 days to Mr. Shams, Principal, Royal Public International School.

OR.

5. (b)

ONLINE TEACHING

IMPACT

- Social isolation
- Loneliness
- Obesity
- Stress, anxiety

SOLUTIONS

- Physical Activity
- Family time
- Constructive leisure time
- Maintaining balance

The recent increase in online teaching is of great concern for both parents and teachers. A fine balance needs to be maintained between the two. Using the given cues and your own ideas, write a letter to the editor on this topic and give suggestions. You are Manju/Manav. Word limit 120-150 words.

- 6. Attempt any **ONE** from (a) and (b) given below:
 - (a) You are Kanika / Kavish student reporter of Galaxy School. Your school celebrated Annual Sports Day recently. Write a report in about **120-150** words on it to be published in your school magazine. You may use the cues given below.

Date – venue – time – Chief Guest –
 opening ceremony – sports events –
 prize distribution

OR

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U

5





- 6. (b) "The return of the cheetahs will help in the restoration of open forests and grassland ecosystems in India". Write an article in 120-150 words expressing your views on how this will help conserve bio-diversity, wild life and soil conservation. You are Bela / Bhanu. Use the following cues along with your own ideas to compose your article.
 - ecological balance of nature
 - helps keep food chain in place
 - maintain ecological stability
 - diversity ensures healthier ecosystems
 - cultural significance
 - good for mental health

SECTION - C

40 Marks

5

Literature

- 7. Read the following extract and answer the questions that follow. Attempt any **ONE**: $6 \times 1 = 6$
 - (a) A thing of beauty is a joy forever
 Its loveliness increases, it will never
 pass into nothingness: but will keep
 A bower quiet for us, and a sleep
 Full of sweet dreams, and health and quiet
 and breathing.

Therefore, on every morrow are we wreathing

A flowery band to bind us to the earth;

Spite of despondence, of the inhuman dearth

Of noble natures, of the gloomy days,

Of all the unhealthy and o'er darkened ways

Made for our searching.

- (i) Keats defines beauty as
 - (a) transient
- (b) eternal
- (c) illusionary
- (d) short lived
- (ii) 'will keep a bower quiet for us' means all of the following EXCEPT
 - (a) create a peaceful, shady place
 - (b) provide a shelter
 - (c) will decrease noise pollution
 - (d) nature's canopy





| | | i <u>a</u> ? | <u>@</u> 94 | | | | | | | |
|-------|---|---------------------------|-------------|---------------------------|------------------|--|--|--|--|--|
| (iii) | On | the basis of the extr | act, | choose the correct option | with | | | | | |
| | reference to the two statements given below: | | | | | | | | | |
| | 1. Beautiful things uplift the soul. | | | | | | | | | |
| | 2. Beauty is everchanging. | | | | | | | | | |
| | (a) 1 can be inferred from the extract but 2 cannot. | | | | | | | | | |
| | (b) 2 can be inferred from the extract but 1 cannot. | | | | | | | | | |
| | (c) both 1 and 2 can be inferred from the extract. | | | | | | | | | |
| | (d) both 1 and 2 cannot be inferred from the extract. | | | | | | | | | |
| (iv) | The | things that cause unha | appin | ess are | | | | | | |
| | (1) | lack of noble nature | | | | | | | | |
| | (2) | old tunes | | | | | | | | |
| | (3) | dull days | | | | | | | | |
| | (4) | calm mind | | | | | | | | |
| | (5) | a flowery band | | | | | | | | |
| | (6) | strong relationships | | | | | | | | |
| | Cho | ose the most appropria | te opt | tion: | | | | | | |
| | (a) | (1) and (2) | (b) | (1) and (3) | | | | | | |
| | (c) | (4) and (5) | (d) | (3) and (6) | | | | | | |
| (v) | Con | iplete the analogy. Do i | not re | peat from used example: | | | | | | |
| | flow | rery band: metaphor:: | | : alliteration | | | | | | |
| (vi) | Acc | ording to the poet 'every | y mor | row' we are | | | | | | |
| | | OR | | | | | | | | |
| | | mifer's tigers prance ac | | | $6 \times 1 = 6$ | | | | | |
| | | paz denizens of a world | | | | | | | | |
| | - | not fear the men beneat | | | | | | | | |
| | - | e in sleek chivalric cert | • | | | | | | | |
| | | mifer's fingers flutterin | _ | 9 | | | | | | |
| | | n the ivory needle hard | - | | | | | | | |
| | | sive weight of uncle's w | | 9 | | | | | | |
| | | rily upon Aunt Jennifer | | | | | | | | |
| (i) | | izens of the world of gr | | | | | | | | |
| | (a) | huntsmen | (b) | Aunt Jennifer | | | | | | |
| | (c) | uncle | (d) | tigers | _ | | | | | |
| (ii) | | - | | the same poetic device as | used | | | | | |
| | | he second line of the ex | | | | | | | | |
| | (a) | heart of stone | (b) | trees sprouting | | | | | | |
| | (c) | silver spoon | (d) | white murder | | | | | | |

7. (b)





| | (iii) |) The men setting beneath the tree are | | | | | | | | |
|------|---------------------------------|---|----------------------------|--------|-------------------------------------|--|--|--|--|--|
| | (iv) | What quality of uncle can be inferred through these lines? | | | | | | | | |
| | | (a) | compassionate nature | (b) | courageous | | | | | |
| | | (c) | confident | (d) | dominating | | | | | |
| | (v) | The tigers in the extract are symbolic of | | | | | | | | |
| | | (a) | creativity and courage | (b) | confidence and gentleness | | | | | |
| | | (c) | cruelty and fear | (d) | aggression and starving | | | | | |
| | (vi) | Aun | it Jennifer's tigers pranc | ce acı | ross | | | | | |
| | | (1) | the screen | (2) | the fields | | | | | |
| | | (3) | the embroidered tunic | (4) | the cage | | | | | |
| | | Whi | ch of the following is th | e mos | st appropriate choice ? | | | | | |
| | (a) (1) and (2) (b) (2) and (4) | | | | | | | | | |
| | | (c) | (1), (2) and (3) | (d) | (1) and (3) | | | | | |
| Read | l the | follo | wing extract and answe | er the | e questions that follow. Attempt | | | | | |
| | ONE | | | | $4 \times 1 = 4$ | | | | | |
| (a) | To m | nake | sure, I walked over the | news | sboy and glanced at the stack of | | | | | |
| | pape | ers a | t his feet. It was The | Wor | ld and The World hasn't been | | | | | |
| | publ | ished | d for years. The lead st | ory s | said something about President | | | | | |
| | Clev | elan | d. I've found that front j | oage | since, in the Public library files, | | | | | |
| | and | it wa | as printed June 11, 1894 | | | | | | | |
| | I tur | I turned toward the ticket windows knowing that here – on the third | | | | | | | | |
| | level | at (| Grand Central – I could | buy | tickets that would take Louisa | | | | | |
| | and | me a | anywhere in the United | State | es we wanted to go. In the year | | | | | |
| | 1894 | . An | d I wanted two tickets t | o Gal | lesburg, Illinois. | | | | | |
| | (i) | The | newspaper that cover | ed t | he lead story about President | | | | | |
| | | Clev | veland was | | | | | | | |
| | | (a) | The Pioneer | (b) | The New York Times | | | | | |
| | | (c) | The World | (d) | The Times | | | | | |
| | (ii) | The | narrator wanted to buy | ticke | ets to | | | | | |
| | (iii) | i) Which of the following in the extract most nearly means the | | | | | | | | |
| | opposite of 'stare'? | | | | | | | | | |
| | | (a) | glance | (b) | peek | | | | | |
| | | (c) | ignore | (d) | examine | | | | | |
| | (iv) | Cha | rley wanted two tickets | beca | use he wanted to go with | | | | | |
| | | (a) | Sam | (b) | Cleveland | | | | | |
| | | (c) | Louisa | (d) | the Psychiatrist | | | | | |
| | | | OR | | | | | | | |

8.





8. (b) When I was studying in the third class, I hadn't yet heard people speak openly of untouchability. But I had already seen, felt, experienced and been humiliated by what it is.

I was walking home from school one day, an old bag hanging from my shoulder. It was actually possible to walk the distance in ten minutes. But usually it would take me from half an hour to an hour to dawdle along watching all the fun and games that were going on, all the entertaining novelties and oddities in the streets, the shops and the bazaar. $4 \times 1 = 4$

- (i) The narrator was humiliated because _____.
- (ii) The narrator 'dawdled along' as she _____.
 - (a) enjoyed looking at the various sights
 - (b) was getting late for school
 - (c) she didn't like going home
 - (d) she enjoyed haggling and shopping
- (iii) On the basis of the extract, choose the correct option with reference to the two statements given below:
 - (I) The distance from school to home was very short.
 - (II) She was feeling upset and so dawdling her way home.
 - (a) (I) can be inferred from the extract but (II) cannot
 - (b) (II) can be inferred from the extract but (I) cannot
 - (c) Both (I) and (II) cannot be inferred from the extract
 - (d) Both (I) and (II) can be inferred from the extract
- (iv) The word 'novelties' in the passage most nearly means
 - (a) colourful trinkets (b) wooden toys
 - (c) unique and interesting items
 - (d) expensive souvenirs
- 9. Read the following extract and answer the questions that follow. Attempt any **ONE**. $6 \times 1 = 6$
 - (a) "I sometimes find a rupee, even a ten rupee note", Saheb says, his eyes lighting up when you can find a silver coin in a heap of garbage, you don't stop scrounging, for there is hope of finding more. It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.

One winter morning I see Saheb standing by the fenced gate of the neighbourhood club, watching two young men dressed in white, playing tennis. "I like the game", he hums, content to watch it standing behind the fence. "I go inside when no one is around" he admits. "The gate keeper lets me use the swing."





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|--------------|-------|---------------------------------------|--------|-------------------------------------|
| (i) | Sah | eb found a rupee | | |
| | (a) | on the street | (b) | in the garbage dump |
| | (c) | in Firozabad | (d) | on the tennis court |
| (ii) | Whi | ch emotion of Saheb | is re | vealed in the phrase 'his eyes |
| | ligh | ting up'? | | |
| | (a) | anxiety | (b) | envy |
| | (c) | happiness | (d) | greed |
| (iii) | For | the elders garbage is _ | | _ and for children it is |
| (iv) | On | the basis of the extra | act, c | choose the correct option with |
| | refe | rence to I and II given b | oelow | : |
| | I. | Saheb watches the gar | me fro | om outside. |
| | II. | Saheb had lost the pre | evious | s match. |
| | (a) | I is true but II is not | (b) | II is true but I is not |
| | (c) | Both I and II are true | (d) | Both I and II are untrue |
| (v) | 'Scr | ounging' in the passage | most | nearly means. |
| | (a) | digging | (b) | searching |
| | (c) | flinging | (d) | burying |
| (vi) | The | ere is hope for finding | more' | . Explain with reference to the |
| | abov | ve extract. | | |
| | | OR | | |
| "Or a | an ac | tress. Now there's real r | noney | in that. Yes, and I could may be |
| | | = | | es don't work full time, do they? |
| - | - | | _ | You know -something a bit |
| _ | | | | ugh the open street door leaving |
| | | - | | ne into money I'll buy a boutique". |
| | | · · · · · · · · · · · · · · · · · · · | • | f you ever come into money you'll |
| - | | plessed decent house to liv | | |
| - | | 1 2 1 | | s pie into his mouth as hard as he |
| | | | | sweat – marked from the day. |
| | | | | on't she Dad? Said little Derek, |
| | _ | on the back of his father | r s cn | air. $6 \times 1 = 6$ |
| | | ther sighed. | , | |
| (i) | _ | hie wants to become an | | |
| | (a) | become famous | (b) | to earn money |
| /•• > | (c) | | | to compete with Jansie |
| (ii) | | sie wanted Sophie to sp | | |
| | (a) | her marriage | (b) | her career |
| /··· | (c) | to open a boutique | | buying a house |
| (iii) | - | hie is daydreaming abo | | |
| (iv) | The | phrase 'money grows o | n tree | es' indicates that Sophie |

9. (b)





| | | (v) | Sop | hie's mother's si | igh is one of | | | | | | | | |
|-----|------------|---|-------------|------------------------------------|--------------------|---|-----------------|--|--|--|--|--|--|
| | | | (a) | regret | (b) | delight | | | | | | | |
| | | | (c) | relief | (d) | helplessness | | | | | | | |
| | | (vi) | | | | across as a perso | n. | | | | | | |
| | | | (a) | practical | (b) | dominating | | | | | | | |
| | | | (c) | immature | (d) | starstruck | | | | | | | |
| 10. | Ans | wer a | ny F | IVE out of six qu | uestions give | n below in about 40-5 0 |) words: | | | | | | |
| | | $5 \times 2 = 10$ | | | | | | | | | | | |
| | (a) (b) | What does Gandhi refer to as 'conflict of duties'? What does the expression 'polished traffic' refer to? What does it reveal about city people? | | | | | | | | | | | |
| | (c) | Why did the iron master compare Edla to a parson? | | | | | | | | | | | |
| | (d) | What is the significance of the word 'but' in 'but all I said was see you soon, Amma? (My Mother at Sixty-Six) | | | | | | | | | | | |
| | (e) | What handicap did Doughlas suffer from ? How did he overcome that ? | | | | | | | | | | | |
| | (f) | What according to Pablo Neruda in the poem 'Keeping Quiet' is the lesson that we should learn from mother earth? | | | | | | | | | | | |
| 11. | Ans | swer any TWO of the following in about $40-50$ words each: $2 \times 2 = 4$ | | | | | | | | | | | |
| | (a) | What role does Sam's letter play in the story? | | | | | | | | | | | |
| | (b) | How | did | the 'duraisani' k | oehave on red | ceiving the gifts? | | | | | | | |
| | (c) | How does Mr. Lamb try and convince Derry that there is no essential | | | | | | | | | | | |
| | . , | diffe | renc | e between them | ? | , | | | | | | | |
| 12. | Ans | wer a | .ny O | NE in about 12 | 0-150 words | : | | | | | | | |
| | (a) | sad | plig | | | human character that ubstantiate your an | | | | | | | |
| | (b) | A R | oads | ide Stand is a | | e depicting the two o | contrasting | | | | | | |
| | ` / | worl | | xisting in societ | | his statement with re | | | | | | | |
| 13. | Ans | wer a | ny O | NE in about 12 | 0-150 words | : | | | | | | | |
| | (a) | Mr. | Lam | | symbol of op | timism and hope. Su | pport your 5 | | | | | | |
| | (b) | | | ao emerges as vith evidence fro | a saviour o | f humanity. Substan | tiate your | | | | | | |
| | | | | | | | | | | | | | |



