

Instructions:

- (1) Attempt all questions.
- (2) Read the instructions carefully.
- (3) Marks allotted to each question are indicated against it.

SECTION - 'A' (Reading)

1 Read the passage carefully and answer the questions given below it:

The scriptures clearly define the three qualities - Tamas, Rajas and Sattva present in all of us. Tamas is inertia or resistance to transformation. Rajas is aggressiveness, restlessness or result-oriented action. Sattva is the characteristic of purity inside us.

As human beings, all of us have this quality of Sattva, which gives us patience, tolerance and establishes us in a state of utter tranquility. But our Sattvic nature has been pushed to the background. That is why we make no progress in spiritual practices like meditation. Total confusion, problems and worries are the fruits of Tamas. Lack of peace or a disturbed mind is the fruit of Rajas. Peace, happiness and contentment are the fruits of Sattva.





Our Sattvic nature is given to us in the form of energy by God himself. It empowers us to cope with problems in a very systematic way without affecting our mental peace or depleting our human qualities. It turns us to divinity and activates our Soul. Just like we preserve our food using a preservative, we should preserve our minds using the energy called Sattva. If we want to have unflagging inspiration, zeal, zest and dynamism, we have to soak our minds in Sattva.

Questions:

- (i) Make notes on the above passage.
- (ii) Give a suitable title to the passage.

2 Read the passage carefully and answer the questions given below it :

Education is a sub-system of the wider social system. Although it functions autonomously, it has linkage with economic, political, religious and other sub-systems which exert a powerful influence on the goals of the educational sub-systems.

Education can rarely free itself from social and cultural norms and has to relate itself to the needs of society.

Due to globalization and modernization, our society is passing through momentous changes in its value system. Values of yesteryears have taken a backseat and materialism, corruption, dishonesty and other negative values have come to the fore. At this junction, all formal and informal agencies of education like family, school and community should realize the explosiveness of the situation. It is rightly said that values cannot be taught, they are caught. All the agencies should become role models if we want our youth to be on the right path. Absence of a congenial and loving atmosphere and quarrel among parents are the major hurdles in this direction. In a nutshell, the family has ceased to be an institution for providing cultural, aesthetic and moral education.

On the other hand, formal education is squeezed between memory and mechanization. The teacher has become a businessman doing private tuition instead of institutional teaching. Race for degrees and jobs has deteriorated the situation further.

The National Policy of Education (1986) has shown concern in this regard when it says, "The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for re-adjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values."

The whole system of education needs complete over-hauling. If at all, we the citizens are desirous of thwarting deterioration in values, teaching at all levels must emphasize on moral education and character building. Intellect without wisdom can be suicidal.



3

Questions:	of the	wider
A Education 18 "	UI V	(b) political system
(a) social system		(1) religious system
(c) economical system	ned:	(a) tous change in its value
Our society is passing thro	ugh m	omentous change in its value
system due to	(7) (1)	
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i u u u allam and mode	ാ rnizatio	n
		••
(d) political change	() 2#	of advantion
(iii) is an informal	W. A	
(a) Family	00 (J)	(b) School
(c) Office	iń	(d) College
(iv) Values cannot be taught,	they a	re
(a) bought	A Kinda.	(b) caught
(c) read	dam.	(d) deteriorated
(v) Formal education is sque	ezed be	etween
(a) memory and mechanize	zation	(b) family and society
(c) society and school	60	(d) school and politics
(vi) The word 'congenial' in	the pas	sage means
(a) favourable	S	(b) unfavourable
(c) peace		(d) fight
(vii) The noun form of the we	ord [©] de	teriorated' is
(4) deteriorate	4.24	(b) deterioration
(c) deteriorating (viii) has according	(12)	(d) dotomy!4!
. У — ЦАЗ Герела 4.	began i	
cultural, aesthetic and me	oraj ⁱ ed:	ucation.
(c) The family	****	(b) The society
(ix) The whole system of	\odot	
(ix) The whole system of edu (a) change	cation :	needs a complete
(c) nationalization	() }	(b) privatization
(x) Intellect without wisdom	(1) (1)	(d) over-hauling
	Catt De	
(a) meaningful	1. 4	(h) "
(a) meaningful (c) suicidal	1,71	(b) powerful (d) pleasant

SECTION - 'B'

(Writing)

You are Amit/Amita, the cultural secretary of your school. Draft a notice giving information about the selection of two participants from school to take part in the inter-school debate competition.

OR

You are Mridul/Mridula. You want to settle in another city. You want to sell certain household goods. Design a suitable advertisement to be published in a local newspaper.

Write a formal invitation letter to the students of your school to attend the career counselling programme to be held in your school on IIT-JEE and NEET.

OR

Write a letter to the editor of your local newspaper, expressing your concern over the increase in the rate of road accidents, rash driving and suggesting ways to control over the accidents. Give possible solutions.

- Write a paragraph in about 120 words on any one of the following topics:
 - (i) Science and Technology
 - (ii) The importance of English Language
 - (iii) My Ideal Leader
 - (iv) Online learning uses and abuses.

OR

Write a newspaper report in about 120 words to be published in a newspaper about the inauguration of Annual Function of your school. Use following inputs - Date, time and place, chief guest, chairman, warm welcome, events performed, prize distribution, speeches by guests, vote of thanks.



SECTION - 'C' (Grammar)

6	Do a	. 4:				3:4					
•	(i)	u2 (11	rected:	(any fivo	e)	2 1 J. 2 W.Y.				5×1=	:5
	(i)	Som	eone is c	alling m	y name	<u> </u>	chang	ge the vo	ice)	•	•
	(ii)	He !	is intelligi	entlyHe_i	is hard,	worl	king.		,		
		(Cor	nbine the	sentence	s using	[™] bo	th	and')			
	(iii)	Phys	sics is mo	re diffic	ult than	any	othe	er subject.			
		(Rev	vrite the s	entence u	sing the	bos	itive (degree of	the adject	ive used)	
	(iv)	No	sooner do	es 'a thie	ef see a	ı-pol	icema	n thấn h	e mins av	vav	
		(Rev	write the	sentence	using '	as s	oon a	ıs')	o rano av	·uj.	
	(v)		The mar								
		(b)	The mar	i is wear	ingʻa v	vhite	shirt				
		(Cor	mbine the	above sir	nple ser	itence	es to	make a co	mplex ser	itence)	
	(vi)	She	shut the	door Jose N	Chángo	e into	an	egative s	entence)		
	(vii)	She	is very v	veak#Sh	e canno	€wa	lk.	U	,		
	` ′		mbine the					at')			
		•				ind.		,			
7	Fill	in tl	he blanks	choosin	g the c	Orre	ct op	otion : (a	ny five)	5×1=	5
	(i)		s table is			218	_		•	•	
		(a)	from			((b)	of			
		(c)	off				(d)	with			
	(ii)	Wor	uld you l	ike to ha	ave	Sec. not	te	ea or cof	fee?		
•		(a)	some	,	•	44	(b)	any			
		(c)	many			er-f	(d)	few			
	(iii)	I k	now	be	oy who	ehe	ated	you.			
		(a)	a			រហ	(b)	an			\$
		(B)	the			Ö	(d)	no artic	le		
	(iv)	It _		heavily	since	mõrn	ing.		• -		
		(a)	is rainin has beer	g ,		<i>(</i>)	(b)	was rair	ung		
		(e)	has beer	raining		Ť	(d)	rains			
	(v)	He	nas beer	_ speak	English	ı Alu	ently.				
		(a)	may		Eligiisi	(T) (Y)	(b)	might			
		(c)	could	•		11)	(a)	can			
	(vi)	Mo	han is se	nior				from			
		-	than				(d)		,		
		(c)	to	h a well		b.o.	maV	get good			
	(vii)		il works	пага		_ ne	(h)	though			
		(a)	SO 11 -4				(d)	and			
		(c)	so that				(0)				
									67458		

SECTION - 'D' (Literature)

8	(Á)	Rea	d the	following	extract car	efully	7 a :	nd answer t	he	3×1=3
•	()	une	stions	that follow	, it :				•	
		Aun	t Jen	nifer's tigers	prance aci	oss a	SC	reen,		
		Brig	ht to	naz denizens	of a worl	₫₃of	gre	en'.		
		The	v do	not fear the	men bene	ath th	e t	ree;	•	
		The	y nac	ce in sleek c	hivalric cer	dinty	·.			
			stion			[[]				
		(i)	The	word in th	e extract	that	me	ans to jump	is	·
		(-)	(a)		*			prance		
				beneath		O (d	()	chivalric		
		(ii)	The	e poet who	wrote thes	e line	s i	s·		.
		(/	(a)	Adrienne R	tich	(b)	Kamala Das		
			(3)	Robert Fro	st :	ග (d) .	Pablo Nerud	a T	
		(iii)	The	tigers run	in the gre	en fi	eld	s		
		, ,	(a)	cowardly	•	் (b)	slowly		
				bravely	*	•	l)	sadly		
	(B)	Rea	d th	e following	extract car	efully	a	nd answer t	the	4×1=4
		que		s given belo						
								n a spot of th		
								played. The		
						a		ove a narrow		
		was	outli	ned with be	nt pinès. A	s a b	оу	Sadao had	climbed t	the
		_	_	- ,-	- · · · · -			as he had so	een men	do '
				outh Seas wl	nen they cl	imbeo	d fo	or coconuts.		
		_	stion:					,		
		(i)	Dr.	Sadao Hoki	's house v	yas b	uil	t	•	
			(a)	in plains		<u>ო</u> (ხ	-	near a coas	t '	
		-	(c)	at the top of			l)	in the forest		
		(ii)			outlined	Dr. S	Sad	ao Hoki's h	ouse.	
			(a)_	Pine	,	○ (t	-	Coconut		
			(c)	Apple		_ `	i)	Guava	•	
		(iii)	The	antonym o	f the wor	l onar	.LO.	w is	•	
			(a)	tight		(j))	heavy		
			(¢)k	broad		mit	1)	sweet		•
		(iv)	This	extract ha	s been tal	cen f	ron	n the lesson The Third		•
			(a)	The Enemy	,	(t) .	The Third	Level	
			(c)	Memories of		_	i)	The Tiger 1		
			(-)			`	/	x1801 I	- Ting	

Read the following extract carefully and answer the questions $5\times1=5$ given below:

The make-up room had the look of a hair-cutting salon with lights at all angles around half a dozen large mirrors. They were all incandescent lights, so you can imagine the fiery misery of those who subjected to make-up. The make-up department was first headed by a Bengali who became too big for a studio and left. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils.

		Illustati Citi	COLLEGERY, CELL	7 8115-10	Dullings and the asac
loca	l Tar	•		Ũ	
Que	stion	s :			
(i)	The	make-up room lool	ked like	a	
	(a)	light room	₹3.1 ₹3.4	(b)	mirror room
	(c)	hair-cutting salon		(d)	studio
(ii)	Wh	o became the head	of the st	udio j	just after a Bengali?
	(a)	a Dharwar Kannadig	ga	(b)	a Christian
	(c)	a Maharashtrian		(d)	a Tamil
(iii)	Alo	ngwith the usual loc	al Tamil	s, the	Maharashtrian was
		sted by	~ T*	•	
	(a)	two persons		(b)	three persons
	(c)	four persons	10	(d)	five persons
(iv)	Find	I a word from the	extract t	hat m	eans very shiny.
	(a)	mirror	E. L.	(b)	incandescent
	(c)	misery		(d)	succeed
(v)	Fron	n which lesson this	extract	has b	een taken?
	(a) ^	Poets and Pancakes	- 44 	(b)	Indigo
	(c)	Going Places	(1) (1)	(d)	The Interview
		-	1.4.7 1.4.1	` '	

10 Answer the following questions in about 30 words: 5×2=10 (attempt any five)

- (i) What did Franz notice that was unusual about the school that day?
- (ii) Mention the hazards of working in the glass bangles industry?
- (iii) Why was the Crofter so talkative and friendly with the peddler?
- (iv) How did the instructor 'build a swimmer' out of Douglas?
- (v) What does V. S. Naipaul say about an interview?
- (vi) What were the options that Sophie was dreaming of?
- (vii) When did the ironmaster realize his mistake?





 $3 \times 2 = 6$ Answer the following questions in about 30 words each: 11 (attempt any three) Why are the young trees described as 'sprinting' in the poem (i) 'My Mother at Sixty Six'? (ii) What can the Earth teach us? Answer in light of the poem 'Keeping Quiet'? (iii) What makes human beings love life in spite of troubles and sufferings? (iv) What was the plea of the folk who had put up the roadside stand? Answer any two of the following questions in about 30 words $2\times2=4$ 12 each: Do you think that the third level was a medium of escape for (i) Charley? Why? What did the Maharaja do to find the required number of tigers (ii) to kill? (iii) How do geological phenomena help us to know about the history of humankind? Answer any two of the following questions in about 75 words 2×3=6 13 each: How did Franz's feelings about M. Hamel and school change? (i) (ii) What made the peddler think that he had indeed fallen into a (iii) Why did Gandhiji agree to a settlement of 25 percent refund to the farmers? (X) Answer any one of the following questions in about 75 words: 3 14 What is suggested by the image 'massive weight of Uncle's Wedding band'? Write the central idea of the poem 'My Mother at Sixty Six'. (ii) west of the Answer any one of the following questions in about 75 words: 3 15 Write the character sketch of Mr. Lamb. (i)

(ii)

Write the character sketch of Derry.