

**Time : 3 Hrs.**

**Marks : 80**

**SECTION – I : LANGUAGE STUDY**

**Q.1 A1) Do as directed. (Any 4)**

**[04]**

- 1) Use the given adverb in your own sentence :-  
actively -
- 2) Write two sentences of your own to bring out the difference in the meaning of the given Homograph:-  
**‘Park’**
- 3) Complete the word chain with verbs by adding four words, each beginning with the last letter of the previous word:-  
went, \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 4) Identify the type of sentence:-  
I did not like the bouquet he presented me.
- 5) Punctuate the following sentence :-  
this is veenas violin

**A2) Do as directed. (Any 2)**

**[04]**

- 1) Rewrite the following sentence using correct modal auxiliary:-
  - i) The king was riding his horse but he would barely recall the way.
  - ii) The king ordered the two guards that they could go back to the palace and get the map.
- 2) Rewrite the following in Indirect narration:-  
“I’m fine,” Pat said sleepily, “Just take care of yourself.” (Begin: Pat replied.....)
- 3) Rewrite the following in passive voice :-
  - i) Cotton was filled in the bag.
  - ii) A dog chased the boy.

**Q.1 B) Do as directed. (Any 1)**

**[02]**

- 1) Use the word given as a noun and as a verb in two separate sentences:-  
Value -
- 2) Abhay gave him a strange look.  
(Rewrite the sentence using the Adverb form of the underline word)

**SECTION II : TEXTUAL PASSAGES**

**(Reading skill, Vocabulary and Grammar)**

**Q.2 A) Read the following passage and do the activities.**

**[10]**

**A1 1) Choose the correct Alternative.**

- i) Spirituality takes care of \_\_\_\_\_
  - a) education, teaching and learning
  - b) science, technology and sci-fi
  - c) confusion, misery or failure.
  - d) Crime, illiteracy and child labour
- ii) Dr. Kalam’s father was an \_\_\_\_\_
  - a) teacher
  - b) scientist
  - c) farmer
  - d) imam

**2) Write whether the statements are True or False.**

- i) The nation and the world need to have a frank dialogue among cultures, religions and civilizations

- ii) Reverend Father Bodal was the head priest of Rameswara temple.

We often witness conflict between two groups of people – one that believes in science and the other that believes in religion.

Dr. Kalam was a great scientist-this is indisputable. But he was also convinced that fact and faith can, together, create a better planet. He once told me, 'Science and faith must coexist for the human good. Science provides focus-focus helps us solve questions, discover the truth and conceive inventions. Faith provides perspective – perspective helps us see how our creations and discoveries go on to impact a combination vital for the success of societies. Science accelerates progress and faith curbs it within reasonable limitations. If the two function true to their roles, they will work together for the betterment of humanity.'

Dr. Kalam's own life was nourished by multiple faiths.

His father, a boatman, also served as an imam at their local mosque, and his two best friends were from two different religions-one was a Hindu and the other was a Christian. Pakshi Lakshmana Shastri was the head priest of the famous Rameswara temple and a Vedic scholar, and the Reverend Father Bodal had built the first church on Rameswara Island. Dr. Kalam recalled how 'All three of them, in the unique attire of their religion, used to sit and discuss the community's problems and find solutions. Throughout the nation and the world, the need to have a frank dialogue among cultures, religions and civilizations is felt now more than ever.'

When asked where he got his humility from Dr. Kalam would always attribute it to his father. In him, he saw how simplicity and divinity could go together. Even though his father was a boatman and Dr. Kalam went on to become the President of India, they shared the same values in life. Both believed that if one leads a spiritual life then that spirituality can lift them out of any kind of confusion or misery

**A2.** i) What must co-exist for the human good?

ii) What was Dr. Kalam's father a symbol of?

**A3. Write synonyms.**

i) unarguable -

ii) unequal -

iii) sincere -

iv) godly -

**A4. Transform the sentences.**

i) His father was a boats man and an imam of the local mosque (Rewrite the sentence using not only....but also)

ii) Spot the error in the following sentences.

All three of them is an example of true commitment to friendship.

**A5.** How does interacting with people of different religious faith help one in moulding one's personality?

**Q.2 B] Read the following extract and do the activities.**

[10]

**B1. Say if the following statements are True or False.**

i) She ate the caviar but not the salmon. \_\_\_\_\_

ii) The author panicked as he was worried about how much money would be left with him for the rest of the month. \_\_\_\_\_

iii) Asparagus were quite expensive. \_\_\_\_\_

iv) After the meal, the guest had only coffee. \_\_\_\_\_

I knew I could not afford caviar, but I could not very well tell her that. For myself, I chose the cheapest dish on the menu and that was a mutton chop.

"I think you're unwise to eat meat." she said. "I don't believe in overloading my stomach."

She ate the caviar and she ate the salmon. She talked gaily of art and literature and music. But I wondered what the bill would come to. When my mutton chop arrived, she took me quite seriously to task.

"I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and just eat one thing? I couldn't possibly eat anything more unless they had some of those giant asparagus. I should be sorry to leave Paris without having some of them."

My heart sank. I had seen them in the shops and I knew that they were horribly expensive. My mouth had often watered at the sight of them.

"I'm not in the least hungry," my guest sighed, "but if you insist, I don't mind having some asparagus." I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

We waited for the asparagus to be cooked. Panic seized me. It was not a question now of how much money I should have left over for the rest of the month, but whether I had enough to pay the bill. It would be mortifying to find myself ten francs short and be obliged to borrow from my guest. I knew exactly how much I had and if the bill came to more. I made up my mind that I would put my hand in my pocket and with a dramatic cry, start up and say it had been picked. Of course, it would be awkward if she had not money enough either to pay the bill. Then, the only thing would be to leave my watch and say I would come back and pay later.

The asparagus appeared. I watched her thrust them down her throat in large mouthfuls. At last, she finished.

"Coffee I said.

"Yes, just an ice cream and coffee," she answered. I was past caring now, so I ordered coffee for myself and an ice cream and coffee for her.

"You know, there's one thing I thoroughly believe in," she said, as she ate the ice cream. "One should always get up from a meal feeling one could eat a little more.

"Are you still hungry?" I asked faintly.

**B2.** Who said these words / sentences? Under what circumstances?

Word/sentences	Who said	To whom	Circumstances
I don't believe in overloading my stomach.			
Aren't you having any?			

**B3.** Classify the following words in the given table appropriately.

(modest, luncheon, generously, restaurant, large, watched, brought, brightly.)

Noun	Verb	Adjective	Adverb

**B4.** Do as directed.

Fill in the blank a word or phrase given in the brackets in their appropriate forms of tense (startle, catch sight of, overload, water).

i) "I never \_\_\_\_\_ my stomach", she said

ii) I was \_\_\_\_\_ when the menu was brought.

iii) The author \_\_\_\_\_ the guest at the play.

iv) I had seen asparagus in the shops, my mouth often \_\_\_\_\_ at the sight of them.

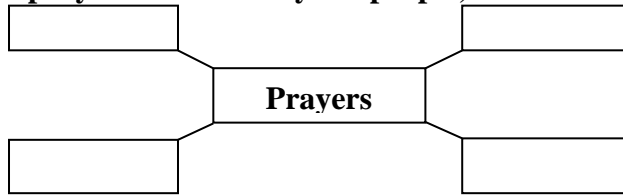
**B5.** Imagine yourself in the author's place. What would you do in such a situation?

### SECTION – III : POETRY

**Q3A** Read the extract carefully and do the activities.

[05]

**A1.** What prayers were said by the people, make a web to show this.



May he sit still, they said  
May the sins of your previous birth  
be burned away tonight, they said.  
May your suffering decrease  
the misfortunes of your next birth, they said.  
May the sum of all evil  
balanced in this unreal world  
against the sum of good  
become diminished by your pain.  
May the poison purify your flesh  
of desire, and your spirit of ambition,  
they said, and they sat around  
on the floor with my mother in the centre,  
the peace of understanding on each face.  
More candles, more lanterns, more neighbours,  
more insects, and the endless rain.  
My mother twisted through and through,  
groaning on a mat.  
My father, sceptic, rationalist,  
trying every curse and blessing,  
powder, mixture, herb and hybrid.  
He even poured a little paraffin  
upon the bitten toe and put a match to it.  
I watched the flame feeding on my mother.  
I watched the holy man perform his rites to tame the  
poison with an incantation.  
After twenty hours it lost its sting.  
My mother only said  
Thank God the scorpion picked on me  
And spared my children.

**A2.** Write down the things that father did to cure the scorpion's sting.

**A3.** Mention the rhyme scheme and name the poet of the given extract.

**Q.3** **B) Write an Appreciation of the poem in about 8 to 10 sentences with the help of the following points.**

[05]

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts,  
His acts being seven ages. At first, the infant,

Mewling and puking in the nurse's arms.  
 Then the whining schoolboy, with his satchel  
 And shining morning face, creeping like snail  
 Unwillingly to school. And then the lover,  
 Sighing like furnace, with a woeful ballad  
 Made to his mistress' eyebrow. Then a soldier,  
 Full of strange oaths and bearded like the pard,  
 Jealous in honour, sudden and quick in quarrel,  
 Seeking the bubble reputation  
 Even in the cannon's mouth

**points:-**

- Title
- Poet
- Rhyme Scheme
- Figures of speech
- Theme / Central idea

#### **SECTION IV : NON-TEXTUAL PASSAGES**

**(Reading Skill, Vocabulary, Grammar and Summary)**

**Q.4 A) Read the following passage and answer the questions:**

**[10]**

**A1. State whether the following statements are True or False. Correct the False statements.**

- i) Jet engines are square wooden boxes.
- ii) Things can fly happily without engines.

If you've ever watched a jet plane taking off or coming on to land, the first thing you'll have noticed is the noise of the engines. Jet engines are long metal tubes burning a continuous rush of fuel and air, far noisier and more powerful than traditional propeller engines. You might think engines are the key to making a plane fly, but you'd be wrong. Things can fly quite happily without engines, as gliders (planes with no engines), paper planes, and indeed gliding birds readily show us. If you're trying to understand how planes fly, you need to be clear about the difference between the engines and the wings and the different jobs they do. A plane's engines are designed to move it forward at a high speed. That makes air flow rapidly over the wings, which throw the air down toward the ground. This starts generating an upward force called lift that overcomes the plane's weight and holds it in the sky. So it is the engines that move a plane forward, while the wings move it upward. Newton's third law of motion explains how the engines and wings work together to make a plane move through the sky. The force of the exhaust gases shooting backward from the jet engine pushes the plane forward. That creates a moving current of air over the wings. The wings force the air downward and that pushes the plane upward.

**A2.** Explain the process that allows planes to fly.

**A3.** Give meanings for the following words / phrases from the extract.

- i) leave the ground
- ii) constant supply

**A4. Do as Directed.**

- i) A plane's engines are designed to move it forward at high speed. (Add a Question Tag)
- ii) The force of the exhaust gases shooting backward from the jet engine pushes the plane forward. (Change the Voice)

**A5.** Would you like to fly a plane? Give reasons.

**Q.4 B] Read the passage given in Q.4 (A) and write the summary of it. Suggest a suitable title to your summary.**

**[05]**

## SECTION V : WRITING SKILLS

**Q.5 A] Letter writing: Attempt any one of the following activities.**

**[05]**

**A1. Formal letter.**

Write a letter to your ward officer complaining about the fact that half of the streetlights in your neighbourhood have not been functioning properly for the past week and the inconvenience caused due to it.

**(OR)**

**A2. Informal letter.**

**Read the following extract and write a letter congratulating your friend.**

Inter-state piano playing competition won by a local girl, Mumbai-2nd Jan, 2018 Rachel Rodrigues of St. Paul's High School, Parel, won the Inter-state Piano playing competition conducted by the All India Music Club.

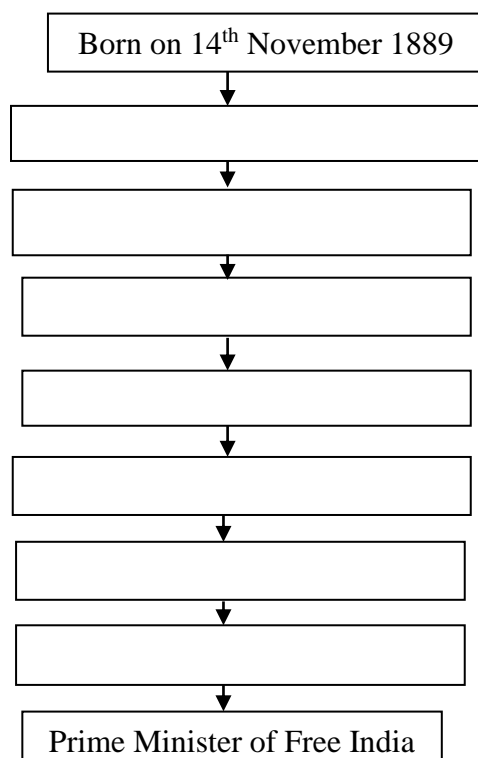
**Q.6 A) Information Transfer: Attempt any one of the following activities.**

**[05]**

**A1. Verbal to Non-Verbal.**

1. **Read the following extract and point out all the important events in the life of Jawaharlal Nehru. Prepare a flow chart showing the important details:**

Jawaharlal Nehru was born on November 14, 1889. He went to England at the age of 16 and was educated at the Harrow School and at the University of Cambridge. Returning to India in 1912. He practised law for some years and in 1919 joined the Indian National Congress, the principle nationalist organisation in India. It was led by Mohandas Karamchand Gandhi at that time. Nehru soon became a leader of the nationalist movement and was imprisoned nine times by the British administration for his activities that were pro – Independence for India. He served as President of the Congress Party from 1929 to 1931, a position he held six times. In August 1947, following the final withdrawal of the British and the establishment of India as a selfgoverning dominion within the Commonwealth. Nehru was elected Prime Minister.



**(OR)**

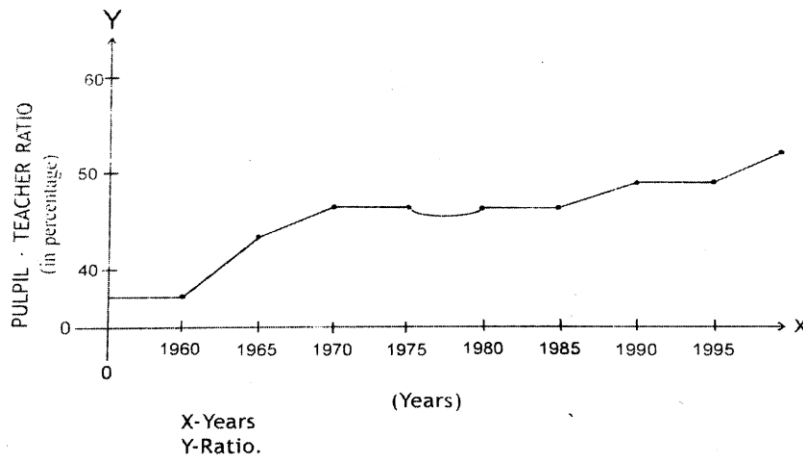
2. **Non-verbal to Verbal.**

**Write a paragraph of 100 words based on the information provided in this graph.**

**PUPIL-TEACHER RATIO IN INDIA – 1960 – 1995**

**PUPIL – TEACHER RATIO**

**(in percentage)**



**Q.6 B] Views/CounterViews (or) Drafting a Speech:**

**[05]**

**Attempt any one of the following activities.**

- B1.** Prepare speech for the occasion of International Yoga Day to be celebrated in your school.

**(OR)**

**B2. VIEW – COUNTERVIEW.**

“There should not be rights without duties” Give your views on this topic.

**SECTION VI : CREATIVE WRITING**

**Q.7 A) Expansion or News Report: Attempt any one of the following activities.**

**[05]**

**A1. Expand any one of the following ideas into two paragraphs.**

- i) "Actions speak louder than words "
- ii) Role of Media In Our Life

**(OR)**

**A2. Your class went to the National Park for your yearly class trip. Write a report on the experience by including the following points:**

- i. Date and location of the trip
- ii. Mode of transportation
- iii. The animals you observed
- iv. The information you gathered
- v. Conclusion

**Q.7 B) Story or Narrating an experience : Attempt any one of the following activities.**

**[05]**

**B1. Writing a story.**

Develop a story in about 80 – 100 words with the help of the following ending. Suggest a suitable title for it.

.....‘That taught him not to play pranks anymore!’

**(OR)**

**B2. Narrating an experience.**

Narrate an experience in about 80 – 100 words with the help of following beginning. Suggest a suitable title for it.

‘There was a footpath opposite to my school, occupied by some street vendors. For some months I used to see an old beggar in an unnoticed corner.....’

