

Sample Question Paper, 2021-22
(Term-II)
(Issued by CBSE Board on 14th January 2022)
ENGLISH LANGUAGE & LITERATURE

SOLVED

General Instructions

- The Question Paper contains THREE sections- READING, WRITING & GRAMMAR and LITERATURE.
- Attempt questions based on specific instructions for each part.

Section A - Reading [10 Marks]

1. Read the passage given below.

Technology is making advancements at a rapid rate but at the cost of a valued tradition—the crafts industry. The traditional crafts industry is losing a lot of its trained and skilled craftsmen. With that, the art of embellishing brass and copper utensils with fine engravings is also disappearing. The government has identified around 35 crafts as languishing craft.

The speciality of handcrafted items is its design, an association with long traditions belonging to a specific region. The word 'handcrafted' does not imply the involvement of dexterous human fingers or an agile mind with a moving spirit anymore. Lessening drudgery, increasing production and promoting efficiency have taken precedence. The labour-saving devices are taking the place of handcrafted tools and this has jeopardized the skills of these artisans.

Mechanisation has made its way into everything - cutting, polishing, edging, designing etc. Ideally, the use of machinery should be negligible and the handicrafts should be made purely by hand with a distinguishable artistic appeal. However, with the exception of small-scale industries, the export units are mostly operated by machines. The heavily computerised designs contribute to a faster production at lower costs.

Although mechanization of crafts poses a challenge to safeguarding traditional crafts, the artisans are lured with incentives in order to impart handicrafts training. Some makers do see machines as a time-saving blessing since they are now able to accomplish difficult and demanding tasks with relative ease. These machines might give a better finesse to these products but they don't stand out as handcrafted. Quantity has overtaken quality in this industry.

A need to highlight the importance of the handmade aspect is required by both the government and private sectors, in order to amplify awareness and also support the culture of making handicrafts. A few artisans are still trying their best to rejuvenate and revive their culture and heritage but it's an uphill task competing with the machine-made goods. A multitude of artisans have changed their professions and are encouraging their progeny to

follow suit. There are others who have stayed their ground but are clearly inclined towards buying machines.

Nearly two decades ago, there were around 65 lakh artisans in the country. Three years ago, when the government started the process of granting a unique number to the artisans based on the Aadhaar card, 25 lakhs were identified. Loss of traditional crafts is clearly a worrying issue, but it stands to reason that forcing any artisan to follow old ways when concerns of livelihood overrule other considerations, is unfair.

Based on your understanding of the passage, answer ANY FIVE questions from the six given below: (1 × 5 = 5)

- What does the writer mean by calling handicrafts a 'valued tradition'?
- Rewrite the following sentence by replacing the underlined phrase with a word that means the same from lines 4-9.
If it continues, the workcation (work + vacation) trend will be a powerful boost to domestic tourism operators failing to make progress in the economic slump caused due to the pandemic.
- State any two reasons why artisans are choosing to work via machines rather than handcrafted tools?
- Why do the artisans need to be 'lured with incentives' to impart handicrafts training?
- List one likely impact of the support of government and private sectors towards the culture of making handicrafts.
- How does the writer justify an artist's act of abandoning her/his traditional craft for a more lucrative option?

2. Read the following excerpt from a case study titled *Impacts of Festivities on Ecology*.

Festivals are synonymous with celebration, ceremony and joy. However, festivals bring to fore the flip side of celebrations – pollution – air, water, soil and noise. This led to the need of assessing the awareness level among people about ecological pollution during festivals. So, a study was conducted by scholars of an esteemed university in India. This study was titled 'Awareness Towards Impact of Festivals on Ecology'.

There were two main objectives of the study. The first one was to assess the awareness level among people about ecological protection during

festivities. Exploring solutions to bring awareness about celebrating festivals without harming ecology was the second objective. The method used to collect data was a simple questionnaire containing 6 questions, shared with 50 respondents across four selected districts of a state in the southern region of India.

The research began by understanding the socio-economic conditions of the respondents before sharing the questionnaire. Once the responses were received, the data collected was tabulated (Table 1), for analysis.

Table-1: Awareness level among respondents

Questions	Yes%	No%	Can't Say%
1. Do you feel that bursting crackers is a must during festivities?	46	54	0
2. Do you think most people abuse environmental resources during celebration of festivals?	72	28	0
3. Do you think that celebrations & festivities result in uniting people?	64	32	4
4. Do you enjoy bursting crackers for amusement?	68	32	0
5. Do you feel pressured to burst crackers during festivals as an expectation of your social status?	82	12	6
6. Are you aware of waste segregation & disposal guidelines for better ecology?	56	40	4

The study recommended the imposition of strict rules and regulations as opposed to a total ban on all festive activities which have a drastic impact on our environment. The researchers believed that such measures would help in harnessing some ill-effects that add to the growing pollution and suggested further studies be taken up across the country to assess awareness about ecological degradation.

The observations made in the study pointed to the environmental groups and eco-clubs fighting a losing battle due to city traffic issues, disposal of plastics, garbage dumping and all sorts of ecological degradation. The researchers stressed that the need of the hour is increasing awareness among people to reduce ecological pollution which can be facilitated by celebrating all festivals in an eco-friendly manner.

On the basis of your understanding of the passage, answer **ANY FIVE** questions from the six given below: (1 × 5 = 5)

- (i) Why do the researchers call pollution the 'flip side' of festivals?

- (ii) Comment on the significance of the second objective of the study with reference to lines 6-10.

- (iii) Justify the researchers' recommendation for limiting the drastic impact of festival pollution on the environment with reference to lines 14-17.

- (iv) Why do the researchers feel that environmental groups and eco-clubs are fighting a losing battle in the given scenario?

- (v) Even though a larger number of people say 'no' to bursting crackers than those who say 'yes', festival pollution persists. How does evidence from Table 1 support this statement?

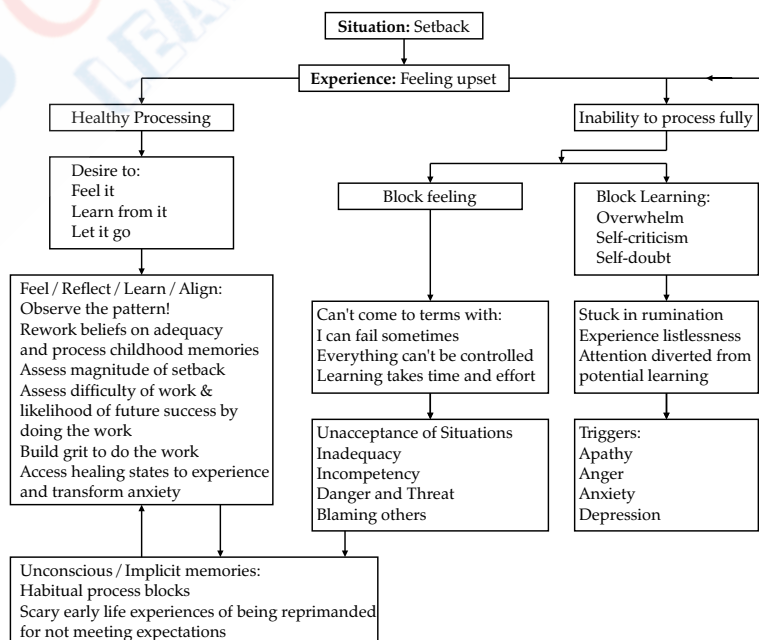
- (vi) What purpose does the 'Can't Say' column serve in the questionnaire (table 1)?

Section B - Writing and Grammar

[10 Marks]

3. Attempt **ANY ONE** from (i) and (ii).

- (i) Study the concept chart from the self-help magazine section of a monthly publication. (5)



Write a paragraph in not more than 120 words, analysing the listed responses to the situation when one faces setbacks.

- (ii) You are Samina Zaveri, Class X, Vadodara, Gujarat. You come across the following information on a local library’s notice board.

Create Your Own Board Game Competition!
 Create an educational board game, and send it to us at Teen-Toggle Games Pvt. Ltd, 307, Satija building, Colaba, Mumbai by July 2022.
 The top 10 winning board games will be featured on our international portal.
 Attractive scholarships for the winners!

Have you ever learn from a mistake you have made? Many shouldn’t admit doing so. For those who do, there was no need for guilt. We often make mistakes while taking risks, but all brush them aside and learn. With that, they usually don’t make mistakes the next time.

- 5. Read the conversation between a teacher and student and complete the passage that follows. (2)

Biology Teacher: I instructed you to draw the diagram of bacteria. Why did you submit a blank sheet?
Sameer: Sir, I had drawn the diagram of bacteria, but you can’t see it because it is not visible to the naked eye.

The biology teacher had instructed Sameer to draw the diagram of a bacterial cell and asked him(a)..... a blank sheet. Sameer respectfully answered that he had drawn the diagram but (b)..... to the naked eye.

Section C - Literature [20 marks]

- 6. Answer ANY SIX questions in 30-40 words each. (2 × 6 = 12)

- (i) What is the significance of the Buddha’s request for a handful of mustard seeds and the addition of a condition to it?
- (ii) Justify how ‘Animals’ by Walt Whitman is a criticism of mankind and its ways?
- (iii) Comment on the tone of the speaker when she says ‘Will you please look at me when I’m speaking to you, Amanda!’.
- (iv) A ballad includes the telling of a tale as well as a surprise ending. Using evidence from the poem, explain how these features are included in ‘The Tale of Custard the Dragon’.

You wish to participate but require more information. Write a letter to Teen-Toggle Games Pvt. Ltd. in about 120 words, enquiring about rules, scholarship details and deadlines. Also enquire about specifications for solo or group entries.

- 4. The following paragraph has not been edited. There is one error in each line. Identify the error and write its correction against the correct blank number. Remember to underline the correction. The first one has been done for you. (3)

	Error	Correction
E.g.	<u>learn</u>	learnt
(a)
(b)
(c)

- (v) Which two issues about himself convinced Lomov of his decision to get married?
- (vi) Briefly state how Matilda invited ‘a dreadful life of necessity’ into her family.
- (vii) The hack driver successfully trapped the narrator in his web of words. Comment.

- 7. Answer ANY TWO of the following questions in about 120 words each. (2 × 4 = 8)

- (i) Parents play a crucial role in the upbringing of their children. Critically examine the parents of Bholi and Ebright, highlighting their impact on their children’s lives.
- (ii) Pranjol and Rajvir discuss their next vacation destination. They shortlist Coorg and Goa. Rajvir is keen on Coorg and tries to convince Pranjol. Develop a conversation between the two, based on your understanding of *Glimpses of India*.

You may begin like this:

Rajvir: Hey Pranjol! I think we should be visiting Coorg. It is a beautiful place with coffee plantations. I can smell the aroma already!

Pranjol: We visited a tea plantation last year, in Assam; I want to...

- (iii) Farce is a kind of comedy which includes situations and dialogues that are ridiculous, exaggerated and even absurd. Evaluate the play, *The Proposal*, as a farce.

Marking Scheme 2021-22

(Issued by Board)

ENGLISH LANGUAGE & LITERATURE

1. (i)

Value Points	Guidance
<ul style="list-style-type: none">valued – showcase talents that are associated with artisans’ lifestyle and historytradition – represent rich our artistic culture / heritage / tradition	<p>The learner is required to respond to— Why are handicrafts valued? Why are they considered a part of our tradition?</p> <ul style="list-style-type: none">Award maximum 1 mark for the complete correct answerAward partial credit of ½ mark if just ‘valued’/ ‘tradition’ is addressed in the response.

(ii)

Value Points	Guidance
If it continues, the workcation (work + vacation) trend will be a powerful boost to domestic tourism operators languishing in the economic slump caused due to the pandemic.	<ul style="list-style-type: none">1 mark for the correct answerNo partial creditNo marks to be deducted if the learner fails to rewrite the complete sentence and just lists the chosen meaning—the purpose of the given sentence is to share a context.

(iii)

Value Points	Guidance
Saves labour / reduces drudgery / increases production / finesse / efficiency	<p>The learner is required to state 2 clear points that indicate the advantage of using machines over working with hands and tools</p> <ul style="list-style-type: none">Award 1 mark for any two points (½ + ½)½ mark as partial credit for one point stated

(iv)

Value Points	Guidance
Because if artisans impart training to mass/bulk producers, they run the risk of losing their traditional livelihood to them and hence need to be tempted via benefits or rewards, to do so.	<p>The learner is required to rationalise why the bulk producers have to tempt/ attract/ entice artisans to share their craft secrets/ training with them.</p> <ul style="list-style-type: none">Award 1 mark for complete rationalisation.½ mark for partial explanation –just elaborating on either the reason or the effect.

(v)

Value Points	Guidance
Creation of awareness and public support for the artisans and their work / more artisans would be incentivized to continue their tradition / artisans wouldn’t change their professions seeking better livelihood	<p>The learner is required to list an advantage that is the outcome of the support of government and private sectors towards handicraft making.</p> <ul style="list-style-type: none">Award 1 mark for any one impact.No partial credit

(vi)

Value Points	Guidance
Via the argument that the artisans cannot be expected to continue their profession if it is not profitable, even though the loss of traditional crafts is perturbing.	The learner is required to state how the writer agrees that an artisan is justified in moving to options that pay better than traditional handicraft making, in order to support his livelihood. <ul style="list-style-type: none"> Award 1 mark for the correct answer. No partial credit No marks for lines just copied from the text

2. (i)

Value Points	Guidance
<ul style="list-style-type: none"> because the accepted norm is that festivals are synonymous with celebration/joy and people fail to see the other side, which is pollution <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> festivals and pollution are two sides of the same coin currently/ polar opposites/ completely in contrast, yet together with each other—where we associate festivals with joy and celebration, we can't deny that pollution is an ignored reality 	The learner is required to explain how pollution is the darker side of festivals and unfortunately goes hand-in-hand, often, with festivities <ul style="list-style-type: none"> Award maximum 1 mark for the complete correct answer. There is no partial credit. Accept any other similar complete interpretation, with reference to the given passage that convey the reason why pollution is the flip side of festivals.

(ii)

Value Points	Guidance
Second objective - Exploring solutions Significance- important for knowing steps that need to be taken to address the problem investigated in the research/ knowing what are the immediate actions that need to be implemented to address the issue studied/ helps focus on what needs to be corrected & what needs to be avoided to solve the problem focussed on in the research	<ul style="list-style-type: none"> Award maximum 1 mark for the mention of any one valid significance. There is no partial credit.

(iii)

Value Points	Guidance
<ul style="list-style-type: none"> Researcher's recommendation: Strict rules Justification: Strict rules are better than a total ban because banning does not serve the purpose of awareness/ people do not generally confirm to banning and tend to revolt/ strict rules pose some restrictions but still give the needed freedom. 	<ul style="list-style-type: none"> Award maximum 1 mark for the complete correct answer. Award partial credit of ½ mark if just the recommendation is listed or 'strict rules' is the response, without substantiation.

(iv)

Value Points	Guidance
<ul style="list-style-type: none"> the festivals cause pollution along with other issues (give examples) that add to it. awareness is the only solution but the lack of it only adds to the problem. 	The learner is required to rationalise why environmental groups and eco-clubs aren't succeeding in their purpose. <ul style="list-style-type: none"> Award maximum 1 mark for the complete correct answer including both situation and the reason Award partial credit of ½ mark if just either aspect is listed.

(v)

Value Points	Guidance
<ul style="list-style-type: none"> a large percentage of people (72%) abuse environmental resources to celebrate festivals a high percentage of people (82%) use crackers to celebrate festivals in order to live up to the expectation of their social status 	<p>The learner is required to study table 1 and</p> <ul style="list-style-type: none"> choose data that indicates what number percentage of people partake in activities that add to pollution. Then, check to see if the number is higher than the number about 'no to bursting crackers' Finally rationalise the data to prove the Q statement, by using the evidence data. <ul style="list-style-type: none"> Award maximum 1 mark for the mention of any one point—identification + listing of percentage Award partial credit of $\frac{1}{2}$ mark if the questionnaire point is listed without the percentage/ percentage is listed without the mention of the questionnaire point.

(vi)

Value Points	Guidance
<ul style="list-style-type: none"> gives a provision to/ allows the respondents to choose not to express/ not to answer/ allows an option to those who lack clarity/ are unwilling to respond. 	<p>The learner is required to explain the role of the "can't say" section, with reference to study table 1.</p> <ul style="list-style-type: none"> Award maximum 1 mark for the complete correct answer-- any one point. No partial credit

3. (i)

The question tests the following writing LOs:
<ul style="list-style-type: none"> convey ideas convincingly using appropriate language organize the content and structure the ideas logically, sequentially, cohesively use a range of vocabulary and sentence structure appropriate to the content and context use of functional language to show comparison, contrast, emphasis, conclusion etc.
Guidance
<p>Award 3 marks for content—</p> <ul style="list-style-type: none"> Topic sentence identifying the two responses to setbacks in the concept map – $\frac{1}{2}$ mark <p>For Instance: <i>Setbacks often leave one with a feeling of disappointment and sometimes even worse. / The concept chart given below displays two ways to handle setbacks, for the better or for the worse/ the two ways of processing setbacks – healthy and unhealthy.</i></p> <ul style="list-style-type: none"> Any 2 points of contrast/ comparison with evidence – 2 marks <p>For instance: <i>Healthy processing helps one learn from and let go the emotions inside. On the contrary, inability to process leads to a block, self-criticism and self-doubt.</i></p> <p style="text-align: center;">Or</p> <p><i>An optimistic way of seeing a setback processes the ability to feel, reflect, learn and align. On the other hand, negative perspective of a failure can lead to listlessness, diverted attention, excessive rumination and unacceptance of failures.</i></p> <ul style="list-style-type: none"> Concluding sentence, tied to the content of the topic sentence, showcasing a perspective/ rationalising the importance of healthy processing of setbacks encountered. – $\frac{1}{2}$ mark <p>For instance, one might want to point to the fact that the responding to setbacks negatively leads to a vicious cycle of undesirable feelings: <i>It is evident that experiencing a setback leads to feelings of inadequacy and incompetency along with an unwillingness to accept situations. Responding to setbacks the positive way is empowering as it leads to success.</i></p> <p>Note—Just listing concept map matter without evidence of analysis carries no credit.</p>

Award 2 marks for organisation & expression—

- ½ mark—
 - ✓ Inclusion of a single paragraph organisation with a suitable topic sentence supporting sentences and a suitable concluding sentence.
- No requirement of a title (because the purpose is analysis, not publication). No penalty if title is written.
- ½ mark—
 - ✓ use of appropriate functional language to show comparison/contrast & emphasis:
Comparison/ Contrast: in contrast with, in comparison to, on the contrary, however, whereas, as opposed to, while, a striking difference, a noticeable difference, despite etc.
Emphasis: in other words, /especially/ specifically/ to emphasise/ to demonstrate/such as/in particular etc.
 - ✓ full credit 1 mark to be allotted if the functional language has been used consistently
 - ✓ partial credit ½ mark to be allotted if the functional language has been used occasionally/sparingly
 - ✓ No credit of marks if functional language is missing (not used at all)
 - ½ mark—
 - ✓ Unity of ideas in the complete paragraph with ideas arranged logically –sentences within paragraph follow expected organizational frameworks*
*[Categorical – in order of importance; Evaluative - a problem is introduced, and the pros and cons are weighed; Comparative – similarities and differences; Cause and Effect; Descriptions-from general to specific attributes]

Accuracy—

Deduct from the overall score if the error density is high as this impacts the communicative function.

- ✓ ½ mark for a total of 2-3 spelling and grammatical errors
- ✓ 1 mark for a total of more than 3 spelling and grammatical errors

Detailed Answer:**Setbacks**

Setbacks often leave one with a feeling of disappointment and sometimes even worse. The given concept chart displays two ways to handle setbacks, for the better or for the worse — healthy and unhealthy.

Healthy processing helps one learn from and let go the emotions inside. One should believe in oneself. In all of your jobs, expect that you will do well at your job. Your coworkers enjoy working with people with a 'can-do' attitude. Think about what you learned or gained from each new situation. An optimistic way of

seeing a setback processes the ability to feel, reflect, learn and align.

On the contrary, inability to process leads to a block, self-criticism and self-doubt often times, we tend to wait for the setback to pass before we can move on. Very few times do we actually take up the deal with the failure head on. Acknowledging it and taking proactive mental and physical action to minimize the effect is what 'handing' a failure gracefully really means.

Hence, responding to setbacks the positive way is empowering as it leads to success.

(ii)

Value Points–Contents

- Reference to the source of information
 - Conveying interest
 - Seeking information about rules
 - Enquiring about scholarship details
 - Asking about defined articles
 - Confirm type of entries allowed
- Any other relevant information

Descriptors for Content	
NOTE —Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.	
2 marks ✓ All points included ✓ Well-developed with sustained clarity 1½ marks ✓ Almost all points incorporated ✓ Reasonably well-developed 1 mark ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response ½ mark ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development	
Expression—2 Marks	
Marks	Descriptors for Expression
	NOTE —Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.
2	<ul style="list-style-type: none"> • Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending. • Carefully structured content with organised paragraphing presented cohesively. • Highly effective register (formal tone and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively.
1 ½	<ul style="list-style-type: none"> • Frequent clarity of expression most of the times, layout of a formal letter largely accurate. • Ideas generally well sequenced and related to the given topic maintaining overall cohesion of ideas. • Range of vocabulary is mostly relevant and conveys the overall meaning and the purpose of the writing.
1	<ul style="list-style-type: none"> • Inconsistent style, expression sometimes awkward, layout of a formal letter basically accurate. • Sequencing of ideas is somewhat clear and related to the given topic attempting to maintain a general overall cohesion. • Range of vocabulary is limited but manages to convey the overall meaning and the purpose of the writing.
½	<ul style="list-style-type: none"> • Expression unclear, layout partially followed affecting the format of the letter. • Poor sequencing of ideas but ideas are related to the given topic in a disjointed manner exhibiting a lack of coherence of ideas. • Very limited vocabulary or copying from the question.
Accuracy -1 mark	
Descriptors for Accuracy	
1 mark ✓ Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. ½ mark ✓ Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. No Credit ✓ Frequent errors in spelling, punctuation and grammar, impeding communication.	

Detailed Answer:

53-B, Ring Road
Vadodara
Gujarat
January 12, 20XX
The Manager,
Teen Toggle Games Pvt. Ltd.
307, Satya Building
Coloba, Mumbai
Subject : Enquiry regarding Board Game Competition
Dear Sir
Referring to the information flashed on the library's notice board, I want to state that I wish

to participate in the Board Game Competition. So, I require some more information regarding the same kindly provide the details of the following :

1. Rules of the competition for all the rounds
2. Scholarship details
3. Type of entry – solo or group entries
4. Mode of conduction – online or offline
5. Consolation Prizes [if any]

Kindly specify the deadline too. So that I can register myself before the last date of the competition.

Thanking you in anticipation.

Yours faithfully,

Samina Zaveri

4.

Have you ever learn from a mistake you have made? Many shouldn't admit doing so. For those who do, there was no need for guilt. We often make mistakes while taking risks, but all brush them aside and learn. With that, they usually don't make mistakes the next time.

Error	Correction
e.g. <i>learn</i>	<i>learnt</i>
(a) shouldn't	won't/don't
(b) was	is
(c) all	some/many

Guidance**Award 1 mark for each correct answer**

- ½ mark for identification of the error
- ½ mark for the writing of the correction

Editing is incomplete if either aspect (identification or rectification) is missing.

5. (a) why he had submitted

Guidance**Award 1 + 1 mark for each correct answer.**

NO partial credit.

(b) he/ the teacher couldn't see it because it is not visible

Guidance

Direct speech	Indirect speech
(a) simple past tense	→ Past perfect tense
(b) Past perfect tense	→ No change
(c) fact/ universal truth	→ No change

6. (i)

Value Points	Guidance
<ul style="list-style-type: none"> ▪ mustard seeds easy to procure/ available in every household she knocked at ▪ added condition – must be procured form a house where no one had lost a child, husband, parent or friend ▪ made Kisa Gotami realize the universal nature of death 	<p>The question indicates that the examiner is familiar with the Buddha's request and hence that requires no elaboration.</p> <p>The question requires an answer to: Why - mustard seeds with an added condition? What did the Buddha want Kisa Gotami to realize?</p> <p>Content— Award 1 mark for full explanation of the two strands. Award ½ mark for partial explanation.</p>

	<p>Expression— 1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words supporting the reasoning/ expression of significance - since, because, therefore, so that etc. <p>½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
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(ii)

Value Points	Guidance
<ul style="list-style-type: none"> ▪ human beings seem to have dropped/ shed their values/virtues/attributes ▪ human society blemished by ego, hypocrisy, hatred, materialism, fake display ▪ profusion of complaints, race for greed and lack of contentment ▪ the poet wishes to leave the human world and join animals as he finds them better than humans (a testimony) 	<p>The question indicates that the examiner knows that the poet appreciates the animals for the display of virtues and hence that requires no elaboration.</p> <p>The question requires an explanation of criticism of mankind and evidence to justify the same.</p> <p>Content— Award 1 mark for full explanation of the two strands-criticism & evidence Award ½ mark for partial explanation.</p> <p>Expression— 1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words supporting explanation & justification (that's why, because, therefore etc.) <p>½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>

(iii)

Value Points	Guidance
<p>Tone</p> <ul style="list-style-type: none"> ▪ exasperated ▪ irritated ▪ frustrated ▪ annoyed <p>Or words with similar meanings Illustration—Exclamation mark, suggestive of the inherent emotion</p>	<p>The question indicates that the examiner knows that Amanda is being questioned and she chooses not to respond and hence that requires no elaboration.</p> <p>The question needs an answer to the tone of the speaker for the line mentioned in the question.</p> <p>Content— Award 1 mark for full explanation of the identification of the tone, supported by reference to the supporting evidence. Award ½ mark for partial explanation.</p>
	<p>Expression— 1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words supporting illustration (as supported by, as illustrated by, as can be seen from etc.) <p>½ mark when either aspect is missing Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>

(iv)

Value Points	Guidance
<ul style="list-style-type: none"> ▪ Tale: The poem tells the story of Custard, the dragon (setting, characters, rising action, climax, resolution). ▪ portrays his life with Belinda and the other pets where he is considered a coward ▪ Surprise ending: The end of the poem shows how Custard rose to the occasion; gobbled the pirate and proved his bravery. 	<p>The question indicates that the examiner knows the elements of a ballad and that the poem has a few and hence that requires no elaboration.</p> <p>The question needs an answer identifying the features that match to the listed aspects of a ballad</p> <p>Content—</p> <p>Award 1 mark for full explanation of the two strands (Tale and Surprise ending).</p> <p>Award ½ mark for partial explanation.</p> <p>Expression—</p> <p>1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words linking ballad to evidence from the poem (similarly, just as etc.) <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>

(v)

Value Points	Guidance
<ul style="list-style-type: none"> ▪ He is expected to marry and cannot stay unmarried ▪ He ought to lead a quiet, settled and regular life at his age (critical age/ thirty-five). ▪ He needs a partner as he suffers from palpitations and is always getting upset. 	<p>The question needs an answer to the points he thought about himself. Those favouring Natalaya are not relevant here.</p> <p>Content—</p> <p>Award 1 mark for any 2 relevant points</p> <p>Award ½ mark for any one point</p> <p>Expression—</p> <p>1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words for listing/ order (primarily/ To begin with/ apart from this/ In addition to this/ Also/ secondly etc.) <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>

(vi)

Value Points	Guidance
<ul style="list-style-type: none"> ▪ Matilda's extreme self-indulgence--dreams of a luxurious life, riches and jewellery ▪ Doesn't pay heed to the advice of wearing natural flowers-- borrows the necklace--loses it 	<p>The question does not require the summary of the story but needs an answer only with relevant reference to Matilda's extreme self-indulgence and loss of the necklace.</p>

<ul style="list-style-type: none"> In paying for the necklace invited a horrible life of necessity and deprivation/a life that resulted in a hand-to-mouth existence OR any other relevant point 	<p>Content— Award 1 mark for full explanation of the two strands Award ½ mark for partial explanation.</p> <p>Expression – 1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words for elaboration and cause-effect ✓ ½ mark when either aspect is missing <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
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(vii)

Value Points	Guidance
<ul style="list-style-type: none"> Hack driver – a conversationalist, cheerful, friendly, open befriends the narrator who trusts him for everything he says and does asks the narrator to stay behind, himself makes inquiries, offers home-made lunch, mints money befools and outwits the narrator in the guise of help 	<p>The answer needs to showcase the hack driver's clever and crafty words with evidence of the narrator being conned/tricked</p> <p>Content— Award 1 mark for full explanation of the two strands Award ½ mark for partial explanation.</p> <p>Expression— 1 mark when both aspects included</p> <ul style="list-style-type: none"> ✓ Answer organised effectively ✓ usage of words for description and substantiation ✓ ½ mark when either aspect is missing <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>

7. (i)

Value Points
<p>Students may draw upon the following:</p> <ul style="list-style-type: none"> Introductory sentence: <ul style="list-style-type: none"> ✓ crucial and indelible role played by parents ✓ parents influence their children both implicitly (indirectly) and explicitly (directly) ✓ are role models, first teachers, friends, companions, guides Critical examination <ul style="list-style-type: none"> ✓ Richard H. Ebright's mother- loving, caring, understanding, a friend, a companion ✓ filled the vacuum in Ebright's life in his father's absence ✓ invested time and energy in his upbringing which made him see heights of success ✓ Bholi's parents – uncaring, indifferent, biased, insensitive, had a patriarchal mindset ✓ traditional outlook- did not believe in the education of girls, totally indifferent to Bholi and her needs, neglected her ✓ did not bother to groom her (oil her hair, give her good clothes to wear) ✓ sent her to school not to educate her but to save their own face ✓ despite their prosperity, they left Bholi to her own misery, worst was when they decided to marry her off to Bishamber (Accept any other relevant content point that lends itself to critical examination) Concluding thought: <ul style="list-style-type: none"> ✓ The contribution and companionship of parents cannot be denied. Love, care, and guidance from parents makes a difference, sculpts children and shapes their future. ½ mark for identification of the error

Specimen answer to assist content points

- (ii) **Rajvir:** Hey Pranjol! I think we should be visiting Coorg. It is a beautiful place with coffee plantations. I can smell the aroma already!
- Pranjol:** We visited a tea plantation last year, in Assam; I want to...
- Rajvir:** There is a lot more to do in Coorg than smelling the coffee! The place has rainforests, so the mega fauna will be worth watching. Not just this, Coorg provides opportunities to indulge in adventure sports like river rafting, rappelling, mountain biking, to name a few.
- Pranjol:** That sounds interesting, but I would prefer some serene moments too, away from this post-pandemic hustle-bustle.
- Rajvir:** Oh! The answer is Coorg again!
- Pranjol:** Oh, come on! You can't be serious...
- Rajvir:** Believe me, I am. Coorg is the place. It has beautiful natural walking trails and the Brahmagiri hills offer a panoramic view. I read that the place has the largest Tibetan settlement, so the environment will reflect peace and spirituality, I'm sure.
- Pranjol:** Have to say, you've presented a fine case in favour of Coorg and convinced me. Let's plan to leave for Coorg next Wednesday!

- The dialogues should be based on understanding of the chapter. There should be arguments from Pranjol showing he requires more to get convinced. Rajvir, being an explorer must be able to give an interesting account about Coorg to convince Pranjol. The persuasive element using examples from text descriptions need to be showcased.

Apart from the above the following could be added:

- Coorg is culturally rich, the people there are brave and their hospitality is great.
- Some people in Coorg are the only ones allowed to keep firearms without license. It will be fun meeting such brave hearts.
- Rainforests can be visited for flora and fauna.
- There flows the river Kaveri and sitting by the river could be peaceful.

(iii)

Value Points**Students may draw upon the following:**

- **Introductory sentence:**
 - ✓ farcical characters, their ridiculous and odd behaviour, unlikely and exaggerated situations (profuse in the play)
- **Evaluation:**
 - ✓ humor in the play, improbable situations, childish behavior of the characters (making a mountain out of a molehill), arguments and quarrels
 - ✓ hurling of accusations and insults without a second thought
 - ✓ resolving the differences and fighting again over another topic
 - ✓ Lomov's nerve problems and other ailments, Chubukov's theatrical statements, Natalaya's impulsive and belligerent remarks and other relevant evidence.
- **Concluding Statement:**
 - ✓ the manner in which the final proposal is made amidst all the chaos, makes the play a farce

Solved Paper, 2021-22

ENGLISH LANGUAGE & LITERATURE

Term-I, Set-4

Series : JSK/2

Question Paper
Code No. 002/2/4

Time allowed : 90 Minutes

Max. Marks : 40

General Instructions :

- (i) The Question paper contains three sections : A, B and C.
- (ii) Section–A has 18 questions. Attempt any 16 questions.
- (iii) Section–B has 12 questions. Attempt any 10 questions.
- (iv) Section–C has 30 questions. Attempt any 26 questions.
- (v) All questions carry equal marks.
- (vi) There is no negative marking.
- (vii) Attempt the number of questions as given in the direction of main heads.

SECTION-A : READING

- I. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options from the given ones. (Any eight)

In most societies that have any glimmer of civilization, a person accused of wrong doing is given at least a nominal chance of proving his innocence. The Romans had a highly sophisticated comprehensive system of courts and the members of their legal profession were well educated, but the Saxons who followed them to rule Britain used rougher methods. From about the sixth century A.D. to the eleventh the majority of the trials were in the form of cruel physical torture (carrying a piece of red hot iron, stepping barefoot and blindfold across a floor covered with red hot coals) or sometimes by a gentler method of oath-swearing.

The accused was ordered to bring to the Saxon authorities. A police officer or a priest could be persuaded to swear on oath or still a number of persons who would say that the accused was of good character and thus, innocent. The number of persons who swore depended on the crime. A noble/ a landlord or a priest counted for up to half a dozen ordinary peasants. As almost everyone lived in small villages, where almost everyone knew everyone else and very few would risk telling a lie on oath (the people were mostly religious), the truth was generally told. If the accused could not produce enough oath helpers, he was found guilty and punished.

In the eleventh century, the Normans introduced trial by battle in certain cases. The accused and the accuser fought with special weapons until one was dead or surrendered. It was believed that God would

know the guilty and give the innocent the power to win. The whole idea became ridiculous when both the parties were allowed to hire champions who would fight on their behalf. It seemed likely whoever could pay the more for a stronger professional fighter stood a good chance of winning and being judged innocent. This may sound unfair to us but there is a parallel with a wealthy person today who can hire a costly and brilliant barrister to defend him.

In the early middle ages when England was a land of small villages remote from each other, crime tended to be basic and direct : beating up, theft, sex and murder being the main offences. But as towns and manufacturing and commerce grew, the possibilities for cheating and fraud soared. The whole organisation of society became more complex and opened the door to a world of more sophisticated wickedness. With no regular police force, spies and informers were offered rewards when they brought in criminals.

1. England (or Britain) turn by turn came under the rule of:
 - (a) Saxons; Romans; Normans
 - (b) Normans; Saxons; Romans
 - (c) Romans; Saxons; Normans
 - (d) Normans; Romans; Saxons
2. The article describes:
 - (a) The development of the system of justice in England
 - (b) Civilized societies and justice
 - (c) Justice v/s Civilisation
 - (d) Rule of Justice in England
3. Study the following statements:
 - (A) Romans were proud of their judicial system.
 - (B) There is not much difference between the Norman and modern system of justice.

- (a) (A) is right and (B) is wrong.
 (b) (B) is right and (A) is wrong.
 (c) Both (A) and (B) are right.
 (d) Both (A) and (B) are wrong.
4. Match the following:
- A. Romans
 (i) A priest to swear for the accused
 B. Saxons
 (ii) Highly paid lawyers can win a case
 C. Modern
 (iii) Educated judges and lawyers
 D. Normans
 (iv) The winner in a battle declared innocent
- (a) (A)-(iv); (B)-(ii); (C)-(i); (D)-(iii)
 (b) (A)-(iii); (B)-(i); (C)-(ii); (D)-(iv)
 (c) (A)-(i); (B)-(iii); (C)-(iv); (D)-(ii)
 (d) (A)-(ii); (B)-(i); (C)-(iii); (D)-(iv)
5. Study the following statements:
- (A) In a trial by battle, money played a main role.
 (B) God helped the innocent win the battle.
- (a) (A) is right and (B) is wrong.
 (b) (B) is right and (A) is wrong.
 (c) Both (A) and (B) are right and (A) was the conclusion.
 (d) Both (A) and (B) are right and (A) was not the conclusion.
6. Study the following statements:
- (A) Saxon system of trial was nobler than that of the Romans.
 (B) Saxon system had two aspects – rough and noble.
 (C) The rich Saxons could hire champions to argue their case.
 (D) Even an innocent person would be held guilty if enough people did not swear for him.
- Which of the following is correct?
- (a) (A) and (B)
 (b) (B) and (C)
 (c) (C) and (A)
 (d) (B) and (D)
7. Study the following statements:
- (A) Earlier England comprised small villages each with a small population.
 (B) Crimes like cheating and fraud were rare.
- (a) (A) is an assertion and (B) is the response
 (b) (B) is an assertion and (A) is the response
 (c) Both (A) and (B) are unrelated assertions.
 (d) Both (A) and (B) are responses to some other assertions.
8. Which of the following statements are true?
 The rich have always enjoyed an advantage in the judicial system because:
- (A) they were physically strong, so would win the trial by fighting.
 (B) they could hire the strongest champion.
 (C) they can hire the best lawyers.
 (D) they were mostly religious and innocent people.
- (a) (A) and (B)
 (b) (B) and (C)
 (c) (C) and (D)
 (d) (A) and (D)
9. Which of the following statements are not true?
- (A) In the quest for justice the guilty often went unpunished.
 (B) For seven hundred years from the sixth century trial was mostly rough.
 (C) Swearing value of a priest was equal to a dozen ordinary peasants.
 (D) Use of champions in a trial by battle finds an equivalent in the modern times.
- (a) (A) and (B)
 (b) (B) and (C)
 (c) (C) and (D)
 (d) (A) and (B)
10. 'any glimmering of civilisation'
 'Glimmering' in the above expression has been used as a metaphor. Glimmering stands for:
- (a) a slight suggestion
 (b) a great hope
 (c) some fear
 (d) a little confidence
- II. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones. (Any six)
- Around 194 million birds and 29 million mammals are thought to be killed each year on European roads, according to a new study that has ranked the most vulnerable species. The research has found that the species killed most often were not necessarily the endangered species. This means action to preserve wildlife when new roads are built risks being targeted at the wrong species based on current methods. Road densities in Europe are among the world's highest, with 50% of the continent within 1.5 km of a paved road or railway. Roads are therefore a significant threat to wildlife and evidence shows deaths on them could even cause some species to disappear completely.
- Despite this, the long-term protection of species is not currently considered when assessing the impact of new roads on wildlife, meaning we risk giving support to only the endangered species, doing nothing to help those most at risk. A better

understanding of which species are most vulnerable to roads is therefore important if we are to take a more effective action of protection.

A research team based in Lisbon calculated road-kill rates for 423 bird species and 212 mammal species. They found that small animals with high population densities and which mature at an early age were most likely to be killed on roads. Nocturnal mammals and birds with a diet of plants and seeds were also shown to have higher death rates.

The study also used the road-kill surveys to rank the bird and mammal species whose long-term survival was most threatened by road-kill. The hazel grouse and ground squirrel were found to be the most at risk of local extinction. Both are common in Europe but are classified as species of Least Concern Red List of Threatened Species.

The most vulnerable animals classified as threatened by IUCN were the red-knobbed Coot, Balcan mole and Podolian mole. The study revealed that road-kill hotspots were not the areas with the highest population of endangered species. For example, house sparrows had a high road-kill rate (2.7 per km/year) but were ranked 420th of 423 bird species for vulnerability. Conversely, the hazel grouse had a low predicted road kill-rate (0.2 per km/yr) but was most vulnerable of all birds studied.

11. Study the following statements:
 (A) Roads are killers for animals.
 (B) Both birds and mammals are killed on roads.
 (C) Species most killed are necessarily the endangered ones.
 (a) (A) is correct and (B) is false.
 (b) (B) is correct and (C) is false.
 (c) Both (a) and (A) are correct.
 (d) (C) is correct and (A) is false.
12. Study the following statements:
 (A) Roads have covered 50% of land in Europe.
 (B) Road traffic causes a great risk to wild life.
 (C) Some species can survive all kinds of traffic on roads.
 (a) (A) is correct and (B) is false.
 (b) (B) is correct and (C) is false.
 (c) (C) is correct and (A) is false.
 (d) Both (A) and (B) are false.
13. Which of the following points clearly depicts the message of the given paragraph?
 (a) While planning roads we should see which species to protect.
 (b) We are doing a lot to protect those most at risk.
 (c) 50% of Europe is covered only with roads.
 (d) Small animals even with low population density are most at risk.
14. Which of the following given points is the correct statement?
 (a) More mammals than birds are killed on the roads.
 (b) Small animals generally keep away from roads.
 (c) Number of road-kills depends upon the population density of small animals.
 (d) Animals that come out only at night are saved.
15. (A) The surveys ranked the road-kill rate of birds and mammals.
 (B) The finding puts grouse and squirrel at great risk.
 (a) (A) is an assertion and (B) is the response.
 (b) (B) is an assertion and (A) is the response.
 (c) Both (A) and (B) are false.
 (d) Both (A) and (B) are unrelated to each other.
16. Hazel grouse and ground squirrel are classified as species of least concern.
 The statement is:
 (a) a logical conclusion.
 (b) a piece of good news.
 (c) ironical.
 (d) a pleasant surprise.
17. The title of the study should be:
 (a) A Birds and Mammals survey
 (b) Road-kills
 (c) Road density in Europe
 (d) Need for conservation
18. The purpose of the study is:
 (a) how to prevent road-kills.
 (b) to see who is more at risk on the roads.
 (c) how to plan better roads.
 (d) to estimate the number of road accident victims.

SECTION-B : GRAMMAR & WRITING

GRAMMAR

III. Complete the following statements by filling in the blanks with the help of given options: (Any five)

19. I don't see why you _____ borrow his cycle. You have one of your own.
 (a) should
 (b) could
 (c) may
 (d) might
20. My family _____ in Chennai for five years now.
 (a) has lived
 (b) has been living

- (c) had lived
(d) lived
21. _____ the letter arrive in your absence, would you like me to forward it to you?
(a) If
(b) Could
(c) Should
(d) Might
22. If he came late he _____ be punished.
(a) will
(b) shall
(c) should
(d) would
23. By the time we reach the school the bell _____.
(a) will be ringing
(b) will have rung
(c) would have been ringing
(d) would have rung
24. Three months ago I _____ a student of this school.
(a) was
(b) had been
(c) have been
(d) could be
- B. action, requested
C. garbage littered
D. public inconvenience
E. the health hazard
F. location of the workshop
(a) B, A, C, E, D, F
(b) F, D, A, C, E, B
(c) A, C, E, B, D, F
(d) F, C, E, D, A, B
29. What kind of action would Arun suggest?
(a) Fine to be imposed on the workshop
(b) Notice on lack of cleanliness to be issued
(c) Workshop to be shifted
(d) Periodic visits of the Health Inspector
30. The correct closing of the letter should be:
(a) Your's faithfully
(b) Yours faithfully
(c) Yours truly
(d) Your's truly

SECTION-C : LITERATURE

This section has sub-sections – V, VI, VII, VIII and IX. There are a total of 30 questions in this section. Attempt any 26 questions from the sub-sections V to IX.

- WRITING**
- IV. You are Arun. Near the gate of your colony there is a motor mechanics workshop. Many cars are parked outside on the pavement and even beyond. Repair work goes on. The surroundings have become filthy, pedestrians are put to trouble. Arun decides to write a letter of complaint, of course, for wider audience / readership. (Any five)
25. The letter will be addressed to:
(a) The Sanitary Inspector
(b) The Municipal Commissioner
(c) State Minister of Health
(d) Editor of a local newspaper
26. Subject of the letter should be:
(a) Problems caused to pedestrians
(b) Inconvenience caused by the next door workshop
(c) Insanitary conditions at the colony gate
(d) A health hazard
27. Arun decides to write this letter as:
(a) he has a personal problem with the owner of the workshop.
(b) it is a matter of social concern.
(c) he intends to contest the next municipal election.
(d) he is very health conscious.
28. He will arrange the contents of the letter in this way:
A. noisy surroundings
- V. Read the extract given below and attempt the questions / complete the statements that follow:
As for Maddie, this business of asking Wanda every day, how many dresses and how many hats, and how many this and that she had was bothering her. Maddie was poor herself. She usually wore somebody's hand-me-down clothes. Thank goodness, she didn't live up on Boggins Heights or have a funny name.
31. Maddie was:
(a) afraid of Peggy.
(b) as much fun loving as Peggy.
(c) a kind soul and poor.
(d) in love with Wanda.
32. (A) Maddie was sympathetic towards Wanda.
(B) Maddie didn't like Peggy.
(a) (A) is true and (B) is false.
(b) (B) is true and (A) is false.
(c) Both (A) and (B) are true.
(d) Both (A) and (B) are false.
33. (A) Maddie joined Peggy in making fun of Wanda.
(B) Maddie's parents were poor.
(a) (A) is the cause and (B) is the effect.
(b) (B) is the cause and (A) is the effect.
(c) Both are contradictory.
(d) (A) shows the cruel nature of Maddie.

34. 'Boggins Heights' is significant in the story as:

- (a) it is a poor neighbourhood.
- (b) it is the capital city.
- (c) Maddie did not live there.
- (d) it is a rich colony.

35. Maddie was:

- (a) poor and proud.
- (b) poor, so sympathetic.
- (c) poor and sympathetic.
- (d) timid, so fun loving.

VI. Read the extract given below and answer the questions / complete the statements that follow:

The moment the letter fell into the mailbox the postmaster went to open it. It said : "God : of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of crooks. Lencho."

36. Lencho wrote the second letter as he was:

- (A) unhappy
- (B) curious
- (C) hopeful
- (D) thoughtful
- (E) confident
- (a) (A), (C) and (E)
- (b) (A), (B) and (C)
- (c) (B), (E) and (A)
- (d) (C), (D) and (E)

37. The postmaster opened the letter expecting it to:

- (A) be full of thanks to God
- (B) show his happiness.
- (C) be full of anguish for getting less money
- (D) be accusing God of being miserly.
- (a) (C) and (D)
- (b) (A) and (B)
- (c) (A) and (D)
- (d) (D) and (B)

38. On reading the letter the postmaster was _____.

- (a) surprised
- (b) dismayed
- (c) pleased
- (d) puzzled

39. 'the post office employees are a bunch of crooks' The statement is _____.

- (a) thoughtful
- (b) sad
- (c) dismissive
- (d) ironic

40. Find the suitable word from the extract to complete the following:

sanctioned : approved :: demanded : _____.

- (a) fell
- (b) reached
- (c) went
- (d) asked

VII. Read the stanzas given below and answer the questions / complete statements that follow:

He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorizing the village !
But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

41. Study the following statements:

- (A) The villagers don't feel happy that the tiger is caged.
- (B) We feel sad that the tiger is caged.
- (C) The tiger is happy that he doesn't have to hunt for his food.
- (a) (A) is right and (B) is wrong.
- (b) (B) is right and (A) is wrong.
- (c) (C) is right and (A) is wrong.
- (d) (A) is wrong and (C) is right.

42. We should protect the tigers as :

- (a) they are majestic to look at.
- (b) they attract visitors to the zoo.
- (c) they are ferocious.
- (d) they are part of our environment.

43. The tiger terrorizes the villagers as:

- (a) by killing their cattle.
- (b) as he does not like to be hunted.
- (c) as they have cleared his habitat.
- (d) as he has got tired of being in the forest.

44. 'A tiger in the zoo ignoring visitors' is an example of:

- (a) Metaphor
- (b) Simile
- (c) Irony
- (d) Personification

45. The tiger is reacting to his imprisonment in the zoo by:

- (a) quietly walking in the cage.
- (b) showing his anger openly.
- (c) stalking in the cage.
- (d) ignoring visitors.

VIII. Read extract given below and answer the questions / complete the statements that follow:

He escaped easily enough from the boys who followed his footprints London. But his adventures were by no means over. He had chosen a bad time of the year to wander about London without clothes.

It was mid-winter. The air was bitterly cold and he could not do without clothes. Instead of walking about the streets, he decided to slip into a big London store for warmth.

46. The greatest problem for the invisible man was that:

- (a) being invisible he could do nothing.
- (b) he could not buy clothes to wear.
- (c) he was hungry but could not buy food.
- (d) without clothes he was feeling cold.

47. He could escape from the boys as:

- (a) the boys were careless.
- (b) the boys too felt cold in the winter night.
- (c) the invisible man was cleverer than the boys.
- (d) he went along a street where there was no mud.

48. (A) It was stupid on his part to come out on a winter night.

(B) He was not completely stupid, though.

- (a) (A) is right and (B) is wrong.
- (b) (B) is right and (A) is wrong.
- (c) Both (A) and (B) are right.
- (d) Both (A) and (B) are wrong.

49. After getting rid of the boys the invisible man felt _____.

- (a) relieved
- (b) partly relieved
- (c) anguished
- (d) comfortable

50. The phrase 'slip into' means the same as:

- (a) fall into
- (b) enter quietly
- (c) enter boldly
- (d) move out

IX. Attempt the following:

51. Has given my heart

A change of mood (Dust of Snow)

What is the poet's mood now?

- (a) Appreciative of nature
- (b) Thoughtful
- (c) Happy
- (d) Cool

52. 'Paper has more patience than people' (Anne Frank)

Which of the following is not true?

- (a) One can write anything on paper
- (b) People have good ears for listening
- (c) One can write one's diary even at night
- (d) One may express one's anger on paper

53. In life, every man has twin obligations'. (Nelson Mandela)

The 'twin obligations' are:

- (a) first to his community and the second to his country.

(b) first to his family and the second to his country.

(c) first to his country and the second to his parents.

(d) first to his community and the second to his family.

54. 'He had in fact seen his older brother catch his first herring and devour it.' (His First Flight)

How did 'he' feel ?

- (A) Angry
- (B) Greedy
- (C) Jealous
- (D) Hungry

(a) (A) and (B)

(b) (B) and (C)

(c) (C) and (D)

(d) (B) and (A)

55. Mr. Keesing was annoyed with Anne as:

- (a) she was weak in maths.
- (b) she had not done her homework.
- (c) she was a naughty girl.
- (d) she was very talkative.

56. The loss of a possession should make one feel: (The Ball Poem)

- (a) angry
- (b) responsible
- (c) sad
- (d) careless

57. The Black Aeroplane is a/an _____ story.

- (a) ghost
- (b) adventure
- (c) mystery
- (d) true

58. For Tricky's present condition:

(A) both Mrs. Pumphrey and Tricky are to blame.

(B) only Tricky is to blame.

(a) (A) is right and (B) is wrong.

(b) (B) is right and (A) is wrong.

(c) Both (A) and (B) are right.

(d) Both (A) and (B) are wrong.

59. It was quite pleasant working for Anil as:

- (a) he was quite rich.
- (b) he never complained.
- (c) he was a very simple person.
- (d) he could be easily fooled.

60. Griffin became a homeless wanderer because he:

- (a) was an eccentric scientist.
- (b) was very greedy.
- (c) had to go without clothes.
- (d) had set fire to his landlord's house.

ANSWERS

SECTION-A

I. **Ans. 1.** (c) Romans; Saxons; Normans

Ans. 2. (a) The development of the system of justice in England

Explanation: The system of justice in England developed with the passage of time which has been described in the given article.

Ans. 3. (c) Both (A) and (B) are right.

Explanation: The Romans had a highly sophisticated system of courts and their members were well educated. The modern system of justice, too, has both the qualities. Hence, both 'A' and 'B' are correct.

Ans. 4. (b) (A)-(iii); (B)-(i); (C)-(ii); (D)-(iv)

Ans. 5. (a) (A) is right and (B) is wrong.

Explanation: Para 4 clearly conveys that whoever could pay more for a stronger professional fighter stood a good chance of winning and being judged innocent.

Ans. 6. (d) (B) and (D)

Explanation: Saxon system had two aspects – rough and noble. Even an innocent person would be held guilty if enough people did not swear for him.

Ans. 7. (a) (A) is an assertion and (B) is the response

Explanation: Since the population was small, the cases of cheating or fraud were rare.

Ans. 8. (b) (B) and (C)

Explanation: With the help of their money, rich have always been able to hire the best champion for a battle or the best lawyers for court. Hence, they have always enjoyed an advantage in the judicial system.

Ans. 9. (b) (B) and (C)

Ans. 10. (b) a great hope

Explanation: The word 'glimmer' mean 'shine'. There was a shining great hope of a civilisation.

II. **Ans. 11.** (c) Both (A) and (B) are correct

Explanation: Both 'A' and 'B' are correct and 'C' is false. It is not necessary that it is only the endangered species which are killed.

Ans. 12. (b) (b) is correct and (c) is false.

Ans. 13. (d) Small animals even with low population density are most at risk.

Ans. 14. (c) Number of road-kills depends upon the population density of small animals.

Ans. 15. (a) (A) is an assertion and (B) is the response.

Explanation: The grouse and squirrels are at great risk of road-kills.

Ans. 16. (c) ironical.

Explanation: It is ironical. Just because these species have high population density (Para 3) they are at a higher risk of road-kill.

Ans. 17. (b) Road-kills

Explanation: The whole study revolves around road-kills. Hence, the title is appropriate.

Ans. 18. (b) to see who is more at risk on the roads.

SECTION-B

III. **Ans. 19.** (a) should

Explanation: 'Should' is sometimes used to give an opinion.

Ans. 20. (b) has been living

Explanation: Present Perfect Continuous Tense is used when the work is still going on. The family is still living there.

Ans. 21. (c) Should

Explanation: 'Should' here is used to express something that is probable.

Ans. 22. (d) would

Explanation: In a conditional sentence having 'if' clause in past tense, 'would' is used in the main clause.

Ans. 23. (b) will have rung

Explanation: Present Perfect Tense is used if 'by the time' phrase has a verb in Present Indefinite Tense.

Ans. 24. (a) was

Explanation: Past Indefinite Tense will be used as the sentence conveys about the time 'three month ago'.

IV. Ans. 25. (d) Editor of a local newspaper

Explanation: The letter of complaint is to be written for wider audience/readership. Thus, it should be addressed to the Editor of a local newspaper.

Ans. 26. (c) Insanitary conditions at the colony gate

Explanation: The problem is of insanitary conditions at the colony gate which is faced by all the people.

Ans. 27. (b) it is a matter of social concern.

Explanation: The problem is not personal. It concerns all. Hence, it is a matter of social concern.

Ans. 28. (b) F, D, A, C, E, B

Explanation: The correct sequence of the letter will be— first the location of the workshop, then the problems faced by people and then suggestion to overcome the problem.

Ans. 29. (c) Workshop to be shifted

Explanation: Since it is outside the colony gate, it should be shifted to a place where there are other workshops.

Ans. 30. (c) Yours truly

Explanation: The correct option is 'c' as an apostrophe is used to convey possession. Yours truly is a polite closing.

SECTION-C

V. Ans. 31. (c) a kind soul and poor.

Explanation: Maddie was a kind soul who used to feel bad when Peggy and other girls made fun of Wanda. She was poor as she used to wear 'hand-me-down' clothes of Peggy.

Ans. 32. (a) (A) is true and (B) is false.

Explanation: It is true that Maddie was sympathetic towards Wanda. On the other hand, she was a good friend of Peggy. So, the statement that she didn't like Peggy is false.

Ans. 33. (b) (B) is the cause and (A) is the effect.

Explanation: Maddie belonged to a poor family. She was afraid that she would become the target if she didn't join Peggy in making fun of Wanda. Hence, 'B' is the cause and 'A' is the effect.

Ans. 34. (a) it is a poor neighbourhood.

Explanation: The story is about a poor girl Wanda who lived in a poor neighbourhood – Boggins Heights.

Ans. 35. (b) poor, so sympathetic.

Explanation: She was poor and could very well feel Wanda's feelings when being made fun of. Hence, she was poor, so sympathetic.

VI. Ans. 36. (a) (A), (C) and (E)

Explanation: Lencho was hopeful and confident that he would receive hundred pesos from God but became unhappy when he found only seventy pesos in it.

Ans. 37. (b) (A) and (B)

Explanation: Since the postmaster had arranged seventy pesos for Lencho, he was expecting Lencho to be happy and thankful to God.

Ans. 38. (b) dismayed

Explanation: The postmaster was expecting a letter of thanks from Lencho. But the contents of the letter didn't please him.

Ans. 39. (d) ironic

Explanation: The statement is ironic as the post office employees, who had collected seventy pesos to help Lencho, had been called 'a bunch of crooks'.

Ans. 40. (d) asked

Explanation: Sanctioned and approved are similar in meaning. In the same manner, demanded and asked are similar in meaning.

VII. Ans. 41. (b) (B) is right and (A) is wrong.

Explanation: It is true that the reader feel sad that the tiger is caged. On the other hand, it has not been mentioned that the villagers don't feel happy. Moreover, they would be happy as their animals would not become the tiger's prey.

Ans. 42. (d) they are part of our environment.

Explanation: The tigers are part of our environment and must be protected.

Ans. 43. (a) by killing their cattle.

Explanation: The villagers are scared of the tiger as it kills their cattle.

Ans. 44. (c) Irony

Explanation: The tiger is in the zoo to attract the visitors, whereas he is ignoring them. Hence, it is ironic.

Ans. 45. (d) ignoring visitors.

Explanation: The tiger is not happy in the cage. He is conveying it by ignoring the visitors.

VIII. Ans. 46. (d) without clothes he was feeling cold.

Explanation: The invisible man had chosen a bad time to wander about as it was chilly cold and he was not wearing clothes.

Ans. 47. (d) he went along a street where there was no mud.

Explanation: Walking in the mud was posing a problem for the invisible man as his footprints were left behind. So he could escape only if he went along the street where there was no mud.

Ans. 48. (c) Both (A) and (B) are right.

Explanation: The invisible man was a brilliant scientist but had come out on a winter night without clothes which points towards his stupidity. So both 'a' and 'b' are right.

Ans. 49. (b) partly relieved

Explanation: He was partly relieved as he had got rid of the boys, but he still was facing the weather problem and needed clothes to protect himself from cold.

Ans. 50. (b) enter quietly

Explanation: He entered stealthily or quietly so that no one could see him. Hence, option b is correct.

IX. Ans. 51. (c) Happy

Explanation: Earlier, the poet was sad. Now his mood has changed which conveys that he is happy.

Ans. 52. (b) People have good ears for listening

Explanation: Unlike people, paper listens to everything that a person says without raising any question.

Ans. 53. (b) first to his family and the second to his country.

Explanation: According to Nelson Mandela, every man has his first obligation towards his family and second towards his country.

Ans. 54. (c) (C) and (D)

Explanation: The young seagull was afraid to fly. He was hungry as he hadn't eaten anything and felt jealous when he saw his brother catch a fish and eat it.

Ans. 55. (d) she was very talkative.

Explanation: Anne was a very talkative girl who used to disturb Mr. Keesing while he was teaching. Thus, he was annoyed with her.

Ans. 56. (b) responsible

Explanation: The loss of a possession should make one feel responsible so that he takes good care of his possessions from then on.

Ans. 57. (c) mystery

Explanation: There was no clue in the chapter as to who the pilot of the other plane was. It is left to the reader to run his imagination. Hence, it is a mystery.

Ans. 58. (a) (A) is right and (B) is wrong.

Explanation: Tricki was a pampered dog. Mrs. Pumphrey had spoiled him by giving him too much to eat. On the other hand, Tricki was greedy and ate everything which was served to him. Thus, both of them are to blame.

Ans. 59. (b) he never complained.

Explanation: Anil never complained of anything and adjusted himself in all the situations. There are examples in the text which convey this. Hence, option b is correct.

Ans. 60. (d) had set fire to his landlord's house.

Explanation: Griffin lived in rented room and experimented there. But one day he set fire to his landlord's house and became a homeless wanderer.

