| | | | | SET-01 |
|----------|--|--|--|---|
| Roll No. | | | | Candidates must write the Set No. on the title page of the answer book. |
| | | | | the time page of the answer book. |

SAHODAYA PRE-BOARD EXAMINATION(2023-24)

- ❖ Please check that this question paper contains 15 printed pages.
- ❖ Set number given on the right-hand side of the question paper should be written on the title page of the answer book by the candidate.
- ❖ Check that this question paper contains 11 questions.
- ❖ Write down the Serial Number of the question in the left side of the margin before attempting it.
- ❖ 15 minutes time has been allotted to read this question paper. The question paper will be distributed 15 minutes prior to the commencement of the examination. The students will read the question paper only and will not write any answer on the answer script during this period. Students should not write anything in the question paper.

CLASS-X

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

Time Allowed: 3 Hours Maximum

Marks: 80

General Instructions:

1. This question paper is divided into three sections: A, B & C.

Section A: Reading 20 marks

Section B: Grammar & Writing 20 marks

Section C: Literature 40 marks

Separate instructions are given with each section and question, wherever necessary.

- 2. All questions of a particular section must be attempted in the correct order.
- 3. Do not exceed the prescribed word limit while answering the questions.

SECTION A: READING SKILLS (20 marks)

Reading Comprehension Through Unseen Passages

| 1. | Read the following text. 10 m |
|-----|--|
| (1) | To make our life a meaningful one, we need to mind our thoughts, for our thoughts are the |
| | foundation, the inspiration and the motivating power of our deeds. We create our entire |
| | world by the way we think. Our circumstances and conditions are not dictated by the |
| | world outside; it is the world inside us that creates the outside. |
| (2) | Self-awareness comes from the mind, which means soul. Mind is the sum total of the |
| | states of consciousness grouped under thought, will and feeling. Besides self- |
| | consciousness we have the power to choose and think. Krishna says: "no man resteth a |
| | moment inactive." Even when inactive on the bodily plane, we are all the time acting on |
| | the thought plane. Therefore, if we observe ourselves, we can easily mould our thoughts. |
| | If our thoughts are pure and noble, naturally our actions will follow the same. If our |
| | thoughts are filled with jealousy, hatred and greed, our actions will be the same. |
| (3) | Karmically, however, thought or intent is more responsible and dynamic than an act. One |
| | may perform a charitable act, but if he does not think charitably and is doing the act just |
| | for the sake of gain and glory, it is his thoughts that will determine the result. Theosophy |
| | teaches us that every thought, no matter how fleeting, leaves a seed in the mind of the |
| | thinker. These small seeds together go to make up a large thought seed and determine |
| | one's general character. Our thoughts affect the whole body. Each thought once generated |
| | and sent out becomes independent of the brain and mind and will live upon its own energy |
| | depending upon its intensity. |
| (4) | Trying to keep a thought from our mind can produce the very state we are trying to avoid. |
| | We can alter our environment to create the mood. When, for instance, we are depressed, if |
| | we sit by ourselves trying to think cheerful thoughts, we often do not succeed. But if we |
| | mix with people who are cheerful, we can bring about a change in our mood and thoughts. |
| | Every thought we think, every act we perform, creates in us an impression, like everything |
| | else, is subject to cyclic law and becomes repetitive in our mind. So, we alone have the |
| | choice to create our thoughts and develop the kind of impressions that make our actions |
| | more positive. |
| (5) | Everything in the universe is inter-related and inter-dependent, that we live in one another |
| | and by accepting the grand principle of universal brotherhood, we shall be in a position to |

| | appreciate what a heavy responsibility is ever ours to think right. Let us reflect and | change |
|------|--|--------|
| | our ways in bringing newness and nobility to the world around. | |
| | (Created for academic usage/446 | words) |
| | Answer the following questions, based on the passage above. | |
| i. | Which of the following statements best describes the author's attitude towards | 1 |
| | studying thoughts? | |
| | A. Finds the process of thinking a tedious job that is too tiresome. | |
| | B. Believes that the emotional struggle involved in thinking is not worth the | |
| | effort. | |
| | C. Recognizes the challenge of putting up right thought, but also acknowledges | |
| | the reward it offers. | |
| | D. Feels that thinking as a process is abstract and tough to handle for a | |
| | mediocre. | |
| ii. | What is the tone of the writer in the given lines from paragraph (1)? Rationalize | 2 |
| | your response in about 40 words. | |
| | Our circumstances and conditions are not dictated by the world outside; it is the | |
| | world inside us that creates the outside. | |
| iii. | Complete the sentence appropriately: | 1 |
| | The author's use of vivid imagery in paragraph (3) such as 'small seeds | |
| | together go to' and 'make up thought seed' and 'determine one's general | |
| | character' greatly affects the reader because | |
| iv. | The passage includes some words that are opposites of each other. From the | 1 |
| | given sets (a) - (e) below, identify two sets of antonyms. | |
| | (a) Repetitive and rotating (b) gain and glory | |
| | (c) dynamic and inactive (d) interdependent and dependent | |
| | (e) depressed and cheerful | |
| v. | Complete the sentence appropriately. | 1 |
| | We can say that the author's tone becomes more neutral and objective when | |
| | discussing the effect of thought on body because | |
| vi. | Based on the reading of the passage, examine in about 40 words how | 2 |
| | meaningful lives can be moulded by our minds. | |
| vii. | What is the message conveyed by Lara's experience, in the following case? | 1 |
| | Lara spends hours trying to analyze her process of thinking and finally feels a | |

| | great sense of relief, for once she understands it completely. | | | | |
|-------|--|-----------|--|--|--|
| | A. Only those with a talent to analyze the thought process should engage with it. | | | | |
| | B. Keen interest to have a check on one's thoughts is itself a rewarding task | | | | |
| | C. Studying thoughts is very much a pleasure-seeking activity | | | | |
| | D. The efforts of examining the self are not worthy enough to work on | | | | |
| viii. | State whether the following lines display an example of a positive/negative/ | 1 | | | |
| | complex/ neutral flow of thoughts. | | | | |
| | There is always a next day | | | | |
| | As things follow at bay | | | | |
| | The path is carved away | | | | |
| | With pebbles and petals on way | | | | |
| 2 | Read the following text. | 10 m | | | |
| (1) | The North East of India is a melting point of variegated cultural mosaic of peo | ple and | | | |
| | races, an ethnic tapestry of many hues and shades. Yet these states are lesser exp | lored as | | | |
| | compared to the rest of the country. The new generations of travellers who are | 'money | | | |
| | rich and time poor' are increasingly looking for unique experiences- a pheno | | | | |
| | called the emergence of the 'experience economy'. For this new and growing breed of | | | | |
| | tourists, the North -East with its variety and uniqueness, holds immense attraction. | | | | |
| (2) | A study conducted in 2020 by Dr Sherap Bhutia revealed that the foreign tourist a | rrival in | | | |
| | the North-East increased from 37,380 persons in 2005 to 118,552 in 2014. The | overall | | | |
| | growth rate of tourists (both domestic and foreign) in the North-East was as | high as | | | |
| | 26.44% during 2005-06. A high and positive growth of 12.53% was registered in | foreign | | | |
| | tourist visits to North- East states of India during 2012 from 2011, which further | rose to | | | |
| | register a growth of 27.93% during 2013 from 2012. Foreign tourist arrivals in the | North – | | | |
| | East witnessed a growth of 39.77% during 2014 from 2013, according to data prov | ided by | | | |
| | the Ministry of Tourism, Government of India. | | | | |
| (3) | The study recommendations for tourist planners included the need to concentrate of | on some | | | |
| | key areas like enhancement of tourist facilities, tourism financing, focus on con | nmunity | | | |
| | involvement and others, for the formulation of a sustainable tourism strategy in the | North- | | | |
| | East States of India. | | | | |
| | Answer the following questions, based on the passage above. | | | | |
| i. | Complete the following analogy correctly with a word/phrase from paragraph 1: | 1 | | | |
| | Aroma: cooking:::painting. | | | | |
| | | | | | |

| | (clue :just like aroma is integral to cooking, similarly is/are integral to painting) | | | | |
|------|---|---|--|--|--|
| ii. | | 1 | | | |
| 11. | Fill in the blanks with the appropriate option from those given in brackets, based | | | | |
| | on your understanding of paragraph 1. | | | | |
| | The North-East with its variety and uniqueness is highly attractive, is a | | | | |
| | (fact/opinion)because it is (an objective detail/a | | | | |
| | subjective detail). | | | | |
| iii. | Justify the following in about 40 words: | 2 | | | |
| | The rate of tourism in the North –East of India is puzzling. | | | | |
| iv. | Based on the survey results, what are the areas that tourism planners must | 1 | | | |
| | address? Name any 2. | | | | |
| v. | State any one inference that can be drawn from the following: | 1 | | | |
| | Researchers recommend the formulation of a sustainable tourism strategy in the | | | | |
| | North Indian States of India. | | | | |
| vi. | Select the chart that appropriately represents the trend of foreign tourist visits in | | | | |
| | the North –East, from 2011-2014, as per the passage | | | | |
| | 2011 2014 2011 2014 2011 2014 | | | | |
| | (1) (2) (3) (4) | | | | |
| | A. Option 1 C. Option 2 | | | | |
| | B. Option 3 D. Option 4 | | | | |
| vii. | Which of the following are the 2 main take aways as per the survey mentioned | 2 | | | |
| | in the passage? | | | | |
| | A. The North-East is the cradle of 'experience economy'. | | | | |
| | B. The potential of North-East as a major tourist hub can be satisfactorily | | | | |
| | exploited if necessary steps are taken. | | | | |
| | C. The study of Dr Sherap Bhutia undermines the tourist attraction potential of | | | | |
| | the North-East. | | | | |
| | D. Tourist planners have failed to project the North-East as per its ability as a | | | | |
| | tourist hub. | | | | |
| | tourist nuo. | | | | |

| viii. | Select the option that titles | paragraph 1-3 appropriately, with reference to | 1 |
|-------|-------------------------------|--|---|
| | information in the text. | | |
| | A.1. Full Speed Ahead! | B. 1. Winds of Change | |
| | 2. Ups and Downs | 2. Numbers don't Lie | |
| | 3. Causes for Concern | 3. Time for Action | |
| | C.1. Inspecting Trends | D. 1. Cause and Effect | |
| | 2. Statistically Speaking | 2.Dynamic Data | |
| | 3.Let's Investigate | 3.Dependable Facts | |

SECTION – B: WRITING SKILLS & GRAMMAR (20 marks)

| | GRAMMAR | 10 m | | | | |
|-----|---|------|--|--|--|--|
| 3 | Complete ANY TEN of twelve of the following tasks, as directed. | 1x10 | | | | |
| I | Fill in the blank by using the correct form of the word in the bracket, for | | | | | |
| | the given portion of a letter: | | | | | |
| | Dear Sir | | | | | |
| | This is with reference to the committee's letter of recommendation | | | | | |
| | which (outline) the proposals for the upcoming conference on | | | | | |
| | sustainable development. | | | | | |
| ii | Identify the error in the given sentence from an article on Festivals and | | | | | |
| | supply the correction. | | | | | |
| | Exploring solutions to create awareness about celebrating festivals | | | | | |
| | without harming ecology will proved beneficial in the long run. | | | | | |
| | Use the given format for your response. | | | | | |
| | Error Correction | | | | | |
| | | | | | | |
| | | | | | | |
| iii | My mother shared some information with my younger sister about her | 1 | | | | |
| | upcoming test. | | | | | |
| | Report mother's question: "Are you prepared for the upcoming test?" | | | | | |
| | | | | | | |

| iv | Select the | correct option | to complete the | dialogue between C | Garima and | 1 | |
|------|----------------------------------|--------------------|--------------------------|------------------------|-------------|---|--|
| | Karan: | | | | | | |
| | Garima : S | So, after a deca | de in the industry | y, are you truly satis | fied? | | |
| | Karan : I l | ove the film in | dustry. It has its | flaws though. | | | |
| | Garima as | sked Karan if | after a decade | in the industry he | was truly | | |
| | satisfied. | Karan told | her that he | loved the film | n industry | | |
| | A. de | espite of its flav | | | | | |
| | | ough it has its | | | | | |
| | | though it had i | | | | | |
| | | spite it had fla | | | | | |
| V | | | sing the correct of | ntion · | | 1 | |
| • | | • | _ | in answering the te | acher when | • | |
| | | a question. | _ | | | | |
| vi | A. few | | fewer ply the correction | C. little | D. much | 1 | |
| VI | | _ | | | | 1 | |
| | One of my | frienas likė lo | cook Italian food | ι. | | | |
| | | | Error Co | orrection | | | |
| | | | | | | | |
| vii | Calaat tha | ontion that ide | ntifies the among | and supplies the corr | action | | |
| VII | | • | | 11 | | 1 | |
| | | | iai 1 nave waic | ched, I like these, | wnich are | | |
| | thriller | | E-man | Commention | _ | | |
| | | Option No. | Error | Correction | _ | | |
| | | A | Movies | movie | | | |
| | | В | Have | had | _ | | |
| | | С | These | those | | | |
| | | D | Of | between | | | |
| viii | _ | the given sen | tence, by filling | in the blank with | the correct | 1 | |
| | option. | | | | | | |
| | | _ | oad, a car | | | | |
| | A. was kno | _ | | B. had knocked | | | |
| | C. knocked D. would have knocked | | | | | | |

| ix | Report the dialogue between an interviewer and an interviewee by | by 1 | | | | |
|-----|---|------|--|--|--|--|
| | completing the sentence: | | | | | |
| | Interviewer: How long have you been working in MOUNT Company? | | | | | |
| | Manish: It's been three years since I joined that company, Sir. | | | | | |
| | On being asked how long he had been working in MOUNT company, | | | | | |
| | Manish replied that company. | | | | | |
| X | Fill the blank by choosing the correct option to complete the live fee | ed 1 | | | | |
| | on a school newschannel. | | | | | |
| | It's a matter of pride to announce that our school has again won the | he | | | | |
| | first prize in the Regional Science Fair, the same way it | _ | | | | |
| | the same for the last ten years. | | | | | |
| | A. has won | | | | | |
| | B. has been winning | | | | | |
| | C. had won | | | | | |
| | D. was winning | | | | | |
| xi | .Complete the line from this song, by filling the blank with the corre- | ct 1 | | | | |
| | option. | | | | | |
| | Every time I want to cross the street | | | | | |
| | I stop and look both ways, Roth left and right | | | | | |
| | Both left and right. Before I safely move my feet | | | | | |
| | I've got to wait, | | | | | |
| | Wait for a green light! | | | | | |
| | A. may | | | | | |
| | B. could | | | | | |
| | C. might | | | | | |
| | D. can | | | | | |
| xii | Identify the error on the information board of Louvre Museum for the | 1 | | | | |
| | visitors.Use the given format for your response. | | | | | |
| | The Louvre is the world's largest and oldest museum. Also called Gran | ıd | | | | |
| | Louvre, it is a most visited museum in the world. | | | | | |
| | Error Correction | | | | | |
| | | | | | | |
| | | | | | | |

| | WRITING | 10 |
|----|---|----|
| | Note: All details presented in the questions are imaginary and | |
| | created for assessment purpose. | |
| 4A | Stakeholders associated with the education system are concerned about | 5 |
| | the poor reading habits of students these days. There are multiple | |
| | reasons for the same, such as academic pressure, social media, video | |
| | game addiction, etc. As a concerned parent, write a letter to the editor of | |
| | a national daily in about 100-120 words, expressing your concern. | |
| | Suggest some ways in which students can be directed towards reading | |
| | habit and also many other dimensions of their lives. You are Aarti/ Anuj | |
| | of C-12, Janakpuri, Indore. | |
| | OR | |
| 4B | During summers, the water supply gets affected in your citydue to poor | |
| | maintenance. The common people are hit hard. The supply remains low | |
| | even during peak hours while in the VIP areas, it remains normal. The | |
| | residents of multi-storeyed buildings barely manage to get a trickle. | |
| | Many peopleare compelled to use hand pumps or depend upon tankers, | |
| | thus getting exposed to water- borne diseases. Write a letter of | |
| | complaint to the Municipal Commissioner of your city for a permanent | |
| | solution to this problem. You are Rani/ Rana, a resident of 7/21, Rohini | |
| | Apartments, Kanpur. | |
| 5A | Observe the bar graph given below. It shows the sales of three hardware | 5 |
| | equipment companies in the first and third quarter of 2022. Summarise | |
| | the information and make comparisons where relevant, in an analytical | |
| | paragraph of about 120 words. | |
| | Company Sales | |
| | 60,00,000 | |
| | 50,00,000 | |
| | 40,00,000 | |
| | 30,00,000 | |
| | 20,00,000 | |
| | 10,00,000 | |
| | 1ST QUARTER 3RD QUARTER | |
| | COMPANY X COMPANY Y COMPANY Z | |

| | | OR | |
|-------------------------|----------------------------------|--|----------------------|
| A survey was conduct | ed regardi | ng the age of girls | around the world, |
| who were married your | nger than 18 | 8. Analyzing the dat | a given here, write |
| an analytical paragraph | in 100-120 | 0 words. | |
| | T | ming of Marriage and | d Lovel of Education |
| | % 15-19 | Average age at 1st | % of women with |
| | married | marriage | marriage before 20 |
| Sub-Saharan Africa | in | | |
| Botswana (1988) | 6 | 25 | 55 |
| Cameroon (1991) | 44 | 19 | 27 |
| Mali (1987) | 75 | 16 | 6 |
| Niger (1992) | 59 | 18 | 1 |
| Uganda (1988/89) | 41 | 19 | 20 |
| Latin America | | | 2T-06 |
| Guatemala (1987) | 26 | 21 | 9 |
| Mexico (1987) | 20 | 22 | 32 |
| Middle East | | | |
| Egypt (1992) | 14 | 22 | 25 |
| Yemen (1991/92) | 25 | 21 | 6 |
| Asia | | | |
| China (1987/88) | 5 | 22 | 28 |
| Indonesia (1991) | 20 | 22 | 18 |
| Pakistan (1990/91) | 25 | 21 | 8 |
| Per ce | ent of Girls \ | Who Marry Younger th | nan 18 by Region and |
| 80 | | | |
| 70 | | | |
| 60 | | | |
| 50 | | | |
| 40 | 100 | | |
| 30 | | | |
| 20 | | | |
| 10 | | | |
| | | | |
| | em & ica | arral 8 | arica merica |
| om & Africa | | 100 | VII. |
| Eastern & Africa West | dle Am | th Certast Asia Caribba An | South |
| Eastern & Africa West | em & die Africa Sout So | th Central & Caribbean & Caribbean & Central Art | South America |

SECTION C LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 Marks)

| 6 | Read the given extracts and answer the questions for ANY ONE of the two, given. | 5 | | | | |
|-----|---|-------------|--|--|--|--|
| A | But Horace found that the flowers were hindering him in his work. He | buried his | | | | |
| | face in his handkerchief. Then he heard a voice say from the doorway, " | What is it? | | | | |
| | A cold or hay fever?" Before he could think, Horace said, "Hay fever," | and found | | | | |
| | himself sneezing again. The voice went on, "You can cure it with | a special | | | | |
| | treatment, you know, if you find out just what plant gives you the disease. I think | | | | | |
| | you'd better see a doctor, if you're serious about your work. I heard you from the | | | | | |
| | top of the house just now." (A Question | of Trust) | | | | |
| i | State any one inference about Danby from the given context: | 1 | | | | |
| | But Horace found that the flowers were hindering him in his work. | | | | | |
| ii | State TRUE or FALSE: None of the options from (a) to (d) can be | 1 | | | | |
| | applied to the given question or context. | | | | | |
| | Who asked Horace, "What is it? A cold or hay fever?" | | | | | |
| | (a) Probably, it was the mistress of the Grange. | | | | | |
| | (b) Maybe, it was another thief. | | | | | |
| | (c) It could have been the housekeeper of the Grange. | | | | | |
| | (d) In all probability, it was a neighbour keeping an eye on the Grange. | | | | | |
| iii | What advice did the lady give Horace regarding his hay fever? Was she | 2 | | | | |
| | really interested in his health? Elaborate in about 40 words, with | | | | | |
| | reference to the extract. | | | | | |
| iv | Which phrase would correctly substitute 'buried' as given in the | 1 | | | | |
| | sentence? He buried his face in his handkerchief. | | | | | |
| | OR | | | | | |
| В | "Our elders are often heard reminiscing nostalgically about those | C | | | | |
| | Portuguese days, the Portuguese and their famous loaves of bread. The | iose eaters | | | | |
| | might have vanished but the makers are still there. We still have amon | gst us, the | | | | |
| | mixers, the moulders, and those who bake the loaves. Those age-old, t | time-tested | | | | |
| | furnaces still exist. The fire in these furnaces have not yet been extingu | ished. The | | | | |
| | thud and jingle of traditional baker's bamboo, heralding his arrival in the | e morning, | | | | |
| | can still be heard in some places. (Glimpse | s of India) | | | | |

| Which of the following is NOT a reason why the elders are often heard | 1 |
|--|--|
| reminiscing nostalgically about those good old Portuguese days | |
| A. Portuguese as well as their famous loaves of bread have vanished. | |
| B. Those age-old, time-tested furnaces still exist. | |
| C. The eaters have left but the makers are still there. | |
| D. The thud and jingle of traditional baker's bamboo can still be heard | |
| in some places | |
| Why is it fair to say that the author's tone is confident, when he says | 2 |
| "The fire in these furnaces have not yet been extinguished"? Answer in | |
| about 40 words. | |
| Read the following statements (a)-(c) and identify which one correctly | 1 |
| corresponds to | |
| the extract. | |
| (a) Baking is not a profitable profession anymore. | |
| (b) The mixers and the moulders no more provide evidence of the baker | |
| still existing in Goan villages. | |
| (c) Baking as a profession perished with the Portuguese leaving the | |
| place | |
| If the loaves of bread had not been liked that much in the present time, | 1 |
| what would have been the condition of the bakers? | |
| Read the given extracts and answer the questions for ANY ONE of | 5 |
| the two, given. | |
| I am an orphan, roaming the street. | |
| I pattern soft dust with my hushed, bare feet. | |
| The silence is golden, the freedom is sweet. | |
| In what way does the language used in this poem convey the idea of | 1 |
| internal dialogue? | |
| What is the significance of the use of the word 'freedom' to describe the | 2 |
| | |
| desire of Amanda in the poem. How does this word choice contribute to | |
| desire of Amanda in the poem. How does this word choice contribute to the overall mood and tone of the poem? | |
| - | 1 |
| the overall mood and tone of the poem? | 1 |
| | A. Portuguese as well as their famous loaves of bread have vanished. B. Those age-old, time-tested furnaces still exist. C. The eaters have left but the makers are still there. D. The thud and jingle of traditional baker's bamboo can still be heard in some places Why is it fair to say that the author's tone is confident, when he says "The fire in these furnaces have not yet been extinguished"? Answer in about 40 words. Read the following statements (a)-(c) and identify which one correctly corresponds to the extract. (a) Baking is not a profitable profession anymore. (b) The mixers and the moulders no more provide evidence of the baker still existing in Goan villages. (c) Baking as a profession perished with the Portuguese leaving the place If the loaves of bread had not been liked that much in the present time, what would have been the condition of the bakers? Read the given extracts and answer the questions for ANY ONE of the two, given. I am an orphan, roaming the street. I pattern soft dust with my hushed, bare feet. The silence is golden, the freedom is sweet. In what way does the language used in this poem convey the idea of internal dialogue? |

| | A. despondent | |
|-----|--|--------|
| | B. stress -free | |
| | C. ecstatic | |
| | D. immature | |
| iv | Identify the poetic device used in the line, 'I am an orphan'. | 1 |
| | OR | |
| В | Belinda tickled him, she tickled him unmerciful. | |
| | Ink, Blink and Mustard, they rudely called him Percival, | |
| | They all sat laughing in the little red wagon | |
| | At the realio, trulio, cowardly dragon. | |
| i | In what way does the language used in the poem challenge traditional | 1 |
| | ideas of what poetry should be? | |
| ii | What is the significance of the use of the words 'realio', 'trulio' to | 2 |
| | describe Custard the Dragon in the poem? How do these words | |
| | contribute to the overall mood and tone of the poem? Answer in about | |
| | 40 words. | |
| iii | Complete the sentence with the appropriate option. | 1 |
| | The lines from the poem tell us that Custard was by his | |
| | family. | |
| | A. loved B. hated | |
| | C. encouraged D. ridiculed | |
| iv | Identify the poetic devices used in the above lines of the poem.(Any | 1 |
| | two) | |
| 8 | Answer ANY FOUR of the following five questions, in about 40-50 | 4x3=12 |
| | words. | |
| i | Justify the opinion that an unquestionable faith in the Divine is a gift | 3 |
| | only the sincere and hardworking possess. (A Letter to God) | |
| ii | How does W B Yeats's poem 'For Anne Gregory', challenge society's | 3 |
| iii | perception of a 'perfect woman'? (For Anne Gregory) Explain how the attitude of Nelson Mandela towards freedom gets | 3 |
| 111 | reflected in the chapter <i>Nelson Mandela: Long walk to Freedom.</i> | 5 |
| | Refer to the given lines from the text: | |
| | | |

| | But then I slowly saw that not only was I not free, but my brothers and | |
|-----|---|-------------|
| | | |
| | sisters were not free. I saw that it was not just my freedom that was | |
| | curtailed, but the freedom of everyone who looked like I did. | |
| iv | Anne mentions Kitty as a 'long-awaited friend'. Elaborate. | 3 |
| | (From the Diary of Anne Frank) | |
| V | How does Carl Sandburg describe the arrival, stay and departure of fog | 3 |
| | through the image of a metaphorical cat?(Fog) | |
| 9 | Answer ANY TWO of the following three questions, in about 40-50 | 2x3=6 |
| | words. | |
| i | How does Think Tank compare the Martians with the people on the | 3 |
| | Earth? What guesses are made by him about the books found on earth? | |
| ii | How does the character of Mr. Loisel teach lessons to people around in | 3 |
| | running a successful marital life? (The Necklace) | |
| iii | "Persistence can be a key factor to gain success in any field."Justify this | 3 |
| | statement in the context of the example of Richard Ebright in 'The | |
| | Making of a Scientist'. | |
| 10 | Answer ANY ONE of the following two questions, in about 100-120 | 1x6=6 |
| | words. | |
| A | After reading the story about Valli, you realize that she had such a small | desire and |
| | demanded nothing from her mother. After reflecting on this, you decide | |
| | diary entry on how you felt you have been unreasonable about the der | |
| | have posed to your parents. You also realize that life is not all about m | • |
| | possessions. | iaterianstr |
| | You may begin like this: | |
| | I feel I have learnt a lesson in life after reading about Valli. I feel ashar | mad for th |
| | | nea jor ini |
| | way I have been so demanding about the materialistic possessions | |
| | (M.J D: J | 41 1 |
| | (Madam Ride | es the bus) |
| | OR | |
| В | OR "You Lomovs have had lunacy in your family, all of you". In the light | ght of thi |
| В | OR "You Lomovs have had lunacy in your family, all of you". In the light statement by Chubukov, develop a conversation between Natalya and | ght of thi |
| В | OR "You Lomovs have had lunacy in your family, all of you". In the light | ght of thi |

| | Natalya: Papa, please what are you doing? He is here to ask for my h | nand in | | |
|----|--|----------|--|--|
| | marriage. Agree with him on all that he says. | | | |
| | Chubukov: Dear Lord! How can I (The Pro | oposal) | | |
| 11 | Answer ANY ONE of the following two questions, in about 100-120 | lx6=6 | | |
| | words. | | | |
| A | You have been asked to prepare a speech on human behaviour, which comes v | with the | | |
| | complexity that sets humans apart from other species. More often than n | ot, our | | |
| | perception of a person is proved wrong. Prepare a draft of the speech in 19 | 00–120 | | |
| | words by drawing similarities between Horace Danby in 'A Question of Tru | ıst' and | | |
| | Ausable in 'The Midnight Visitor'. | | | |
| | You may begin as: | | | |
| | Good morning. Sometimes appearances can be deceptive | | | |
| OR | | | | |
| В | A character arc is the transformation or development of a character through | ghout a | | |
| | story and refers to the changes a character undergoes as a result of their exper | riences, | | |
| | challenges and interactions with other characters. | | | |
| | | | | |
| | In the light of the above information, trace the character arc of Bholi in K.A. | Abbas' | | |