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ENGLISH

(Only for Fresh/School Candidates)

Time allowed : 3 hours ]

[ Maximum Marks : 80

- Please make sure that the printed pages in this question paper are **16** in number and it contains **14** questions.
- The **Code No.** on the top of the question paper should be written by the candidate on the front page of the answer book.
- Before beginning to answer a question, its **Serial Number** must be written.
- Don't leave blank page/pages in your answer-book.
- Except answer-book, no extra sheet will be given. Write to the point and do not strike the written answer.
- Candidates must write their Roll No. on the question paper. Except Roll No. do not write anything on question paper and don't make any mark on answers of objectives type questions.
- Before answering the question, ensure that you have been supplied the correct and complete question paper, **no claim in this regard, will be entertained after examination.**

**General Instructions :**

- I) This question paper is divided into **four Sections - A, B, C and D. All questions are compulsory.**
- II) Attempts all the parts of a question together.
- III) Stick to the word limit wherever prescribed.

**SECTION-A****(Reading Skills)**

[ M. M. : 10

1. Read the given passages and answer the questions that follow by choosing correct options given :

(a) Ride, work, ride, repeat. It's a scientifically proven system that describes some unexpected benefits of cycling. In a recent study in the 'Journal of clinical and Diagnostic Research', scientists found that people scored higher on tests of memory, reasoning and planning after 30 minutes of spinning on a stationary bike than they did before they rode the bike. They also completed the tests faster after pedalling.

Exercise is like fertilizer for your brain. All those hours spent on exercising your muscles, create rich capillary beds not only in leg and hip muscles, but also in your brain. More blood vessels in your brain and muscles mean more oxygen and nutrients to help them work. When you pedal, you also force more nerve cells to fire. The result : you double or triple the production of these cells - literally building your brain. You also release neurotransmitters (the messengers between your brain cells) so all those cells, new and old, can communicate with each other for better, faster functioning. That's a pretty profound benefit to cyclists.

This Kind of growth is especially important with each passing birthday, because as we age, our brains shrink and those connections weaken. Exercise restores and protects the brain cells. Neuroscientists say, "Adults who exercise display sharper memory skills, higher concentration

levels more fluid thinking, and greater problem-solving ability than those who are sedentary."

Cycling also elevates your mood, relieves anxiety, increases stress resistance, and even banishes the blues. "Exercise works in the same way as psychotherapy and antidepressants in the treatment of depression, may be better," says Dr. Manjari. A recent study, analysing 26 years of research, finds that even some exercise - as little as 20 to 30 minutes a day - can prevent depression over the long term.

**Questions :**

**1 × 5 = 5**

(i) In which tests did people score higher after spinning on a stationary bike ?

- (A) Memory
- (B) Reasoning
- (C) Planning
- (D) All of the above

(ii) What is like fertilizer for our brain?

- (A) Green manure
- (B) Compost
- (C) Exercise
- (D) None of these

(iii) What creates rich capillary beds in our brain?

- (A) Reading
- (B) Writing
- (C) Speaking
- (D) Exercising our muscles

(iv) What does adults display who exercise?

- (A) Sharper memory skills
- (B) Higher concentration skills
- (C) Greater problem-solving ability
- (D) All of these

(v) What relieves anxiety and elevates our mood?

- (A) Cycling
- (B) Thinking
- (C) Concentration
- (D) None of these

**OR**

Stress is a body reaction to any demands or changes in its internal and external environment. Whenever there is a change in the external environment such as temperature, pollutants, humidity and working conditions, it leads to stress. In these days of competition, when a person makes up his mind to surpass what has been achieved by others, leading to an imbalance between demands and resources, it causes psycho-social stress. It is a part and parcel of everyday life. Stress has a different meaning, depending on the stage of life you are in. The loss of a toy or a reprimand from the parents might create a stress shock in a child. An adolescent who fails an examination may feel as if everything has been lost and life has no further meaning. In adult, the

loss of his or her companion, job or her companion, job or professional failure may appear as if there were nothing more to be achieved.

Such signs appear in the attitude and behaviour of the individual as muscle tension in various parts of the body, palpitation and high blood pressure, indigestion and hyper-acidity. Ultimately, the result is self-destructive behaviour such as eating and drinking too much, smoking excessively or relying on tranquillisers. There are other signs of stress such as trembling, shaking, nervous blinking, dryness of throat and mouth and difficulty in swallowing.

A professional under stress behaves as if he were a perfectionist. It leads to depression, lethargy and weakness. Periodic mood shifts also indicate the stress status of the students, executives and professionals. A person under stress reacts in different ways and the common ones are flight or fight depending upon the nature of the stress and capabilities of the person. Responses can be elegantly chosen to cope with the stress so that stress does not damage the system and become distress. When a stress crosses the limit, peculiar to an individual, it lowers his performance capacity. Frequent crossings of the limit may result in chronic fatigue in which a person feels lethargic, disinterested and is not easily motivated to achieve anything. This may make the person mentally undecided, confused and accident prone as well.

**Questions :**

**1 × 5 = 5**

(i) What is body reaction to any demands in internal and external environment ?

- (A) Pollutants
- (B) Humidity
- (C) Stress
- (D) All of these

(ii) What causes psycho-social stress?

- (A) Imbalance between demands and resources
- (B) Temperature
- (C) Balance between demands and resources
- (D) All of these

(iii) When does adolescent feel as if everything has been lost and life has no further meaning ?

- (A) Loss of companion
- (B) Loss of youth
- (C) Fails an examination
- (D) None of these

(iv) Who behaves as if he were a perfectionist?

- (A) a child
- (B) a professional
- (C) an adult
- (D) All of these

(v) What lowers once performance capacity ?

- (A) When stress crosses the limit
- (B) Peculiar to an individual
- (C) Both (A) and (B)
- (D) None of these

2. Read the following passage carefully and make notes on it. Supply a suitable title also :  $1 + 4 = 5$

The topic of thought is one area of Psychology and many observers have considered this aspect in connection with robots and computers; some of the old worries about artificial intelligence were closely linked to the question of whether computers could think. The first massive electronic computers capable of rapid computation and little or no creative activity, were soon dubbed 'electronic brains'. A reaction to this terminology quickly followed. To put them in their place, computers were called 'High-speed idiots', an effort to protect human vanity. But not everyone realized the implications of high-speed idiot tag. It has not been pointed out often enough that even the human idiot is one of the most intelligent life forms on earth. If the early computers were even that intelligent, it was a remarkable state of affairs.

One consequence of speculation about the possibility of computer thought was that we were forced to examine with new care the idea of thought in general. It soon becomes clear that we were not sure what we meant by such terms as thought and thinking. We tend to assume that human beings think, some more than others, though we often call people thoughtless or unthinking. Dreams obviously some type of mental experience, but are they a type of thinking? And the cause a problem, partly because they usually happen outside our control. They are question of non-human life forms adds further problems. Many of us would maintain that some of the higher animals - dogs, cats, apes and so on - are capable of at least basic thought, but what about fish and insects? It is certainly true that the higher mammals show complex brain activity, when tested with the appropriate equipment. If thinking is demonstrated by evident electrical

activity in the brain, then many animal species are capable of thought. Once we have formulated clear idea on what thought in biological creatures is, it will be easier to discuss the thought in artifacts. And what is true of thought is also true of many other mental processes. One of the immense benefits of Artificial Intelligence research is that we are being forced to scrutinize with new vigour, the working of human mind.

It is already clear that machines have superior mental abilities to many life forms. No fern or oak tree can play chess as well as even the simplest digital computer nor can frogs weld car bodies as well as robots. The three-fingered mechanical manipulator is cleverer in some ways than the three-toed sloth. It seems that, viewed in terms of intellect, the computer should be set above plants and most animals. Only the higher animals can, it seems, compete with computers with regard to intellect - and even then with diminishing success.

### Section - B

#### (Grammar /Writing Skills)

3. Attempt any twelve of the following :

1 × 12 = 12

(a) Fill in the blanks with the **correct form** of the **verbs** given in brackets :

(i) I ..... (see) this picture several times.

(ii) He ..... (receive) your message yesterday.

(iii) If you run fast, you ..... (win) the race.

(b) Fill in the blanks with suitable determiners given in the brackets :

(i) ..... (A/An/The) best essay will get a prize.

(ii) I have invited ..... (some/any) friends to the party.



(iii) ..... (A little/Little/The little) knowledge is a dangerous thing.

(c) Fill in the blanks with suitable modal :

(i) ..... that I were a bird !

(ii) He ran fast so that he ..... catch the bus.

(iii) We ..... practise virtue.

(d) Change the following sentences into passive voice :

(i) Whom do you want ?

(ii) Kindly show me your new watch .

(iii) His behaviour surprised me.

(e) Combine these two sentences into a complex containing a noun clause :

(i) I said something. I am sorry for it.

(ii) I was wrong. The teacher told me this.

(iii) He will improve. This is our hope.

(f) Name the parts of speech of underlined word in the following sentences :

(i) He came just when the guests were about to leave.

(ii) They are intelligent enough to answer it.

(iii) Hurrah ! We have won the match.

4. The Principal of your school has invited the Inspector of Police (Traffic) to deliver a lecture on 'Road Safety' in the school. Draft a notice informing the students to assemble in the school auditorium.

OR

Read the given telephone conversation between *Nisha* and *Neetu*. Neetu is about to leave home and will not be able to meet Vicky. She leaves a message for him. Write that message.

Nisha : Hello ! Is that Neetu ?

Neetu : Ya ! Speaking.

Nisha : It is Nisha here. You know, Neetu, that 'Trade Fair' is going on in Pragati Maidan. I am visiting it today. You should bring Vicky with you.

Neetu : But he is not at home. I am sure that he will be with us because he desired so earlier.

Nisha : Then it is done. Please wait for me at platform No. 1 on railway station Jaipur till 11:00 a.m. we shall leave together.

Neetu : Okay. It shall be all right. We shall reach in time.

Nisha : All right. Bye till then.

Neetu : Bye.

5. Write a paragraph on **one** of the following :

5

(i) Afforestation : The Need of the Hour

(ii) Good Manners

(iii) Work is Worship

(iv) My Aim in Life

6. You are Avni, the Head Girl of Class XI. On behalf of the students of Class XI, write an application to the Principal requesting him to arrange for an Educational Trip. 5

OR

You are Ajay/Sonam. Your younger brother, Arun, needs your advice for the preparation of his Secondary School Examination. Write a letter to him giving some tips in brief.

**SECTION - C**

**(Main Reader 'Hornbill')**

**[ M.M. : 31**

**[ A : Prose ]**

7. Read the passage given below and answer the questions that follow :

By morning on January 3, the pumps had the water level sufficiently under control for us to take two hours' rest in rotation. But we still had a tremendous leak somewhere below the waterline and, on checking, I found that nearly all the boat's main rib frames were smashed down to the keel. In fact, there was nothing holding up a whole section of the starboard hull except a few cup board partitions. We had survived for 15 hours since the wave hit, but Wavewalker wouldn't hold together long enough for us to reach Australia. I checked our charts and calculated that there were two small islands a few hundred kilometres to the east. One of them, Ile Amsterdam, was a French scientific base. Our only hope was to reach these pinpricks in the vast ocean. But unless the wind and sea abated so we could hoist sail, our chances would be slim indeed.

**Questions :**

**1 × 5 = 5**

- (i) Name the chapter and its author.

- (ii) What was the name of the boat in which the narrator and his family were travelling ?
- (iii) What did the narrator calculate after checking his charts ?
- (iv) What happened to the boat ?
- (v) Would the boat be able to reach Australia in that condition ?

OR

Taplow : Well, I'm not so sure, sir. That would be true of the ordinary masters, all right. They just wouldn't dare not to give a chap a remove after his taking extra work. But those sort of rules don't apply to the Crock - Mr Crocker - Harris. I asked him yesterday outright if he'd given me a remove and do you know what he said, sir ?

Frank : No. What ?

Taplow : (Imitating a very gentle, rather throaty voice) "My dear Taplow, I have given you exactly what you deserve. No less; and certainly no more." Do you know sir, I think he may have marked me down, rather than up, for taking extra work. I mean, the man's hardly human. (He breaks off quickly) Sorry, sir. Have I gone too far ?

**Questions :**

**1 × 5 = 5**

- (i) What do ordinary masters dare not to do ?
- (ii) Who is Mr. Crocker-Harris ?
- (iii) What kind of voice did Crocker-Harris have ?
- (iv) What did Crocker-Harris do ?
- (v) Who envies Crocker-Harris ?

8. Answer in about 100 words :

Describe in brief the pen-picture of the narrator's grandmother highlighting her noble qualities.

(The Portrait of a Lady)

OR

Describe the narrator's journey from Ravu to Hor and the problems he had to face on the journey.

(Silk Road)

9. Answer any **five** of the following in about **30** words each :

2 × 5 = 10

- (i) Mention **three** reasons why the author's grandmother was disturbed when he started going to the city school.
- (ii) List the deeds that led Ray Johnson to describe Akhenaten as "Wacky" .
- (iii) Who was Quinten Metsys ? Whom did he want to marry ?
- (iv) What does the notice "The world's most dangerous animal" at a cage in the zoo at Lusaka, Zambia, signify ?
- (v) What does Millie ask Taplow to do ?
- (vi) Who is Professor Gaitonde ? What is the subject of the lecture that he is going to deliver ?
- (vii) Who was Norbu ?

**[ B : Poetry ]**

**10.** Read the stanza carefully and answer the questions that follow :

She stokes it full, then flirts out to a branch-end  
Showing her barred face identity mask  
Then with eerie delicate whistle - chirrup whisperings  
She launches away, towards the infinite  
And the laburnum, subsides to empty.

**Questions :****1 × 5 = 5**

- (i) Name the poem and the poet.
- (ii) Who does the word 'she' refer to in the first line ?
- (iii) What does she do before flirting out ?
- (iv) What does the bird show ?
- (v) What happens to the tree when she flies away ?

**OR**

Where did my childhood go ?  
It went to some forgotten place,  
That's hidden in an infant's face,  
That's all I know.

**Questions :****1 × 5 = 5**

- (i) Name the poem and the poet.
- (ii) Where does the poet think his childhood has gone ?
- (iii) Where was that place hidden where the poet's childhood went ?
- (iv) How did the poet feel about his lost childhood ?
- (v) Where does the poet think his childhood can be found ?

11. Answer any **two** of the following in about **30** words each :

- (i) What has the camera captured in the poem 'A Photograph' ?
- (ii) There is a parallel drawn between rain and music. Which words indicate this ? Explain the similarity between the two on the basis of the poem 'The Voice of the Rain'.
- (iii) Give the central Idea of the poem, 'Father to Son'.

**SECTION - D**

**(Supplementary Reader - Snapshots)**

[ M.M. : 14

12. Answer in about **100** words :

Give a character-sketch of the narrator's cousin Mourad on the basis of the story, "The Summer of the Beautiful White Horse."

**OR**

Narrate 'The Tale of Melon City' in your own words.

13. Answer any **two** of the following in about **40** words each :

2 × 3 = 6

- (i) What familiar things did the narrator find at Mrs. Dorling's house ?
- (ii) How do Mrs. Pearson and Mrs. Fitzgerald exchange their personalities in the play 'Mother's Day' ?
- (iii) What last effort did Andrew make to revive the child in the chapter 'Birth' ?
- (iv) How did the writer plan the meeting between Ranga and Ratna in the story 'Ranga's Marriage' ?

**14.** Choose the most appropriate option from the questions given below (Do any **three**) :  $1 \times 3 = 3$

(i) Who was Mrs. Dorling ?

- (a) writer
- (b) narrator
- (c) her grandmother
- (d) her mother's old acquaintance

(ii) Who was Ratna ?

- (a) Narrator
- (b) The narrator's daughter
- (c) Rama Rao's niece
- (d) Ranga's sister

(iii) Who was Elsha ?

- (a) Albert's cousin
- (b) Albert's friend
- (c) Albert's classmate
- (d) Albert's teacher

(iv) Which city did Shahid belong to ?

- (a) Ambala
- (b) Shimla
- (c) Srinagar
- (d) Delhi

