

561 A

Roll No:-

(Total Pages:- 8)

Duration:-2hrs

Max. Marks – 50

Q.1 A] Read the first activity, read the extract and then do all the activities. 12

1. Read the following statements and write down two statements which explain the theme of the extract. 2

- i. The discovery of the mystery of the Red Indians.
- ii. The disclosure of the final plans of the life of the speaker.
- iii. The speaker's Father's practical way of teaching him about life.
- iv. The speaker's enjoyment of the company of his father.

As so often happened, Dad was well ahead of me. We didn't go to the Hernandez place again. Instead, we went to a remote valley where, hundreds of years before, Red Indians had lived in tiny flats carved into the steep rock face of the canyon walls. As we wandered around that ghostly ruin, I tried to imagine how it must have looked when it was occupied. Then I discovered a mysterious, round room beneath the ground with a ladder leading down to it. "What do you suppose this was for?" I asked.

"Son," Dad said, "I've no idea. But I bet you could find out in books."

"Where would I find those books?"

"Well," he said, "I imagine the library at the university has them."

We walked in silence for a moment. "You know, Dad," I said, finally. "I do love the farm, and taking care of Sadie, and all that. But, well, it seems there are a lot of other interesting things to do, too."

"Sounds to me as if you've been 'considering'," Dad said.

In the end, of course I did go to college. Dad drove over one autumn day of my first year, and picked me up at the dormitory. We had no destination. We just drove slowly through the mountains, feeling good about being together. Over dinner, I told him about my courses and my plans.

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When he dropped me back at the dormitory that night, he offered his hand. "Well, son," he said, tightening his grip, "I guess our horse-buying days are about over. But we bought some pretty good ones, wouldn't you say?"

I nodded, unable for a moment to speak. I looked beyond him to where the library stood alone, lighted like a cathedral. "Dad," I said, "I found out what the Red Indians used that room for."

"Oh?"

"It was a place where men taught boys about life....kind of like horse-buying time."

He tried to smile, but the muscles of his face hesitated. "Write to your mother," he said sharply. "She misses you."

When he was gone, I set outside for a long time. When the lights went out at the library, the stars seemed to shine brighter still, and I stayed to watch them.

2. Complete the following sentence:

"Sounds to me as if you have been 'considering,'" Dad said.

By 'considering' Dad means.

2

(i) _____ (ii) _____

3. Discuss what prompted the writer to decide the courses and plans of his life.

2

4. When words are grouped together in one particular context, they form a "Register". Pick up four words from the words given below to form a 'register'.

2

a] Valley b] rock c] ladder d] canyon c] dormitory f] mountains

5. What, do you think, is father's contribution in bringing about the change in writer?

Explain.

2

6. Do as directed:

2

1) We walked in silence.

(Use adverb form of the underlined word and rewrite)

1

2) I've no idea. (Use question tag and rewrite)

1

B] Do as directed

(3)

i) Madhu is _____ model and _____ artist.

(Fill in the blanks with suitable articles)

1

ii) Meet me _____ the prize distribution function _____ the evening.

(Fill in the blanks with correct prepositions)

1

iii) Teacher told Rupali, " How far is your home from your college?"

(Change it into indirect narration.)

1

Q. 2. A] Read the first activity, read the extract and then do all the activities.

12

1. Complete the following statement with correct reason from the options given below:2

In Pune, Marathi is the language of instruction of Door Step Schools because

- i) The Door Step School organizers are against teaching English.
- ii) Marathi will help the students to get admission in the Mainstream Schools.
- iii) Learning a foreign language is difficult for first generation learners.
- iv) Learning English is not essential for the Students since their mother tongue is Marathi.

"The Door Step School is truly a school at one's doorstep. The organization sets up a classroom in a particular area and gathers children there for learning. The team goes there every day and conducts regular classes. This particularly helps those who can't send their children to schools due to distance and time issues. The programmes are tailor made for the groups that they serve. In Pune, the language of instruction is Marathi. When asked why English was introduced to the children, Rajani replies thoughtfully, "We are not against any language. Our experience tells us that a child can pick up his mother tongue or the regional language quickly. One must understand that these are students with no educational background. They are what we can call first generation learners. Most of the municipal schools in the city are Marathi medium. So while enrolling them in the mainstream school, it's essential that they know good Marathi. Also, when they come to us, they can hardly read and write in the language that they speak and hear, learning a foreign language is far more difficult. The other factor is the dropout rate. Keeping all this in mind, we think

that children must read and write in their own language till the time they are with us.”

In Pune, the main focus of the Door Step School is educating children on construction sites. “We conducted a survey and found that lots of young children move into the city with or without their families to work on construction sites. Earning the daily bread is a challenge and education thus remains a distant dream. We try and reach out to such children and as a result, today, we are operating on over 100 construction sites in the city. However, there are several challenges. The opening as well as the closure of the sites is not in our hands. When the site is completed, the labor moves out and so does the child. This results in a high dropout rate. Over the years, we have put in several measures to track the children moving due to residence change. One of the ways is by training children to call us from the new location and give us that address. We have received quite a few calls and this is very encouraging”, smiles Rajani.

A 2 Describe in two/three sentences the purpose of a Door Step School. 2

A 3 “This results in high drop out rate.” This sentence implies _____

Complete it in a small paragraph. 2

A 4 Write the antonyms of the following words using negative prefixes. 2

i) regular ii) essential iii) complete iv) understand

A 5 What, do you feel, is impressive of the Door Step School? Explain it in two sentences

A 6 Do as directed: 2

i) Pune is known for its heavy and undisciplined traffic. 1

(Rewrite using not only....but also’)

ii) Education always opens doors for a brighter future. 1

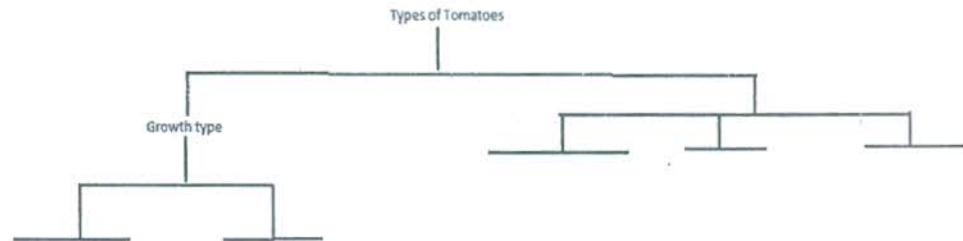
(Rewrite using a modal auxiliary showing obligation)

B] Read the following extract carefully and complete a tree – diagram on ‘Types of Tomatoes’ given below. 3

In most greenhouses you will find tomatoes growing on. It is surprising that we have an irrepressible urge to grow them. They are classified into two types. Growth type and Fruit type. There are some varieties in growth type – Cardon and Bush. Cardon is Single Stemmed plant

which requires support using a cane or string. It grows 6 ft or more. Where height is a problem, grow a bush type. It grows 1 – 3 ft high but its growth is rather untidy. The fruit type varieties are – Hybrid, Beefsteak and cherry. The Hybrid Variety

has two important advantages – they are generally heavier – yielding and also have a high degree of disease resistance. The Beefsteak variety produces the large meaty tomatoes which are very popular in the U.S. They are excellent for sandwiches but not for frying. The cherry or bite-sized tomato is much smaller but the flavor is outstanding



Q 3 A] Read the given extract and do the activities that follow.

8

On journeys through the States we start,
 (Ay, through the world – urged by these songs,
 Sailing henceforth to every land – to every sea;)

We, willing learners of all, teachers of all, and lovers of all.

We have watch'd the seasons dispensing themselves, and passing on,
 We have said, Why should not a man or woman do as much as the

Seasons, and effuse as much?

We dwell a while in every city and town;

We pass through Kannada, the north-east, the vast valley of the

Mississippi, and the Southern States;

We confer on equal terms with each of The States,

We make trial of ourselves, and invite men and women to hear,
 We say to ourselves, Remember, fear not, be candid, promulge the body
 And the Soul;
 Dwell a while and pass on – Be copious, temperate, chaste, magnetic,
 And what you effuse may then return as the seasons return,
 And may be just as much as the seasons.

1. Complete the following statement giving the lines from the poem. 2
 The seasons have the tendency to....
 i) _____ ii) _____
2. 'On journeys through the states we start' Name and explain the figure of speech in the above line and give one more example of the same from the extract. 2
3. Does the poem have a Universal appeal? Explain. 2
4. Compose 2 Poetic lines of your own on the theme of 'Equality'. 2

B] Read the following extract and do the activates that follow it. 4

"By the age of fourteen, I had basically accomplished nothing, save to vilify myself to the teachers at Mather Junior High School. I had deliberately become every teacher's worst nightmare. With relish, I disrupted each class I entered, not caring about the consequential detentions or a suspension.

That all changed the minute I walked into Mr. Kaplan's social studies class. Young and handsome, he was leaning against the chalkboard with his hands stuffed in his jeans, as if he hadn't a care in the world. But his steely blue eyes, shaded by a swath of sandy blond hair, said otherwise. This cool teacher in his Calvin Klein jeans and tan V-neck sweater had a look that said, *Don't mess with me.*

Definitely interested and a bit intimidated, I decided there and then to behave myself.

"Good morning," he greeted us, then pushed away from the board and began to walk the aisles between desks. "My name is Mr. Kaplan, and we are all about to embark on a journey."

Feeling a flutter in my stomach, I wondered if I might be sick, then realized it was excitement. Smiling to myself, as Mr. Kaplan returned to his desk, I felt a spark of hope that may be this class would be fun.

Suddenly, Mr. Kaplan jumped on his desk.

"Listen to me," he demanded, as if we could do anything else. "This is not about school. It is about learning and the joy it can give, if you let it."

"This is about you," he said, jumping down from his perch with the grace of a panther. "And you," he said, pointing to various students as he repeated the phrase over and over.

When his long, graceful finger settled on me, I thought my heart would burst. Never before had I believed there was joy in learning. Never before had I considered that learning might be about me.

- 1) Following are the sentences about the happenings in the extract but they are jumbled up 2

Arrange them in order of their occurrence.

- i) It was the social class going on when the writer entered the classroom.
- ii) The teacher, Mr. Kaplan, was very active in the class. Jumped up and down his desk.
- iii) The teacher involved every student in the class activity.
- iv) The teacher was casually dressed.

- 2) Add your own imaginary paragraph in about 50 words after the above extract. 2

Q. 4 A) Read the following advertisement and prepare a letter of application in response to it using the information given in the CV that follows. 4

**SITUATION VACANT
WANTED
Sales Executive
Graduate / MBA with – 1-2 years
Experience, fluent in English,
Willing to travel extensively.
Apply to :
HRD, Metro Tyres Ltd.
Metro Tower, C-49,
Sector 62, Mumbai – 400 001.**

CV

