

# FUNCTIONAL ENGLISH

*Time allowed : 3 hours*

*Maximum Marks : 100*

## **General Instructions :**

- (i) *The paper is divided into **four** sections : A, B, C and D. All the sections are compulsory.*
- (ii) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- (iii) *Do not exceed the prescribed word limit while answering the questions.*

## QUESTION PAPER CODE 212/1

### SECTION A — READING

20

**A1.** Read the following passage :

“But have you been to Nimitita ? Have you seen the palace there ?” asked the old man in the tea-shop, with the thatched roof. We were in the village of Lalgola, one hundred and fifty miles from Calcutta, and we had just seen our thirtieth nobleman’s palace and found it unsuitable.

5 “Nimitita ? Where is that ?” we asked without much interest. We had never heard of the place. “It is sixty miles to the north of here. You drive up the highway. Then you come to a river which you have to cross. A ferry will take your car across. Then up the highway again for twenty miles. A sign tells you where to branch off ... It’s on the river Padma, on the eastern bank. It’s the palace of the Choudhurys. I’ve been listening  
10 to your talk, and I feel you ought to see this one before you give up.”

We were not very hopeful. We had had enough trouble taking free advice from people who had no idea of our needs. Anyway, the question was : do we or do we not undertake this one last trip ? If we did not like the palace, it might mean either giving up making this film altogether, or seriously changing its nature. We tossed a coin to  
15 decide whether to go or not. The coin said ‘Go!’, and we set out on our sixty-mile journey.

It was when I was in bed with my right leg in plaster that I had decided to film Tarasankar Banerji’s famous short story, ‘The Music Room’ (Jalsaghar). A nasty fall on the stone steps at Banaras had brought about a serious knee injury. I lay in bed and  
20 read all the Bengali books I could lay my hands on. Just then, the film distributors were not too keen to take my films for distribution, and may be this was one of the things that made me choose ‘The Music Room’.

Here was a dramatic story which could naturally bring in music and dancing, and distributors loved music and dancing. But here, too, was a story full of feelings. So it

25 would be satisfying for me as an artist. I would cast Chabi Biswas, our greatest actor, in the leading role of the zamindar — the zamindar whose love of big musical entertainments brings about his ruin. But the most important thing was to find a palace. As we had a low budget, there was no question of having studio-built sets. I knew that, if we had the money, my art director could easily build a set which looked  
30 like our old palace with the right style. But we just didn't have the money for it.

Nimtita turned out to be everything that the old man had claimed — and more. No one could have described in words the feeling of utter sadness that surrounded the palace. The river Padma had changed its course over the years, so that now there were endless stretches of sand where once had been villages. The palace itself—Greek  
35 pillars and all — was a perfect realization of my dream image. It stood looking out over the stretches of sand with a sad dignity. It had somehow escaped being totally destroyed when the river changed its course. The river had approached within ten yards of the front of the palace — having swallowed the garden — and then stopped. Ganendra Narayan Choudhury, who is seventy and owns a British title and the palace,  
40 told us how it happened : “We were having breakfast one morning when we heard a low rumble. We went out on the verandah and saw a big chunk of our estate — almost a square mile of it — go under water, disappearing forever. It all happened in a matter of seconds. Padma's appetite is legendary.”

“But aren't you afraid that the river might encroach further ?”

45 “Oh, yes, the rains bring with them the usual fears.”

“Then why do you stay here ?”

“We'd sooner go down with the house than leave it and go away.”

On returning from our first trip to Nimtita, I telephoned the author, Mr. Banerji. He had been just as anxious about the location as we were.

50 “We've found our palace at last, Mr. Banerji,” I said.

“Have you ? And where is it ?”

“At a little known place called Nimtita.”

“Nimtita ?” There was a note of recognition in his voice. “You don't mean the palace of the Choudhurys, do you ?”

55 “That's the one.”

“But that's extraordinary! I haven't been to Nimtita myself, but I've read about the Choudhurys in a history of Bengal zamindars, and it was the music-loving Upendra Narayan Choudhury who served as the model for my rajah.”

*(Extract from a piece written by Satyajit Ray)*

- All On the basis of your understanding of the passage answer the following : 8
- (a) How was the meeting with the old man at the tea-shop lucky for the narrator ? 2
- (b) It was important for the narrator to find the right setting for his film for two reasons. What are they ? 2
- (c) When did the narrator get the idea of making the film 'Jalsaghar' ? 1
- (d) Why did the narrator feel that the film would appeal to his distributors ? 1
- (e) Why was making the film so important to the narrator ? 1
- (f) What surprised Mr. Banerji, the author of the story ? 1
- A1.2 Pick out the words from the passage which mean the following : 4
- (i) a motorized boat (lines 5 - 10)
- (ii) asserted or said (lines 31 - 35)
- (iii) something mythical/famous from the past (lines 39 — 43)
- (iv) unique or strange (lines 53 - 58)

A2. Read the passage given below :

Apes belong to the same type of animals as man himself. They have larger brains than any other animal, though their brains are smaller than man's. They all belong to the hot countries of the world — Tropical Africa and South-East Asia.

The gorilla is the largest of the apes. He is as tall as six feet when standing upright. He is known to be very fierce and is often described as standing on his hind legs, beating his chest with his hands, and roaring in anger. Now that we know more about gorillas in their home, in the forests of Central Africa, we learn that they are, in fact, peaceful animals and never use their great strength unless attacked.

Gorillas go about in family parties of one old male, with several females and their young ones; these include babies, carried hanging on to their mothers' fur and youngsters up to six years old. They roam through the tropical forests on all fours, and seldom stand up on their hind legs, for these are weak compared with their long and very strong arms. They have sharp eyesight and notice even slight movements from quite a distance. Gorillas have black faces and long, black, hairy coats. They feed during the day on plants and fruits, especially on wild celery and bamboo.

The chimpanzee also belongs to the forests of tropical Africa. It stands just five feet high and weighs only ten stone., It has short hair on its body and ears; its hands and feet are skin-coloured and baby chimpanzees have pink faces. Instead of beating their chests when angry, they make a hooting bark.

The orangutan or ‘Old Man of the Woods’, lives in Borneo and Sumatra in the East Indies. Though it is only four and a half feet high, it weighs nearly fourteen stone. It has rough reddish hair, especially long on the shoulders, back, and arms. Its legs are short and weak, but its arms are long and strong. It moves over the ground by putting its hands down and swinging its body between the arms. But it spends most of its time in the trees, swinging from branch to branch.

The fourth ape, the gibbon of South-East Asia, is the smallest — only three feet high and weighing only a stone. This small, finely built ape has such long arms that it holds them over its head when running on the ground. In trees, it uses them to swing easily through the branches, and it takes flying jumps from one tree to another, as much as forty feet at a time. Gibbons are also fruit-eaters and live in family parties. In the jungle they keep in touch with each other by calling loudly all the time. At sunrise and sunset there is a loud chorus of calls ringing through the forest.

- A2.1 On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations, where necessary. 5
- A2.2 Write a summary of the above passage in 80 words. 3

**SECTION B — WRITING** 30

- B1.** You are Sahil / Shalini Khattar of 35-B, Ballygunge, Circular Road, Kolkata. You want to sell your refrigerator, washing machine and other household goods as you are going abroad for a long time. Design an advertisement to be put in the classified column of the local newspaper giving the relevant details. (Word limit - 50 words) 5
- B2.** You have received an invitation to attend the wedding ceremony of your friend. Write an informal reply accepting the invitation. (Word limit - 50 words) 5
- B3.** You are Mr. Abhishek Sharma, Sports Incharge, Sarojini Public School. Write a letter to M/s Modi Sports Company Ltd., asking for the price-list and discounts for certain sports equipments required by your school. (Word limit - 100 words) 10

**OR**

You are Ketan / Ketaki Shah of 25/B, Mohini Vihar, Ghaziabad. You are disturbed by the news of the terrible floods in some States and drought in the others. Write a letter to the Editor of a national daily expressing your views on the situation and giving your suggestions on how to deal with it. (Word limit - 100 words)

10

**B4.** You have read the following headlines :

ELDERLY COUPLE KILLED BY SERVANT

OLD WOMAN LIVING ALONE FOUND DEAD

POLICE ADVISES SERVANT VERIFICATION

NEW PROJECT IN SCHOOLS : INTERACTION WITH SENIOR CITIZENS

You are extremely disturbed by the growing crimes against the elderly people in your city. Write an article commenting on the reasons for such crimes and how one can prevent them. Sign yourself as Surabhi / Shantanu. (Word limit - 200 words)

10

**OR**

This is the final medals tally at the Athens Olympics :

<i>Country</i>	<i>Gold</i>	<i>Silver</i>	<i>Bronze</i>	<i>Total</i>	<i>Position</i>
USA	35	39	29	103	1 <sup>st</sup>
China	32	17	14	63	2 <sup>nd</sup>
Russia	27	27	38	92	3 <sup>rd</sup>
Australia	17	16	16	49	4 <sup>th</sup>
Japan	16	9	12	37	5 <sup>th</sup>
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India	0	1	0	1	67 <sup>th</sup>

Prepare a speech for your school assembly expressing your concern about the poor showing of the Indians in sports, highlighting the problems and suggesting some solutions. (Word limit - 200 words)

SECTION C — GRAMMAR

15

- C1. Rearrange the following sentences in proper sequence to make a paragraph that makes complete sense : 3

He flew hours before reaching his target.

On the day of execution, Colonel, Paul W., Tibbets took off at a quarter to three in the morning.

The bombing of Hiroshima was executed after meticulous planning.

Thus the new nuclear age had begun, not with a bang but with a whimper.

But there was no bang or an explosion. Only a brownish-purple mist all around.

Then, the bomb was set to explode 2000 ft. above the town.

- C2. The following passage has *ten errors*. Identify the errors in each line and write them along with the corrections as shown in the example. 5

	<u>Incorrect</u>	<u>Correct</u>
In a town of Verona lived <u>the</u> young man	the	a
(a) named John. He has two shops and a house		
(b) of his own. John was a handsome, curly-head fellow		
(c) full of fun but very fond of singing. When		
(d) quite a young man he was given to drink but		
(e) after he marry, he gave up drinking		
(f) except now and then. One summer, he is		
(g) going to a fair when her wife said to him,		
(h) “John does not start today;		
(i) I have had a bad dreams about you”		
(j) But John just laughed and drive away.		

- C3. You have been given an opportunity of interviewing Sachin Tendulkar, the cricket icon of today. You are impressed with his progress from a middle class background to a status of high renown. You want to know about his childhood struggles, how he took to cricket, his parental support, his inspiration, his plans for the future etc. Frame eight questions that you would like to ask him. 4

- C4. You are Suresh. You are going to a new town to appear for an interview. You have never been there but you have a friend Ram who lives there. Use the information given below to construct a dialogue between your friend and you. Make three more sets of exchanges. The first one has been done as an example. 3

best way to reach the place — where to stay — any interesting places to visit
---

Suresh : Hello, am I speaking to Ram ? This is Suresh calling.

Ram : What a pleasant surprise ! After such a long time !



**OR**

What was the spell put upon the monkey's paw ? Who had put it ? Was it supposed to be a lucky charm"? Give reasons for your answer.

**D4.** Answer any *three* of the following in about 40-50 words each : 3×3=9

- (a) What were the drawbacks in the plan that the two comedians had devised to meet the conditions of the challenge put forth by Suzanne ?
- (b) Explain : But do not take from any man his song.
- (c) Why does the writer conclude that the bee was morally higher in the scale than the mosquito ?
- (d) Why did Ashoka's subjects accept his preachings ?

**D5.** You are one of Lisa's devoted admirers who has followed her career with great interest. You have witnessed the performance she gives after Doroi's death. You are so moved that you write a letter to congratulate her on her brilliant performance and to express your sympathy at the news of the major's death which you have learnt from the other actors. Write the letter within 100 - 125 words. 6

**OR**

The story, "A Room 10' × 8'" is one full of ironical instances. Discuss them within 100 - 125 words. 6

**QUESTION PAPER CODE 212**

**SECTION A — READING** 20

**A1.** Read the following passage :

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5 "Nimitita ? Where is that ?" we asked without much interest. We had never heard of the place. "It is sixty miles to the north of here. You drive up the highway. Then you come to a river which you have to cross. A ferry will take your car across. Then up the highway again for twenty miles. A sign tells you where to branch off ... It's on the river Padma, on the eastern bank. It's the palace of the Choudhurys. I've been listening  
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We were not very hopeful. We had had enough trouble taking free advice from people who had no idea of our needs. Anyway, the question was : do we or do we not

undertake this one last trip ? If we did not like the palace, it might mean either giving up making this film altogether, or seriously changing its nature. We tossed a coin to  
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“But aren’t you afraid that the river might encroach further ?”

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On returning from our first trip to Nimtita, I telephoned the author, Mr. Banerji. He had been just as anxious about the location as we were.

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“Have you ? And where is it ?”

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*(Extract from a piece written by Satyajit Ray)*

A1.1 On the basis of your understanding of the passage answer the following : 8

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- (e) Why was making the film so important to the narrator ? 1
- (f) What surprised Mr. Banerji, the author of the story ? 1

A1.2 Pick out the words from the passage which mean the following : 4

- (i) a motorized boat (lines 5 - 10)
- (ii) asserted or said (lines 31 - 35)
- (iii) something famous from the past (lines 39 — 43)
- (iv) unique or strange (lines 53 - 58)

**A2.** Read the passage given below :

Pollution is the fouling of the environment — that is, land, water and air — by waste, smoke, chemicals, and other harmful substances. Every industrial country faces the problem of waste. As factories make new goods for people to buy, old ones are thrown out with the household trash. Burning this garbage pollutes the air; throwing it in rivers and seas pollutes the water; and rubbish heaps are unpleasant and take up much-needed space.

Getting rid of plastics is particularly difficult — with time, wood and paper decay through the action of bacteria, but plastics never decay.

The world's oceans have been used as 'dustbins', with millions of tonnes of litter being thrown into the seas every year, endangering marine life. If too much sewage is poured into seas, lakes and rivers, the water can no longer dilute it — all the oxygen gets used up, and the fish die. The bacteria which normally break down the refuse into harmless matter also die; only harmful bacteria which do not need air remain, and these cause disease.

Smoke from factories and gases from motor vehicles pollute the air. Chemicals in the air combine with the wetness in the air to make acids, which eat away stone and brick, and damage buildings. Carbon monoxide gas and substances called hydrocarbons — given out by the engines of cars, lorries, and buses — can damage people's health. Smog formed by chemical reactions among the fumes (gases) in strong sunlight darkens the skies. It is bad for health, especially for people with lung problems. Smog also damages trees and other plant life.

Pollution must be controlled, and the sooner the better. It will cost a great deal, both in terms of money and a change of lifestyle. For example, acid rain can be arrested by checking the harmful fumes before they go out from power station chimneys. This may push up the price of electricity. Perhaps the packaging of goods in bright plastic and the 'throwaway' culture should also be discouraged. As industry needs a regular supply of raw materials, the best solution to the problem of waste is to make use of it as a raw material by reusing or 'recycling' it.

A2.1 On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5

A2.2 Write a summary of the above passage in 80 - 100 words. 3

## **SECTION B — WRITING** 30

**B1.** You are Subhash/Sherry of 25-A, B.M. Road, Mumbai. You want to buy a second handcar in good condition. Draft an advertisement to be put in the classified column of the local newspaper specifying the relevant details. (Word limit : 50 words) 5

**B2.** You are the Science Secretary of Rosary Public School, Bangalore. Design a poster for your school Science Exhibition to inform the students and their parents and invite them for the same. Highlight the attractions, mention the Chief Guest and other relevant details. (Word limit : 50-80 words) 5

- B3.** Roshan/Roshni Thakur of 15-B, Canning Street, Kolkata is very disturbed with the condition of the roads in his/her area. The pot holes and open manholes are few of the things that trouble him/her. Write a letter to the Editor of a national daily on his/her behalf, highlighting this problem, giving reasons and some solutions for the problem. (Word limit : 100 words) 10

**OR**

On behalf of the Librarian of Mohan Public School, write a letter of enquiry to M/s Teksons Publishers Ltd., D.A.V. Road, Ludhiana, asking for the latest catalogue, price list and details of discounts or any other concessions you can get, in connection with placing an order for books. (Word limit : 100 words) 10

- B4.** This is the final medals tally at the Athens Olympics :

<i>Country</i>	<i>Gold</i>	<i>Silver</i>	<i>Bronze</i>	<i>Total</i>	<i>Position</i>
USA	35	39	29	103	1st
China	32	17	14	63	2 <sup>nd</sup>
Russia	27	27	38	92	3 <sup>rd</sup>
Australia	17	16	16	49	4 <sup>th</sup>
Japan	16	9	12	37	5 <sup>th</sup>
-----					
India	0	1	0	1	67 <sup>th</sup>

Write a speech for your school assembly expressing your concern about the poor showing of the Indians in sports, highlighting the problems and suggesting some solutions (Word limit : 200 words). 10

**OR**

Read the following newspaper headlines :

TOXIC COLOURS CONTAMINATE SWEETS & ICE-CREAMS

GREEN VEGETABLES GREENER AFTER DIP IN CHEMICALS

INCREASE IN CANCER DUE TO PESTICIDES IN FOOD

WATERMELONS INJECTED WITH RED COLOUR

Write an article for your school magazine regarding the serious and growing threat to your health, caused by the misuse of chemicals and the over use of pesticides and chemical manures. Give suitable suggestions to solve the problem. 10  
(Word limit : 200 words)

SECTION C — GRAMMAR

15

- C1. Rearrange the following sentences in proper sequence to make a paragraph that makes complete sense :

3

He flew hours before reaching his target.

On the day of execution, Colonel Paul W. Tibbets took off at a quarter to three in the morning.

The bombing of Hiroshima was executed after meticulous planning.

Thus the new nuclear age had begun, not with a bang but with a whimper.

But there was no bang or an explosion. Only a brownish-purple mist all around.

Then, the bomb was set to explode 2000 ft. above the town.

- C2. The following passage has *ten errors*. Identify the errors in each line and write them along with the corrections as shown in the example

5

	<u>Incorrect</u>	<u>Correct</u>
The Archaeological Survey of India was planning	was	is
(a) to providing better facilities at all its famous		
(b) monuments. First of all it plan to ensure		
(c) proper fencing of these sites. Next, its plans to		
(d) provide much ticket counters. It also plans to		
(e) remove encroachments of around the complex.		
(f) Beggars and hawkers need not be allowed		
(g) in and around this sites. To ensure		
(h) this they plan to taking help from		
(i) experts. The new director-general have		
(j) promised to provide world class arrangement of tourists.		

- C3. You have been asked by the editor of your school magazine to interview Major Rajyavardhan Singh Rathore, the sporting hero who gave India its only medal at Athens 2004. You are keen to learn about the manner in which he prepared for the competition, the sacrifices he made, his inspiration, support from the family and other agencies. Frame 8 questions for your interview based on all the areas in which you wish to gather information.

4

- C4.** You are Suresh. You are going to a new town to appear for an interview. You have never been there but you have a friend Ram who lives there. Use the information given below to construct a dialogue between your friend and you. Make three more sets of exchanges. The first one has been done as an example. 3

best way to reach the place — where to stay — any interesting places to visit

Suresh : Hello, am I speaking to Ram ? This is Suresh calling.

Ram : What a pleasant surprise! After such a long time!

**SECTION D — LITERATURE** 35

- DI.** Read the following extract and answer the questions that follow :

“Her saris do not cling; they  
hang, loose feather of a one time wing.”

- (a) Name the poet. 1
- (b) Explain the phrase ‘Her saris do not cling’.
- (c) What are the narrator’s feelings on seeing the person in this state ? 1
- (d) What are the things that the narrator recalls which were associated with the person’s youth ? 2

**OR**

“Men who went out to battle, grim and glad,  
Children, with eyes that hate you, broken and mad.”

- (a) Name the poet. 1
- (b) Why does the poet use the words ‘men’ and ‘children’ to describe the soldiers ? 2
- (c) Explain ‘went out to battle, grim and glad.’ 2
- (d) Why have they become ‘broken and mad’ ? 1

- D2.** Answer any *three* of the following in about 40 - 50 words each : 3×3=9

- (a) In the poem ‘Ars Poetica’, Macleish says a poem should be “Dumb as old medallions to the thumb.” Identify the figure of speech and explain.
- (b) Explain : ‘they pulse again with a keener sting’, in the poem ‘Sympathy’.
- (c) Mention a striking image created by Keats in his poem, ‘Ode to Autumn’. Who is considered as a close friend of Autumn and what do they do together ?
- (d) Who are the ‘two Hamlets’ in the poem ‘Curtain’ ? Why have they been called ‘Hamlets’ ?

- D3. Answer any *one* of the following in about 80 - 100 words : 5
- In the play 'An Adventure Story', what does Alexander consider to be his greatest conquest ? Why does he feel so ?

**OR**

Does Herbert believe in the powers of the 'monkey's paw' ? Does it have any effect on him ? Give reasons for your answer.

- D4. Answer any *three* of the following in about 50 words each : 3×3=9

- (a) In the lesson, 'What's Your Dream?', what reasons does the beggar give the narrator about how and why he lost his dreams ?
- (b) 'These three noises appear to have an infinite capacity for giving us pleasure.' What are the three things mentioned by the writer of the lesson ? Why has he mentioned them ? (The Hum of Insects)
- (c) Why does Lisa in the story, 'The Actress' write, 'I cannot pretend any longer' ?
- (d) 'It is better to talk to women.' Who says this ? Why does he say this? Does he truly agree with this statement ? Give reasons for your answer.

- D5. 'In spite of losing the challenge, Robichon gains the sympathy of the readers.' Discuss with reference to the story, 'The Judgement of Paris'. (Word limit : 100 — 125 words) 6

**OR**

You are one of the people in Asoka's kingdom who is very happy with the changes being brought about by the king. Write a letter to your cousin in a neighbouring province, describing the positive changes being brought about by the king and your deep appreciation of him. (Word limit : 100 - 125 words) 6

## Marking Scheme—Functional English

### *General Instructions :*

1. Answer scripts should not be given to the evaluators for evaluation until and unless the given Marking Scheme has been thoroughly discussed with them in group or individually on the first day of evaluation.
2. The head-examiners have to go through the first five answer-scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the Marking Scheme only. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
3. Evaluation is to be done as per instructions provided in the marking scheme. It should not be done according to one's own interpretation or any other consideration - Marking Scheme is the only guideline.
4. The marking scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer.
5. If a question has parts, please award marks on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written out in the left hand margin and circled.
6. If a question does not have any parts, marks must be awarded in the left-hand margin.
7. Where marks are allotted separately for content and expression as per the Marking Scheme, they have to be reflected separately and then totalled. This is a mandatory requirement.
8. A slash (/) in the Marking Scheme indicates alternative answers. If a student writes an answer which is not given in the Marking Scheme but which is equally acceptable, marks should be awarded only in consultation with the Head-Examiner.
9. If a candidate has attempted an extra question, marks obtained in the question attempted first should be retained and the other answer should be scored out.
10. Q.1. Under Section A (Reading) and under Section D1 (Literature) questions have been designed to test a student's understanding of the passage and his ability to interpret, evaluate and respond to the given passage. In other words only the reading skills are to be tested. As such content assumes more importance than expression in the answers to these questions. Therefore students should not be unduly penalised for poor expression and faulty spelling, as long as the answer clearly reveals understanding of the passage.

11. However, where questions have been designed to test the writing skills of students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.
12. Section C is on grammar. Care should be taken not to award marks to any inaccurate answer carrying errors in grammar & punctuation.
13. Wherever the word limit is given, no deduction of marks is to be made if the word limit has been exceeded upto 25%. However, beyond this permitted limit, marks are to be deducted as follows:

Penalty for exceeding the word limit

**For a 50 word answer:**

Above 60 - deduct ½ mark

**For a 100 word answer:**

125 to 150 words - deduct ½ mark

Above 150 words - deduct 1 mark

**For a 125 word answer:**

150 to 175 words - deduct ½ mark

Above 175 words - deduct 1 mark

**For a 150 word answer:**

175 to 200 words - deduct ½ mark

Above 200 words - deduct 1 mark

**For 200 word answers:**

225 to 250 words - deduct ½ mark

Above 250 words - deduct 1 mark

However, no marks should be deducted in respect of short answer type questions (under D1, D2 and D4). If the answer exceeds 60 words in D1 and 70 words in D2 & D4 it may be penalised by deducting ½ mark.

14. If a student, in response to a short-answer-type question, writes a single word answer which constitutes the core of the answer, it should be accepted and awarded full marks.
15. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this so long as it is relevant and indicative of the desired understanding on the part of the student, especially in questions under A1 and D1.
16. A full scale of marks - 0 to 100 - has to be used. Please do not hesitate to award full marks, if the answer deserves it.

QUESTION PAPER CODE 212/1

**EXPECTED ANSWERS/VALUE POINTS**

**SECTION A (Reading)**

- A 1.1** (a) – looking for– right spot / suitable palace / suitable spot– for shooting a low budget film  
– the old man referred to Nimitita as a right spot for shooting. 2 marks
- (b) – the narrator was making a low budget film  
– for want of the right setting the narrator might have abandoned the project / modified the film's nature. 2 marks
- (c) – when he was bedridden due to a knee injury/his right leg in plaster  
**OR**  
– when the distributors were not keen on taking up the narrator's films for distribution he decided to work on Jalsagar 1 mark
- (d) – the film covered a lot of music and dance / had a story full of feelings (any one) 1 mark
- (e) – the film would lend him the satisfaction of an artist. 1 mark
- (f) – the coincidence in choosing Choudhury’s palace at Nimitita  
– the model for his Rajah (Upendra Narayan Choudhury) was also a Choudhury. 1 mark
- A 1.2** (i) a motorized boat – ferry 1 mark  
(ii) asserted or said – claimed / claim 1 mark  
(iii) something famous from the past – legendary 1 mark  
(iv) unique or strange – extraordinary 1 mark

**A 2 Note: If the student has attempted only summary or notes, due credit should be given.**

**NOTE MAKING**

Distribution of Marks

- Abbreviations / Symbols** (with /without key) any four 1 mark
- Title** 1 mark
- Content** (minimum 2 subheadings with proper indentation and notes) 3 marks

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the student's understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations. Complete sentences should not be accepted as notes. If a candidate writes complete sentences deduct ½ mark from the total.

Numbering of points can be indicated in different ways and these should be accepted as long as a consistent pattern is followed.

(a) **Note Making**

**Suggested Notes**

Title: The Apes / The Apes Family / Different types of Apes / any other suitable title.

1. Apes– Characteristics
  - 1.1 Apes
    - 1.1.1 Same type of animal as man
    - 1.1.2 Their brain
      - 1.1.2.1 Larger than other animals
      - 1.1.2.2 Smaller than man
  - 1.2 Home– hot countries like Africa and S.E. Asia
2. Gorilla– Habits & features
  - 2.1 Home– forests of Central Africa
  - 2.2 Features
    - 2.2.1 Six ft. when upright
    - 2.2.2 Sharp eyesight
    - 2.2.3 Black faces
    - 2.2.4 Long black hairy coats
    - 2.2.5 Very fierce when attacked (otherwise peaceful)
  - 2.3 Habits
    - 2.3.1 Beats chest when angry
    - 2.3.2 Peaceful unless attacked
    - 2.3.3 Moves in groups
    - 2.3.4 Walks on all fours
3. Chimpanzee
  - 3.1 Home– forests of trop. Africa
  - 3.2 Features
    - 3.2.1 5 ft. tall
    - 3.2.2 wt. 10 stones

- 3.2.3 short hair
- 3.2.4 hands & legs skin coloured
- 3.2.5 baby pink faced
- 3.3 Habits– hoot.g bark when angry
- 4. Orangutan
  - 4.1 Home– Bornco & Sumatra / E. Inds
  - 4.2 Features
    - 4.2.1 4½ ft. tall
    - 4.2.2 14 stone wt.
    - 4.2.3 rough reddish hair
    - 4.2.4 legs short and weak but arms long and strong
  - 4.3 Habits– swings on trees
- 5. Gibbon
  - 5.1 Home– SE Asia
  - 5.2 Features
    - 5.2.1 3 ft. tall
    - 5.2.2 wt. 1 stone
    - 5.2.3 finely built
    - 5.2.4 long arms
  - 5.3 Habits
    - 5.3.1 takes fly.g jumps
    - 5.3.2 fruit eaters
    - 5.3.3 lives in fmly. parties
    - 5.3.4 known for loud chorus calls

(b) **Summary**

**N.B.** Considering the numerous facts mentioned about each of the Ape family in the passage, due consideration should be given to the students if they do not cover all the points in the summary, which is expected to be concise. The summary should cover the essential details of all the four types of Apes.

**Content:** 2 marks

**Expression** 1 mark

**B 1 ADVERTISEMENT**

**Objective:** To design an advertisement in an effective style

**Content** 3 marks

**Expression** (grammatical accuracy, spellings, suitable style) 2 marks

**Suggested Value Points:**

(SALE OF HOUSEHOLD GOODS)

- going abroad
- immediate sale of household items
- specification of household goods
- contact address / phone number

(Note: credit should be given for creativity)

**B 2 INFORMAL REPLY TO INVITATION**

**Objective:** To use an appropriate style accepting the invitation

**Format** 1 mark

(1. sender's address, 2. date, 3. salutation, 4. complimentary close, 5. signature)

**Content** 2 marks

**Expression** (grammatical accuracy, spellings, suitable style) 2 marks

**Suggested value points:**

(REPLY OF ACCEPTANCE)

- acknowledging invitation
- accepting the invitation
- greeting of joy for the occasion

**B3. LETTER WRITING**

**PLEASE NOTE THAT THIS QUESTION CARRIES 10 MARKS**

[Note: - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. However, mixing up of the two is NOT acceptable.]

**Objective:** To use an appropriate style to write a formal letter. To plan, organize and present ideas coherently

**Format** 2 marks

(1. sender's address, 2. date, 3. receiver's address, 4. subject heading, 5. salutation, 6. complimentary close.)

**Content** 4 marks

**Expression** 4 marks

Grammatical accuracy, appropriate words and spellings [2]

Coherence and relevance of ideas and style [2]

(SPORTS EQUIPMENT – PRICE LIST)

**Suggested Value Points**

- request for a price list of sports goods
- list of sports equipments required
- discount in price
- any other relevant point

OR

(LETTER TO EDITOR – DROUGHT AND FLOOD)

**Suggested Value Points**

- citing at least one instance of flood
- citing at least one instance of drought
- concern / views on the situation
- at least two suggestions for tackling / dealing with the situation

e.g.

floods – effective weather forecasting and warning system

– relief and rehabilitation work

drought – nationalization of major rivers

– rainwater harvesting / waste water management

– any other relevant point

B 4 ARTICLE

**Objective:** To write in a style appropriate to the given situation. To plan, organize and present ideas coherently.

**Format:** (Title and writer’s name)

1 mark

**Content**

4 marks

**Expression**

5 marks

Grammatical accuracy, appropriate words and spellings [2½]

Coherence and relevance of ideas and style [2½]

**Suggested Value Points:**

(CRIME AGAINST THE ELDERLY)

- examples
- reasons for such crimes

e.g.

– change from joint family to nuclear family

– change in value system

- employing strangers as servants without police verification
  - insecure and sick state of the old people
  - at least two suggestions for preventing
- e.g.
- awareness programs for the old people
  - homes for the old people
  - tight security
  - any other relevant point

**OR**

**SPEECH**

**Suggested Value Points:**

(POOR SHOW IN SPORTS)

- citing examples of the poor show using the table
- highlighting problems (at least two)

e.g.

- infrastructure lacking
- lack of financial support
- political interference
- not grooming of players at professional level – lack of international standard
- importance given to selected sports
- neglect of sportspersons
- any other relevant point

Suggestions (at least two)

e.g.

- proper talent hunt and early training
- rural sports to be encouraged
- scholarships for sportsmen till the end of their education / proper employment opportunities
- health and fitness programmes for sports persons
- care for the welfare of their families
- any other relevant point

**SECTION - C (GRAMMAR)**

C 1. **Objective** - to be able to present ideas in grammatically logical sequence.

**Marking** - ½ mark for every correct answer.

3 marks

The sequence can be as follows:

The bombing of Hiroshima was executed after meticulous planning.

On the day of execution, Colonel Paul W. Tibbets took off at a quarter to three in the morning.

He flew hours before reaching the target.

Then, the bomb was set to explode 2000 ft. above the town

But there was no bang or an explosion. Only a brownish-purple mist all around.

Thus the new nuclear age had begun, not with a bang but with a whimper.

OR

On the day of execution, Colonel Paul W. Tibbets took off at a quarter to three in the morning.

He flew hours before reaching the target.

Then, the bomb was set to explode 2000 ft. above the town

But there was no bang or an explosion. Only a brownish-purple mist all around.

The bombing of Hiroshima was executed after meticulous planning.

Thus the new nuclear age had begun, not with a bang but with a whimper.

C2. **Objective** - to use grammatical items appropriately

**Marking** - ½ mark for every correct answer.

5 marks

	<u>Incorrect</u>	<u>Correct</u>
a.	has	had
b.	curly-head	curly-headed
c.	but	and
d.	drink	drinking
e.	marry	married
f.	is	was
g.	her	his
h.	does	do
i.	dreams	dream
j.	drive	drove

C3. **Objective:** To understand the purpose of the interview and frame suitable and relevant questions.

**Marking** - ½ mark for every correct answer.

4 marks

**N.B.** The eight questions should cover at least any of the two areas specified for the interview in the given question.

### SAMPLE QUESTIONS

1. When did you start playing cricket?
2. What made you take up cricket as a career?
3. How did your parents back you in becoming a cricketer?
4. Could you tell us about some of your struggles to blossom as a cricketer?
5. Who inspired you to take up cricket?
6. What are your future plans?
7. Could you share some of the memorable moments you have had as a cricketer?
8. What do you think of the status of cricket today?

C 4. **Objectives :** To be able to extend a situation into a meaningful dialogue.

**Marking :** ½ mark for each correct dialogue, provided it is accurately and appropriately expressed. No mark to be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation.

3 marks

### SAMPLE ANSWER

Suresh: I am coming for an interview to Delhi.

Ram: That's fine. When are you coming?

Suresh: I'm coming on 10<sup>th</sup> morning by Rajdhani Express. The interview is on the same day in Gurgaon. Which is the best way to reach the place?

Ram: 10<sup>th</sup> being a holiday, I'll meet you at the station and take you to Gurgaon.

Suresh: Thank you very much.

Ram: It's my pleasure. Why don't you come home after the interview and stay with me for a day or two. We can visit a few places together.

### SECTION - D (LITERATURE)

D1. **Objectives:** To test students' comprehension of poetry — local, global, interpretative, inferential and evaluative.

#### **Value points:**

- |  |         |
|--|---------|
| (a) Paul Laurence Dunbar / Dunbar / P L Dunbar   | 1 mark  |
| (b) expresses the physical and mental agony of the bird / the bird tries to free itself desperately            | 2 marks |
| (c) prisoner / slave / bondage / oppressed / struggle for freedom / the African American facing discrimination | 1 mark  |
| (d) personification / transferred epithet / imagery / symbolism  | 1 mark  |
| (e) God / Almighty / Supreme power   | 1 mark  |

OR

- (a) Curtain 1 mark
- (b) mute acceptance / separation / moving away from each other / resigned to the fate 1 mark
- (c) laced fingers / warm interchange / warm / sensation / incredulously (any two) 1 mark
- (d) numb / emotionless feelings / cold feelings / separation 2 marks
- (e) to show the surprise at the quickness of this separation / separated so quickly and easily / unbelievable turn / dramatic turn 1 mark

D 2. **Objectives:** To test students' comprehension of poetry – local and global.

**Marking:** Content 1½ ; Expression 1½ 3×3 = 9 marks

Any **three** questions to be answered

- (a) – to show the first time realization of the mother growing old.  
– feel sad, choking sensation; mouth going dry, nostalgic, overwhelmed with emotions (any two)
- (b) – through the symbols of empty doorway and maple leaf– grief  
– leaning grasses and two lights above, the sea– for love (one point each– grief, love)
- (c) – autumn seasons  
– sun  
– because together they conspire to ripen the fruit, they share a close relationship
- (d) – Sunday  
– he doesn't work on Sunday / dressed in his best / he meets Sally  
– because Turks are considered rude / severe / harsh / cruel / he considers the master a hard task master / master doesn't allow freedom

D3. **Objectives:** To test the students' ability to comprehend plays, understand character evolution and interpret characters' state of mind at different moments.

**Marking** 5 marks

Content: 3 marks

Expression: 2 marks

**Value points:**

- because he feels naming a successor is condemning him to death
- considers it last act of mercy

- realizes futility of war
- realization of mortality / not invincible
- dying of a chill at a young age
- doesn't want another one to suffer the same fate / wants generals to decide among themselves

(at least two points)

OR

spell – three wishes which would be fulfilled naturally

who – a fakir

- not a lucky charm / not benefited anybody – wanted to show fate ruled people – there wasn't any getting away from it as shown by the ruin of the White family / whoever had used it earlier had suffered. (any two)

D 4. **Objectives:** To test students' ability to comprehend, interpret and evaluate prose texts.

**Marking:**

3×3 = 9 marks

Content: 1½ marks

Expression: 1½ marks

Any **three** questions to be answered

**Value Points :**

- (a) – they could not perform a solemn role because the management would not give them the permission / both were comedians  
– would not be judged by people of Paris (any two points)
- (b) – this is the advice given by beggar to the young boy about how to realize his dream.  
– It means one should not trample over other's dreams or be greedy / do not hurt the sentiments of others in your pursuit for success / be satisfied / be contented with what you have / song refers to his dream / aspirations / hopes / freedom
- (c) – it does not sting without provocation / gives honey  
– helps apples and strawberries to multiply / but mosquitoes cause malaria / diseases
- (d) practiced what he preached, worked for their welfare, appointed Censors of Piety / did charitable deeds / appointed almoners / instituted hospitals / inns / worked for public benefits / spread his messages through edicts / established road communication / planting of banyan trees / any other

D 5. **Objectives:** To test students' ability to comprehend prose texts globally, interpret and evaluate them.

**Marking:**

6 marks

Content: 3 marks

Expression: 3 marks

**Value Points :**

- appreciate performance
- Lisa's change from earlier performance
- change from little actress to real actress
- learnt of Doronin's death
- express sympathy

OR

- Mrs. Malik constructs the house facing all odds
- built the house but government acquired it
- when the house was derequisitioned, the husband / mother-in-law passed away
- the room 10'x8' meant for the mother-in-law was given to Mrs. Malik
- in the sketch—finds her daughter-in-law
- when finally she reaches the house she hesitates to enter
- son forgot to open the car door
- she thought she'd be the mistress of the house, ironically her daughter-in-law became the mistress

(any three )

QUESTION PAPER CODE 212

**EXPECTED ANSWERS/VALUE POINTS**

**SECTION – A**

- A 1.1 (a) – looking for – right spot / suitable palace / suitable spot – for shooting a low budget film
- the old man referred to Nimita as a right spot for shooting. 2 marks
- (b) – the narrator was making a low budget film
- for want of the right setting the narrator might have abandoned the project / modified the film's nature. 2 marks
- (c) – when he was bedridden due to a knee injury / his right leg in plaster

OR

- when the distributors were not keen on taking up the narrator’s films for distribution he decided to work on Jalsagar. 1 mark
  - (d) – the film covered a lot of music and dance / had a story full of feelings (any one) 1 mark
  - (e) – the film would lend him the satisfaction of an artist. 1 mark
  - (f) – the coincidence in choosing Choudhury’s palace at Nimtita  
– the model for his Rajah (Upendra Narayan Choudhury) was also a Choudhury. 1 mark
- A1.2 (i) a motorized boat – ferry 1 mark
- (ii) asserted or said – claimed / claim 1 mark
- (iii) something famous from the past – legendary 1 mark
- (iv) unique or strange – extraordinary 1 mark

A 2 **Note: If the student has attempted only summary or notes, due credit should be given.**

**NOTE MAKING**

Distribution of Marks

**Abbreviations / Symbols** (with /without key) any four 1 mark

**Title** 1 mark

**Content** (minimum 2 subheadings with proper indentation and notes) 3 marks

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the student’s understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations. Complete sentences should not be accepted as notes. If a candidate writes complete sentences deduct ½ mark from the total.

Numbering of points can be indicated in different ways and these should be accepted as long as a consistent pattern is followed.

(a) **Note Making**

**Suggested Notes**

Title: Pollution / Pollution & Environment / Pollution – causes & solutions / any other suitable title.

1. Pollu.n
  - 1.1 Definition
  - 1.2 Main causes
    - 1.2.1 New indus.l goods burning – old goods as garbage – air pollu.n
    - 1.2.2 Polluting water by throwing garb.
    - 1.2.3 Non-decaying plastics
2. Water pollu.n
  - 2.1 Causes – from sewage
  - 2.2 Consequ.s – marine life endang.d by harmful bact.
3. Air pollu.n
  - 3.1 Causes – smoke from factories; gases from vehicles
  - 3.2 Consequ.s
    - 3.2.1 Acid produced & damage bldg.s
    - 3.2.2 Hydro carbons damage health
    - 3.2.3 Smog damages – health & plant life
4. Contr.g pollu.n
  - 4.1 Check.g harmful fumes
  - 4.2 Check.g throwaway packing
  - 4.3 Reusing and recycling raw material

(b) **Summary**

**N.B.** Considering the numerous facts mentioned about pollution in the passage, due consideration should be given to the students if they do not cover all the points in the summary, which is expected to be concise. The summary should cover the essential details.

**Content:** 2 marks

**Expression** 1 mark

**B 1 ADVERTISEMENT**

**Objective:** To design an advertisement in an effective style

**Content** 3 marks

**Expression** (grammatical accuracy, spellings, suitable style) 2 marks

**Suggested Value Points:**

(PURCHASE OF A SECOND HAND CAR)

- wanted second hand car
- details of car required
- contact address / phone number
- any other

(Note: credit should be given for creativity)

**B 2 POSTER**

**Objective:** To use an appropriate style to draft a poster

**Content** (verbal / visuals/ slogans/ captions / any other detail) 3 marks

**Expression** (grammatical accuracy, spellings, suitable style) 2 marks

**Suggested value points:**

(SCIENCE EXHIBITION)

- date, time, venue, chief guest
- objectives/ purpose of the exhibition
- special attractions

(Note: credit should be given for creativity)

**B3. LETTER WRITING**

**PLEASE NOTE THAT THIS QUESTION CARRIES 10 MARKS**

[Note: - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted. However, mixing up of the two is NOT acceptable.]

**Objective:** To use an appropriate style to write a formal letter. To plan, organize and present ideas coherently

**Format** 2 marks

(1. sender's address, 2. date, 3. receiver's address, 4. subject heading, 5. salutation, 6. complimentary close.)

**Content** 4 marks

**Expression** 4 marks

Grammatical accuracy, appropriate words and spellings [2]

Coherence and relevance of ideas and style [2]

(POOR CONDITION OF ROADS)

**Suggested Value Points**

- poor condition of roads
- hardships to commuters / problems caused
- suggestions for improvement
- any other

OR

(LETTER OF ENQUIRY)

**Suggested Value Points**

- request for catalogue and price list
- details of discounts and other concessions
- terms and conditions of sale and delivery
- any other

B 4 SPEECH

**Objective:** To write in a style appropriate to the given situation. To plan, organize and present ideas coherently.

**Format:** (Title and writer's name)

1 mark

**Content**

4 marks

**Expression**

5 marks

Grammatical accuracy, appropriate words and spellings [2½]

Coherence and relevance of ideas and style [2½]

**Suggested Value Points:**

(POOR SHOW IN SPORTS)

- citing examples of the poor show using the table
- highlighting problems (at least two)

e.g.

- infrastructure lacking
- lack of financial support
- political interference
- not grooming of players at professional level – lack of international standard
- importance given to selected sports
- neglect of sportspersons
- any other relevant point

Suggestions (at least two)

e.g.

- proper talent hunt and early training
- rural sports to be encouraged
- scholarships for sportsmen till the end of their education / proper employment opportunities
- health and fitness programmes for sports persons
- care for the welfare of their families
- any other relevant point

**OR**

**ARTICLE**

**Suggested Value Points:**

(MISUSE OF CHEMICALS & PESTICIDES – A THREAT TO HEALTH)

- over-use of chemicals and pesticides in agriculture and food items
- soft drinks and drinking water contaminated
- serious threat to health
- suggestions
- any other relevant point

**SECTION - C (GRAMMAR)**

C 1. **Objective** - to be able to present ideas in grammatically logical sequence.

**Marking** - ½ mark for every correct answer.

3 marks

The sequence can be as follows:

The bombing of Hiroshima was executed after meticulous planning.

On the day of execution, Colonel Paul W. Tibbets took off at a quarter to three in the morning.

He flew hours before reaching the target.

Then, the bomb was set to explode 2000 ft. above the town

But there was no bang or an explosion. Only a brownish-purple mist all around.

Thus the new nuclear age had begun, not with a bang but with a whimper.

**OR**

On the day of execution, Colonel Paul W. Tibbets took off at a quarter to three in the morning.

He flew hours before reaching the target.

Then, the bomb was set to explode 2000 ft. above the town

But there was no bang or an explosion. Only a brownish-purple mist all around.

The bombing of Hiroshima was executed after meticulous planning.

Thus the new nuclear age had begun, not with a bang but with a whimper.

C2. **Objective** - to be able to extend a situation into a meaningful dialogue.

**Marking** - ½ mark for every correct answer.

5 marks

	<u>Incorrect</u>	<u>Correct</u>
a.	providing	provide
b.	plan	plans
c.	its	it
d.	much	more / many/ several
e.	of	from
f.	need	must/ should
g.	this	these
h.	taking	Take
i.	have	has
j.	of	for

C3. **Objective:** To understand the purpose of the interview and frame suitable and relevant questions.

**Marking** - ½ mark for every correct answer.

4 marks

**N.B.** The eight questions should cover at least any of the two areas specified for the interview in the given question.

#### SAMPLE QUESTIONS

1. Congrats. on your splendid achievement at Athens. Who inspired you to take shooting as a sport?
2. When did you start the shooting practice?
3. What do you think is the fundamental requirement for becoming an expert shooter?
4. How was your experience at Athens?
5. Why has this sport not been promoted in a big way in India?
6. How long do you practise daily to improve your concentration?
7. What are your future plans?
8. How does your family support you in this sport?
9. Could you relate any sacrifice that you made to become a hero in shooting?

C 4. **Objectives :** To be able to extend a situation into a meaningful dialogue.

**Marking :** ½ mark for each correct dialogue, provided it is accurately and appropriately expressed. No mark to be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation.

3 marks

SAMPLE ANSWER

Suresh: I am coming for an interview to Delhi.

Ram: That's fine. When are you coming?

Suresh: I'm coming on 10<sup>th</sup> morning by Rajdhani Express. The interview is on the same day in Gurgaon. Which is the best way to reach the place?

Ram: 10<sup>th</sup> being a holiday, I'll meet you at the station and take you to Gurgaon.

Suresh: Thank you very much.

Ram: It's my pleasure. Why don't you come home after the interview and stay with me for a day or two. We can visit a few places together.

SECTION - D (LITERATURE)

D1. **Objectives:** To test students' comprehension of poetry — local, global, interpretative, inferential and evaluative.

**Value points:**

- (a) A K Ramanujan / Ramanijan 1 mark
- (b) In her old age the mother has become weak and thin / her saris do not cling to her body, they hang loose 2 marks
- (c) The poet feels sad / depressed / remorseful / miserable and helpless / sentimental / nostalgic 1 mark
- (d) – the backbone tree  
– diamond earrings  
– silk saris  
– cradles (any two) 2 marks

OR

- (a) Siegfried Sassoon 1 mark
- (b) – went to war as men – returned as children  
– stammering and learning to walk  
– the war made the soldiers old before their time but finally they were reduced to being children (any two) 2 marks
- (c) glad – eager to go to war / their foremost duty to safeguard their country / show valour and bravery  
– the line reflects the patriotic feelings of the soldiers  
grim – ferocity of war / horror of war / death and destruction / death of their comrades / lukewarm response of the countrymen 2 marks

- (d) – they were disillusioned after seeing the passive attitude of the public
- the soldiers who survived the war were exposed to visions of dead comrades and nightmares
- the horror and futility of war (any one) 1 mark

D 2. **Objectives:** To test students' comprehension of poetry – local and global.

**Marking:** Content 1½ ; Expression 1½ 3×3 = 9 marks

Any **three** questions to be answered

- (a) – simile
  - something that arouses old memories and achievements of the past / something valuable, priceless and close to the heart
- (b) – the self inflicted wounds of the caged bird have left scars and when it beats again against the bar they open up and cause extreme agony / pain
- (c) – any one image from the poem
 

e.g.

  - bees hovering over flowers
  - summer has o'er-brimmed their clammy cells
  - cottage tree bends with apples
  - winnowing wind
  - half reaped furrow
  - sun considered close friend of Autumn
  - together they ripen fruits and cause the late flowers to bloom
- (d) – the two lovers who are being separated
  - they will debate with themselves (soliloquy) after their separation about their shared past and also whether they should have separated from each other

D3. **Objectives:** To test the students' ability to comprehend plays, understand character evolution and interpret characters' state of mind at different moments.

**Marking** 5 marks

Content: 3 marks

Expression: 2 marks

**Value points:**

- making the queen break her vow of not speaking to Alexander as he had defeated her son Darius, King of Persia / he succeeded in winning over the

queen mother whom he had taken prisoner – he considered it as his greatest victory

- all along he had conquered only territories and kingdoms, it was the first time he succeeded in winning someone's heart

OR

IF NO:

- He joked about it cheerfully and called it stuff and nonsense
- His death was a mere coincidence. He had been laughing with his co-workers / colleagues. He was careless and so he was caught and killed by the machine

IF YES:

- The evil effect of the monkey's paw followed him to his place of work where he was caught by the machinery and was killed (to be explained)

[NOTE: If a student writes "NO" / "YES" and substantiates it with logical argument then also it should be accepted]

- D 4. **Objectives:** To test students' ability to comprehend, interpret and evaluate prose texts.

**Marking:**

3×3 = 9 marks

Content:	1½ marks
Expression:	1½ marks

Any **three** questions to be answered

**Value Points :**

- (a) – he had everything he wanted, but then he wanted more  
– he lost everything because he had been very greedy / he had not cared for the dreams of others
- (b) – the noise of insects, noise of birds and noise of the sea  
– because they bring pleasure to human beings/ all noise in nature are bit of the same kind, that is irritating and annoying
- (c) – realizing the contrast between the world of theatre (make believe) and the world outside the theatre (the world of reality)  
– she could not pretend any longer that she was not affected by the war and the condition of the people who came to see the tragedies and melodramas to get away from the harsh realities of the war / was getting emotionally much disturbed

- (d) – Iona Potapov / the horse cab driver says this  
 – because he had tried unsuccessfully sharing his grief with men / he felt disappointed and frustrated  
 – No; because instead of sharing his grief with women he decided to share it with his horse / he knew that two words of grief would make women sob

D 5. **Objectives:** To test students' ability to comprehend prose texts globally, interpret and evaluate them.

**Marking:**

6 marks

Content: 3 marks

Expression: 3 marks

**Value Points :**

- Robichon prepared a superb speech for his solemn role / it was Robichon who said that to prove one's supremacy one must distinguish oneself in a solemn part, off the stage / found an opportunity to play a solemn role by helping Jacques Roux
- delivered a blood curdling speech of his imagined experiences as an executioner / invited Suzanne and Quinquart to witness his performance / even Suzanne congratulated him / he wanted to celebrate his success by accepting the invitation of the noble
- accepted defeat with grace / presented candlesticks to Quinquart and Suzanne / Robichon gains the sympathy of the readers in spite of losing the challenge

OR

- practised what he preached, worked for people's welfare, appointed Censors of Piety / did charitable deeds / appointed almoners / instituted hospitals / inns / worked for public benefits / spread his messages through edicts / established road communication / planted banyan trees on the sides of the roads
- he was magnanimous enough to acknowledge his mistake publicly and take corrective measures
- he had given up battle, violence / eating flesh
- he adopted Buddhism as state religion
- he sent missionaries to other countries to preach Buddhism

(any three to be explained)