

General Instructions.

The question paper is divided into three sections.

Section A : (Reading)	(20 Marks)
Section B : (Advanced Writing Skills)	(30 Marks)
Section C : (Literature)	(30 Marks)

Instructions:

1. All questions are compulsory.
2. You may attempt any section at a time.
3. All questions of that particular section must be attempted in the correct order.

SECTION- A (READING)

(20 MARKS)

Q. I. Read the given passage and answer the following questions.

(12)

1. Concern about the effects of television on children has centred exclusively upon the contents of the programmes which children watch. Social scientists and researchers do complex and ingenious experiments to find out whether watching violent programmes make children behave aggressively.

2. Parents who are deeply troubled about the effects of television upon their children have centred their concern on the subject matter of the programmes. A group called Action for Children's Television (ACT) was formed in the USA not only to reduce the amount of violence in programmes, but also to protest against incessant commercial breaks which encouraged children to crave for fashionable toys and unhealthy foods. One of its founders described its aims, "...parents have the right to ask that programmes aimed at the young should meet the specific needs of children..." But is it the needs of children which are at stake when parents demand better programmes? Surely the fact that young children watch so much television reflects the need of parents to find a convenient source of amusement for their offspring and a period of quiet for themselves. Their anxieties about the possible ill-effects of those hours of passive, quiet viewing are lessened if the time spent at least seems to be educational.

3. The real needs of young children are quite different. They need opportunities to work out basic family relationships, thereby coming to understand themselves; television only reduces these opportunities. Children need to acquire fundamental skills of communication; television retards verbal development because the child is silent while watching it. Television discourages the sort of games that enable the young to discover their strengths and weaknesses, with the result that as adults they will be less fulfilled. Their need for fantasy is gratified far better by their own make believe activities than by the adult-made fantasies offered on television. Intellectual stimulation is provided more completely by manipulating, touching and doing than by passively watching and listening.

4. Because television offers cheap junk programmes, conscientious parents do in fact limit their children's viewing when such undesirable programmes are the only ones available. Unfortunately, if organisations like ACT succeed in improving the quality of programmes

significantly, the effects on young children will be more harmful because their permitted viewing time will increase and no matter how good their content, TV programmes are always a poor substitute for other activities.

5. There are a number of fallacies that have misled parents into thinking that the problem of television will be solved by improving its quality. It is suggested, for example, that a youngster unfamiliar with TV programmes will find making friends difficult and will be labelled as an outsider. More subtle is the mistaken belief that the experience that children gain from watching television is the same as the adults watching television; that their own past and present experiences come into play, so that they can test the view of the world presented on the small screen against their knowledge of real life. But young children have very few real-life experiences to set against their viewing, so that for them TV is a primary source of experience; their formative years are spent largely in an unreal, unnatural, second-hand world.

6. It is also universally assumed that TV is an important source of learning. Like an animated picture book, it presents in an easily digested and entertaining way a great deal of information about the natural world, history, current affairs, other countries and so on. But the 'knowledge' of today's television—educated children, spouting words and ideas they do not fully understand and 'facts' whose accuracy they cannot judge from their limited experience, cannot compare with the knowledge acquired by reading or activity. It is then that children use their minds and their bodies, their imaginative and reasoning power to enrich their lives.

7. Only when parents begin to question the nature of television itself and its effects on their children and on themselves as parents will they begin to realise that it is not the programme, but television itself, and especially the good programme, which poses the greater threat to their children's well-being.

1.1 On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option: (1x5=5)

1. **Which of the following statement is true in the context of the fourth paragraph?**
 - (a) All parents limit their children's TV viewing.
 - (b) ACT is a successful organisation.
 - (c) TV viewing should be increased if there are good programmes.
 - (d) TV cannot substitute for other activities.
2. **What is the greatest threat to children's well-being?**
 - (a) Children watching television.
 - (b) Children not watching television.
 - (c) Children watching good programmes on television,
 - (d) ACT'S protest.
3. **According to paragraph 3, what could be said about television?**
 - (a) TV viewing time should be limited.
 - (b) TV viewing is just a passive activity.
 - (c) TV retards growth of children.
 - (d) None of these.
4. **How are parent's needs getting fulfilled when children watch television?**
 - (a) They know that their children are watching good programmes.
 - (b) Good programmes meet the specific needs of children.
 - (c) Children watch educational programmes on television.
 - (d) They get a period of quiet for themselves.

5. Give antonym of the word 'inexactness'.

- (a) invalid
- (b) difficult
- (c) accuracy
- (d) perfect

1.2 Answer the following questions briefly:

(1x5=5)

1. Why is the ACT against frequent commercial breaks on the small screen?
2. State one reason given by the author to justify the harmful effect TV has on the children.
3. How can ACT's protest prove to be harmful for children?
4. What do you understand by the phrase 'second hand world'?
5. How does the author differentiate between the knowledge gained by watching TV programmes and that gained by reading?

1.3 Pick out the words/phrases from the passage which are similar in meaning to the following:

(1x2=2)

1. Continuous (para 2)
2. Pouring out in a stream (para 6)

Q2. Read the following passage carefully:

More than a million people immigrate to the United States to start new lives every year, and if they are arriving in New York, one of the first sights that they will see is the Statue of Liberty. The Statue of Liberty stands on Liberty Island, near Manhattan in New York. Though she is often thought to be resident of New York, Liberty Island is actually federal property, which means that the Statue of Liberty belongs to the whole country. The Statue of Liberty is not only the tallest statue in America, it is also one of the most recognizable American symbols.

The Statue of Liberty is huge. From the tip of the torch to the pedestal on which she stands, she is just over 151 feet tall. If you include the pedestal in your measurement, she stands more than 305 feet off of the ground. That's more than 30 basketball hoops or an entire football field. Her waist size is 35 feet, which would make it awfully tough to find pants, and the tablet she holds is 23 feet long. Don't worry though; she hasn't had any trouble holding that tablet yet with her 8 foot index finger. Talk about heavy handed... Though America financed and built the pedestal on which the Statue of Liberty stands, the statue itself was a gift from France. In this way the complete work, much like the United States, is a product of both American and French contributions.

At one time America was ruled by the British. The founding fathers of America chose to fight against Great Britain for the independence of their country. France supported America by providing money, men, and weapons of war. Had it not been for French contributions during the Revolutionary War, America would not exist in the way that it does today; therefore, it is quite fitting that the Statue of Liberty, which represents freedom, came to being by a joint American and French effort. On October 28th, 1886, just over one-hundred years after America declared its independence from Great Britain, the Statue of Liberty was completed and dedicated by its designer, Frédéric Auguste Bartholdi.

Perhaps no person did more to bring the statue into being than Bartholdi. Not only did Bartholdi gain both French and American approval for the project, he led the French fundraising efforts and designed the appearance of the statue. The appearance of the Statue of Liberty is somewhat derived from Libertas, the Roman goddess of freedom. The torch represents how liberty enlightens the world. The seven points or rays coming from the top of the crown represent the sun, the seven seas, the Liberty Enlightening the World seven continents, and (as with the torch)

how liberty enlightens the world. Though much of the statue was modelled after depictions of goddesses, Bartholdi modelled the face after his mother. Now that's a Mother's Day gift that's hard to top.

a. On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. Give an appropriate title. (4x1=4)

b. Write a summary of the above in 80 words using the notes. (4x1=4)

SECTION B-(ADVANCED WRITING SKILLS) (30 Marks)

3. You are the Sports Captain of King's Public School, Kalimpong. Write a notice to be put upon the school notice board informing the students about the inter-school basketball match. Give all necessary details of the match to be played. (50 words)

OR

As the Principal of Green Valley Public School, Hyderabad, design an invitation card to invite parents, guests and other invitees to the 25 th Founder's Day Celebration at 4 pm on Sunday 10 th October 20XX in the school auditorium. (50 words) (4x1=4)

4. You are Rechana/ Reghu, 15 Mall Road, Agra. You happen to see the following news item in a newspaper. Write a letter, in about 120-150 words, to the editor of the newspaper about your views on the matter.

New Delhi: The Supreme Court has passed an order that it is the responsibility of every citizen to look after their aged parents. If they fail, they will have no right of inheritance.

OR

You are Aditya Vasishta of Indira Nagar, Lucknow. Write a letter to the Editor of The Times of India, New Delhi about the misuse and poor maintenance of public parks in your city.

(120-150 words) (6x1=6)

5. You are Namita / Naman. Write an article on the topic, 'India – A Tourist's Paradise', in 150-200 words.

OR

The greatest strength of our country is our unity amidst diversity. In the present world environment, it is important to strengthen the unity of the country. Write an article on the need of standing united as a nation, in about 150-200 words. (10x1=10)

6. The Women's Commission of your state is organising a declamation contest on the occasion of the International Women's Day. Your teacher has selected you to participate in the competition and asked you to prepare a speech on the topic 'Women in Modern India'. Write a speech in about 150-200 words.

OR

Smoke coming out of the chimneys of factories makes the air full of dangerous gases. The increasing number of vehicles on the roads results in air pollution. You understand these problems really well. Now, write a speech in about 150-200 words on the topic 'Air Pollution' to be delivered in the morning assembly in your school. (10x1=10)

SECTION –C (LITERATURE)

(30 Marks)

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

(1X4=4)

“Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands”

- a) What does the poet expect of the fishermen and why?
- b) What will the man gathering salt do?
- c) What do the ‘hurt hands’ imply?
- d) What should the fishermen not do?

8. Read the paragraph given below and answer the questions that follow:

(1X4=4)

One dark evening as he was trudging along the road he caught sight of a little grey cottage by the roadside, and he knocked on the door to ask shelter for the night. Nor was he refused. Instead of the sour faces which ordinarily met him, the owner, who was an old man without wife or child, was happy to get someone to talk to in his loneliness. Immediately he put the porridge pot on the fire and gave him supper; then he carved off such a big slice from his tobacco roll that it was enough both for the stranger’s pipe and his own. Finally he got out an old pack of cards and played ‘mjolis’ with his guest until bedtime.

- a) What the stranger had caught sight of by the roadside?
- b) Why did the stranger knock on the door?
- c) Was the owner really happy to get someone to talk? If yes, Why?
- d) Name the title of the chapter.

9. Answer any five of the following questions in about 30 -40 words each:

(2X5=10)

- a. What did Derry’s mother think of Mr Lamb?
- b. How does the poet describe the classroom walls?
- c. What do the parting words of Kamala Das and her smile signify?
- d. Why did Gandhiji decide to go to Muzaffarpur before going to Champaran?
- e. Why was the Crofter so talkative and friendly with the Peddler?
- f. Why does the narrator call the Yakima River treacherous?

10. Answer any one of the following questions in about 120-150 words.

(6x1=6)

‘Saheb is no longer his own master’. Comment.

OR

The order from Berlin aroused a particular zeal in the school. Comment.

11. Answer any one of the following questions in about 120-150 words.

(6x1=6)

Giving a bribe is an evil practice. How did the Tiger King bribe the British officer to save his kingdom? How do you view this act of the king?

OR

What impression do you form of Jack as a father?
