



BOARD QUESTION PAPER : JULY 2015

ENGLISH

Time: 3 Hours

Max. Marks: 80

SECTION – I

(Reading Skills, Grammar and Vocabulary (Prose))

- Q.1. (A) Read the following passage and do the given activities:** **[10 marks]**
A1. True or False **(2)**

State whether the following statements are true or false and rewrite them:

According to the narrator

- (i) The first thought that entered the writer's mind was that it was a ghost.
- (ii) The sound of the footsteps began at quarter past one o'clock.
- (iii) The grandmother was in the kitchen.
- (iv) The narrator was in the bed when he heard the steps.

The ghost that got into our house on the night of November 17, 1915, raised such a hullabaloo of misunderstandings that I am sorry I didn't just let it keep on walking and go to bed. Its advent caused my mother to throw a shoe through a window of the house next door and ended up with my grandfather shooting a patrolman. I am sorry, therefore, as I have said, that I ever paid any attention to the footsteps.

They began about a quarter past one o'clock in the morning, a rhythmic, quick-cadenced walking around the dining-room table. My mother was asleep in one room upstairs, my brother Herman in another, grandfather was in the attic, in the old walnut bed which, as you will remember, once fell on my father. I had just stepped out of the bathtub and was busily rubbing myself with a towel when I heard the steps. They were the steps of a man walking rapidly around the dining-table downstairs. The light from the bathroom shone down the back-steps, which dropped directly into the dining-room; I could see the faint shine of plates on the plate-rail; I couldn't see the table. The steps kept going round and round the table; at regular intervals a board creaked, when it was trod upon. I supposed at first that it was my father or my brother Roy, who had gone to Indianapolis but were expected home at any time. I suspected next that it was a burglar. It did not enter my mind until later that it was a ghost.

- A2. Table** **(2)**
State the action of characters in the extract:

Character	Action
Mother	
Herman	
Roy	
The Narrator	

- A3. Matching** **(2)**
Match the words given in column A with their appropriate meanings from column B:

	Column A		Column B
(i)	hullabaloo	(a)	arrival or coming
(ii)	advent	(b)	sadly
(iii)	attic	(c)	thief
(iv)	burglar	(d)	room just below the roof of a building
		(e)	lot of loud noise

**A4. Language study:** (2)

- (i) They were expected home at any time. [Begin your sentence with, 'We...']
 (ii) I heard the footsteps, _____ [Choose the correct tag and rewrite the sentences.]
 (a) didn't? (b) did I? (c) don't I?

A5. Personal Response (2)

How would you react on a dark night if you hear any sound in your kitchen? Support your answer with appropriate reasons.

(B) Read the following passage and do the given activities: [10 marks]**B1. Complete** (2)

Each crowd had a language of its own and spoke among themselves without the fear of being overheard. Something as ubiquitous as dal tasted like sambar in the south, gaining its dal-ness as we climbed up to Orissa; tea was called, chya, chai and sa, while coffee was kafi, kaapi, and koffee. For a person with limited skills when it comes to learning and understanding new languages, this was my Train of Babel.

But I was clearly in minority. The train had in it soldiers from the south going back to patrol borders far away from home, and workers from the east going back home on a much-needed break – both serving as the connection between various parts of the country. These were the polyglots, speaking in tongues that had no relation with their own, at times in functional, curt phrases, or with flourish.

On the train, it was soon clear how important this was for those from the south and Northeast. Every second passenger was a defence personnel, a majority of them belonging to the oldest regiment of Indian Army, the Madras regiment, and the Assam Rifles. The other half was made up of labourers from the east and further east – the seven sisters of the north-east. The former protects, the latter serves.

The third kind of passengers was those from the north and north – east, forces to come down thousands of kilometres for quality medical care. P. Gupta, the patriarch of a family from Dimapur, Nagaland, had come to the CMC Hospital in Vellore, where he underwent check-ups for his various ailments.

B2. Give reasons (2)

Complete the following sentences by giving reasons:

According to the narrator

- (i) The soldiers from the south were going back because _____
 (ii) The crowd spoke without fear because _____
 (iii) The narrator was in minority because _____
 (iv) The writer calls the train as 'Train of Babel' because _____

B3. Find Words (2)

Find words from the passage that mean:

- (i) Very common → _____ b _____ t _____
 (ii) Knowing or using many languages → _____ y _____ s.
 (iii) Small number of people → m _____.
 (iv) Common illness → _____ t.

**B4. Language Study (2)**

Frame a Wh-question for the following statements with the help of the Wh-words given in the brackets:

- (i) The other half was made up of labourers from the east. (What)
- (ii) The third kind of passengers was forced to come down thousands of kilometres for quality medical care. (Why)

B5. Personal Response (2)

How does the extract signify that 'India is a country of unity in diversity'?

Q.2. (A) Read the following passage and do the given activities: [10 marks]**A1. Order (2)**

Arrange the following sentences in chronological order:

- (i) The father noticed the son playing with the wood scrap on the floor.
- (ii) The words of the little boy so struck the parents that they were speechless.
- (iii) The son and the daughter-in-law became irritated with the mess.
- (iv) The husband and wife set a small table in the corner of the room for the old man.

A frail old man went to live with his son, daughter-in-law and their four-year-old son. The old man's hands trembled, his eyesight was bad and his step faltered. Every night the family ate together at the dinner table. But the elderly grandfather's shaky hands and failing sight made eating rather difficult. Peas rolled off his spoon onto the floor. When he grasped his glass, often water spilled on the table cloth. The son and daughter-in-law became irritated with the mess. 'We must do something about grandfather', said the son. 'I've had enough of his spilled water, noisy eating and food on the floor.' So the husband and wife set a small table in a corner of the room. There, the old man was made to eat alone while the rest of the family enjoyed dinner at the table. Since he had broken a dish or two, his food was served in a wooden bowl. Sometimes, when the family glanced in his direction, he had a tear in his eye as he ate alone. Still, the only words the couple had for him were sharp admonitions when he dropped a spoon or spilled food. Their four-year-old son watched it all in silence.

One evening before dinner, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, 'What are you making?' Just as sweetly, the boy responded, 'Oh, I am making a little bowl for you and mama to eat your food for when I grow up.' The four-year-old smiled and went back to work. The words so struck the parents that they were speechless. Then tears started to stream down their cheeks. Though no word was spoken, both knew what must be done. That evening the husband took his father's hand and gently led him back to the family table.

A2. Find Proof (2)

Write the lines from the extract in proof of the following statements:

- (i) The son and the daughter-in-law were irritated.
- (ii) The grandfather was sorry for the action of his son.
- (iii) The grandson taught a lesson to his parents.
- (iv) The parents repented for their action

A3. Antonyms (2)

Find the opposite meaning words from the extract for the following

- (i) strong (ii) praises (iii) rare (iv) rudely

A4. Language Study (2)

- (i) He took his father's hand and led him back to the table. (Begin the sentence with – 'Taking his ...')
- (ii) He asked the child sweetly, "What are you making?"
He asked the child sweetly what ...
(Complete it in indirect form)

A5. Personal response (2)

Does this story appeal to you? Why? Support your answer with reasons.



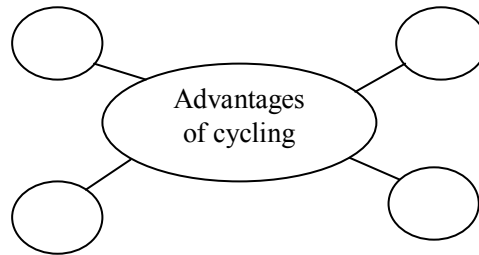
(B) Read the following passage and do the given activities:

[10 marks]

B1. Advantages

(2)

Mention any *Four* advantages of cycling as given in the passage:



Motor Transport is killing us! So says, Dr Anuradha Lal of DHI (Doctors of a Healthy India) which met in Delhi yesterday. Thousands of people die every year in traffic accidents. Even more people die because they breathe polluted air from motor vehicles. (Delhi is one of the most polluted cities in the world.) So what is the answer? DHI says, we should make cycling easier. Dr Lal outlined six reasons why:

- (1) Most Indian cities are very polluted because every motor vehicle produces dirty fumes. Doctor says that city air is so dirty that thousands of people die every year of chest illnesses. Cycling is clean because it produces no fumes.
- (2) Cyclists don't have to spend on petrol, so bicycles are cheap to run. Cycle repairs are cheaper than motor repairs too because bicycles are quite simple machines.
- (3) Bicycles save money for our country too. All motor vehicles need petrol which comes from oil. India does not produce much oil, so we have to buy it from other countries. But we don't need to buy anything from foreign countries to ride bicycles.
- (4) If we get exercise every day, we become healthy. Cycling keeps us fit. Driving motor vehicles does not!
- (5) In cities sometimes, traffic doesn't move at all as there is not enough space on the roads. Bicycles are too small to take up much road space.
- (6) Motor traffic is very noisy. In contrast, bicycles are quiet – except for the gentle 'tring, tring' of their bells.

B2. Finding difference

(2)

Point out the difference between cycle and other vehicles:

Point of difference	Pollution	Price	Health of a rider	Space on the road
Cycle	Clean	–	Keeps healthy	–
Other Vehicles	–	Costly	–	Cover major space

B3. Vocabulary

(2)

Point out the difference of meaning of the underlined words:

- (i) Bicycles save money for the country too.
- (ii) Bicycles are too small to take up much road space.

B4. Language Study

(2)

- (i) Delhi is one of the most polluted cities in the world. (Begin your sentence with 'Very few...')
- (ii) Cycle repairs are cheaper than motor repairs. (Begin your sentence with 'Motor repairs...')

B5. Personal Response

(2)

How, according to you, will be cycling safer and easier in cities?

SECTION – II (Poetry)

Q.3. (A) Read the following extract and do the given activities:

[5 marks]

A1. Find Out

(2)

Find how the poet describes the following:

- (i) The birds _____
- (ii) The rain _____
- (iii) The sky _____
- (iv) The grass _____



There was a roaring in the wind all night;
 The rain came heavily and fell in floods;
 But now the Sun is rising calm and bright,
 The birds are singing in the distant woods;
 Over his own sweet voice the stock-dove broods;
 The Jay makes answer as the Magpie chatters;
 And all the air is filled with pleasant noise of waters.
 All things that love the sun are out of doors;
 The sky rejoices in the morning's birth;
 The grass is bright with raindrops – on the moors
 The hare is running races in her mirth;
 And with her feet, she from the plashy Earth
 Raises a mist; that, glittering in the Sun,
 Runs with her all the way, wherever she doth run.

A2. Difference (2)

Compare night and morning as described in the poem and write:

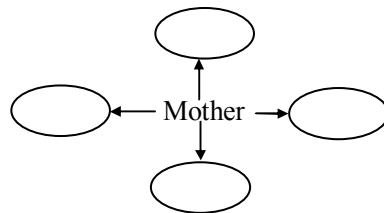
Night: _____ Morning: _____

A3. 'The sky rejoices in the morning's birth' – The figure of speech is _____ because _____. (1)
 (Complete the given sentence).

(B) Read the following lines and do the activities: [5 marks]

B1. Web (2)

Complete the web with any four activities performed by mother as given in the stanzas:



My hands were busy through the day;
 I didn't have much time to play
 The little games you asked me to.
 I didn't have much time for you.
 I'd wash your clothes, I'd sew and cook
 But when you'd bring your picture book
 And ask me please to share your fun
 I'd say: "A little later, son."
 I'd tuck you in all safe at night
 And hear your prayers, turn out the lights,
 Then tiptoe softly to the door....
 I wish I'd stayed a minute more.

B2. Complete (2)

Expectations of the son

(i) _____

(ii) _____

Reactions of the mother

(i) _____

(ii) _____

B3. Write any 2 pairs of rhyming words from the first eight lines. (1)



SECTION – III
(Rapid Reading)

Q.4. (A) Read the following passage and do the given activities: [5 marks]

A1. Fill in the blanks by selecting proper word/words from the given passage: (1)

- (i) The last destination where the writer's father posted was _____.
(ii) The age of the writer when the story took place was _____.

One of the advantages of growing up in an Army household was the frequency with which we move. 'Postings' came with predictable regularity every three years. What was unpredictable and therefore exciting was the suspense. Where would we go this time? Ambala, Pune, Dehradun, Allahabad, Tejpur, Bangalore, Yo! ... In my short span of thirteen years we had moved lock, stock and barrel eleven times!

Every move meant a change. New journeys, new schools, my new books, new uniforms, new friends and new houses. We lived in tents, bashas, Nissen huts, flats and bungalows. No matter what the shape and size of the dwelling, mother soon put her own special stamps on it and transformed it into a familiar place – our home – complete with bright yellow curtains, coffee-brown carpet, assorted pictures, hanging ferns and potted palms – providing a comforting sense of continuity in our essentially nomadic life.

I was thirteen, the year we moved to the Cantonment at Allahabad. In stark contrast to the razzle-dazzle of the city's commercial areas like Katra and Chowk, the cantonment was a quiet, orderly place with broad tree-lined roads that still carried the names of long-dead Britishers. Our bungalow was on a sleepy by-lane called MacPherson Road. When we first saw it, my brothers and I were delighted. It was by far the biggest house we had ever lived in. The task of furnishing those huge, echoing rooms daunted Mother.

A2. Compare (2)

Point out the difference:

Cantonment area: _____

Commercial area of a city: _____

A3. How does a mother convert a house into a home? (2)

SECTION – IV
(Writing Skills)

Q.5. (A) Attempt any one of the following letters with the help of the following leaflet:

[5 marks]

Visit Coorg

- i. Coorg → Situated in Karnataka.
- ii. Sanctuaries nearby Coorg → Pushpagiri and Brahmagiri.
- iii. Spices of Coorg → Pepper, Cardamom, Nutmeg, Turmeric, Lemon grass.
- iv. Name of a fort → Madikeri Fort
- v. Major river → Cauveri
- vi. Type of trees → Bamboo, Sandalwood and Rosewood.

Karnataka Tourism Development Corporation

A1. Letter

You are planning to visit Coorg with your family. Invite your friend to join and suggest your plan using the leaflet.

OR

A2. Letter

You are planning to visit Coorg with your family. Write to Karnataka Tourism Development Corporation asking whether bookings are available and enquire about the information given in the leaflet.



(B) Attempt any one of the following:

[5 marks]

Nirmal Old Age Home

- (1) Number of residents/inmates: 100
- (2) Their age group: Above 75 years
- (3) Their financial background: Alone
- (4) Reasons for their stay there: Alone
- (5) Their physical condition: Good
- (6) Recreational facilities available to them.

B1. Your school visited ‘Nirmal Old Age Home’. Based on the information given on the Notice Board, prepare a report to be published in your school magazine.

OR

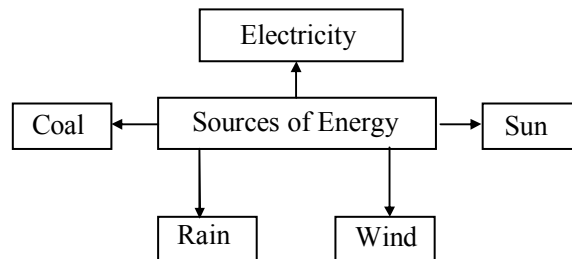
B2. You visited ‘Nirmal Old Age Home’ with your friend. Write a dialogue between you and your friend discussing the problems faced by old people. Use the points on the Notice Board.

Q.6. (A) Information Transfer

Attempt any one of the following:

[5 marks]

A1. Observe the following web-diagram carefully and convert the following into a paragraph. Add few more points to the given information:



OR

A2. Read the given extract carefully and complete the following:

The River Nile was the life of ancient Egypt. It still is. Every spring, when the snow melted in the mountains, the Nile rose in flood and spilled across the fields, not only watering them, but leaving fertile coat of mud.

The pharaohs or kings of ancient Egypt left many wonderful monuments which we can still see, today. The pyramids and the sphinx are the most famous of these. There are three large pyramids at Giza. The biggest, built for Khufu, was about 147 metres tall and was made from 2.3 million blocks of stone! Each pyramid took about 20 years to build.

The ancient Egyptians believed that when a person was alive, he or she had three souls. When the person died, the three souls would die too and not go to the next world if the body was not kept as it was. That is why they tried to keep the bodies of the pharaohs by ‘embalming’ them with oil and salt and wrapping them with bandages to create a ‘mummy’

Life in Egypt

River Nile: _____

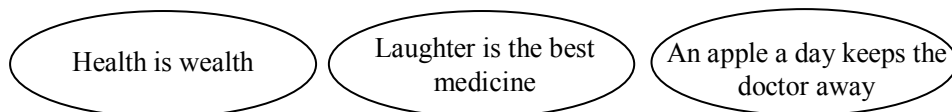
The Pyramids and Sphinx: _____

The Mummy: _____

(B) Attempt any one of the following:

[5 marks]

B1. Speech



The Health Club has organised an interschool competition on “Importance of Healthy Life”. With the help of the given proverbs, prepare a speech to be delivered on this occasion.



OR

B2. Counterviews

Write a paragraph on the basis of the counterviews given below:

Add a few more points of your own.

Stop Over-viewing TV Programmes

- (1) Wastage of time.
- (2) Kills imagination.
- (3) Destroys thinking power.
- (4) Creates physical problems.

Q.7. A1. Expand any one of the given two ideas in about 80-100 words:**[5 marks]**

- (i) Perseverance is the key to success.
- (ii) Man is known by the company he keeps.

OR

A2. Develop a story, with the following ending. Give a suitable title and a moral, in about 80-100 words:

...the two friends realised their mistake and decided to become good friends once again.