

DAY — 02 SEAT NUMBER

Question Paper Set

**B**

2008 II 29

1100

**J - 14 / B**

(E)

**ENGLISH - (01)  
(REVISED COURSE)**

Time : 3 Hrs.

(8 Pages)

Max. Marks : 80

**SECTION - A**

**(Reading Skill, Grammar, Vocabulary, Note-making and Summary)**

**Q. 1. (a) Read the following extract and answer the questions given below : (11)[15]**

Most importantly, just as Carter had hoped, Sam became the catalyst of a beautification programme for South Melbourne. Revegetation immediately surged forward, with unexpectedly strong community participation. In the 1977-78 school year, every student in South Melbourne planted at least one tree. Within two years, there were more trees than people in South Melbourne.

All the trees planted were native to Australia - not European exotics which hitherto had constituted most of the district's sparse vegetation. These new trees first brought back the insects which native birds eat and then the big birds that prey on the small ones. As a result, Sam was joined by galahs, swallows, cockatoos, silver eyes and predators like goshawks and kestrels — birds that had not been seen in the district for generations.

Now filled with birds, St. Vincent Place, which had previously attracted no more than 20 or 30 people a week, began drawing 1,000 people each week-end. Adults came to relax. Children played hide-and-seek in the newly planted bushes. Bird-watchers gathered to count the increasing numbers of native birds.

0 0 1 4 - B

Page 1

P.T.O.

- (1) Which predators joined Sam? (1)
- (2) How did every student in South Melbourne participate in beautification programme? (1)
- (3) Why did children come to St. Vincent place? (1)
- (4) Why was St. Vincent place filled with birds? (2)
- (5) What would you do to improve the environment? (2)
- (6) Rewrite the following sentences in the ways instructed :
- (i) These new trees brought back the insects.  
(Rewrite beginning with 'The insects.....') (1)
- (ii) Carter had hoped. (1)  
(Add a question tag.) (1)
- (iii) Bird-watchers gathered to count the increasing numbers of native birds.  
(Rewrite using 'and'.) (1)
- (7) Write the antonyms of : (1)
- (i) strong
- (ii) increasing

**(b) Rewrite the following sentences in the ways instructed : (4)**

- (1) ..... Yamuna is .....tributary of the Ganges. (1)  
(Rewrite using the appropriate articles.)
- (2) Most children remain..... school..... the ages of six and sixteen. (1)  
(Rewrite using the appropriate prepositions.)
- (3) The doctor said, "I have given an injection and it will make you sleep." (2)  
(Change it into Indirect Speech.)

**Q. 2. (a) Read the following extract and answer the questions given below : (11) [15]**

The capacity of human beings to savage the one world they have at their disposal can perhaps only astonish a passing extraterrestrial now, considering that it fails to have any effect on the majority of its own so-called sapient denizens. But for what it's worth, the four-year-long

Millennium Ecosystem Assessment's Summary report is out. It's the first comprehensive global biodiversity evaluation programme and the biggest review of the planet's life support systems. Baldly put, it says humans have changed ecosystems more rapidly and extensively in the last 50 years than in any other period of their existence. Also that more land has been converted to agriculture since 1945 than in the 18th and 19th centuries put together, resulting in a substantial and largely irreversible loss in diversity of life on Earth. Up to 30% of the mammalian, bird and amphibian species are currently threatened with total extinction. That's enough evidence for experts to warn of the likelihood of potentially abrupt changes which could seriously affect human well-being including the emergence of new diseases, sudden changes in water quality, creation of 'dead zones' along coastlines and shifts in regional climate. More ominously, the assessment team warns that the ability of earth's ecosystem to sustain future generations can no longer be taken for granted.

- (1) Which report is mentioned in the extract? (1)
- (2) What can no longer be taken for granted? (1)
- (3) Who can be astonished by the capacity of human beings to savage the one world they have at their disposal? (1)
- (4) Why are the 30% of mammalian, bird and amphibian species threatened with total extinction? (2)
- (5) Do you think that the degradation of environment is adversely affecting life on earth? If so, why? If not, why? (2)
- (6) Rewrite the following sentences in the ways instructed :
  - (i) It is the biggest review of planet's life support systems. (1)  
(Rewrite in the Comparative Degree.)
  - (ii) More ominously, the assessment team warns that the ability of Earth's ecosystem to sustain future generations can no longer be taken for granted. (1)  
(Rewrite using the Noun Form of the underlined word.)
  - (iii) That's enough evidence for experts to warn of the likelihood of potentially abrupt changes which could seriously affect human well-being. (1)  
(Rewrite the sentence removing 'which'.)

(7) Match the words in column 'A' with the meanings in column 'B': (1)

- | 'A'            | 'B'           |
|----------------|---------------|
| (i) evidence   | (a) changed   |
| (ii) converted | (b) sorted    |
|                | (c) proof     |
|                | (d) statement |

(b) **Note-making :** (4)

Read the following extract and make a note of it with the help of clues provided :

With the advent of aviation in the early 20th century, clouds were classified into three main types, according to height and appearance.

High-altitude clouds are wispy and thin, and composed of tiny ice crystals, with their bases 5 - 12 km (16,000 - 39,000 ft.) above ground. They are known as cirrostratus, cirrus and cirrocumulus sheet or lump-like, mid-level clouds at 2 - 5 km (7,000 - 16,000 ft.), presage rain or snow. They are altostratus, cumulonimbus and altocumulus. Low-lying clouds below 2 km (7,000 ft.) are heap-like, or form sheets. These are stratocumulus, cumulus, nimbostratus and stratus. Cloud bases can, however, be affected by location, season, or time of day.

Sr. No.	Types of clouds	Height / Level	Known as
1.			(i) (ii) (iii)
2.			(i) (ii) (iii)
3.			(i) (ii) (iii) (iv)

Q. 3. (a) **Read the following extract and answer the questions given below :** (11) [15]

When one of India's most famous monuments needs a makeover what's the best way to do it? Give it a mudpack facial. The Archaeological Survey

of India, which is responsible for the upkeep of the Taj Mahal is taking recourse to a pack of Multani mitti to restore the yellowing monument to its pristine white beauty.

Multani mitti; a lime-rich clay which takes its name from a place in Pakistan where it is abundant, has been used for years by Indian women as a beauty treatment. Now, it's going to give Shahjahan's marvel in marble — which was recently voted as 'one of the new seven wonders of the world' — its sheen back. In a couple of months, say ASI officials, a sterilised version of this mud will be applied to the mausoleum, left to dry for a couple of days until it flakes off and then the Taj will be washed clean with salt free water. The result? A sparkling white Taj sans the years of polluting build-up that have changed its colour. "It's a non-abrasive formula that won't do any damage to the monument and will remove accretionary deposits," said a senior ASI official.

- (1) What is the effect of pollution on Taj? (1)
- (2) What is the Archaeological Survey of India responsible for? (1)
- (3) Why are the ASI officials taking recourse to Multani mitti? (1)
- (4) What would be the procedure adopted by the ASI officials? (2)
- (5) What suggestions would you give for the upkeep of our famous monuments? (2)
- (6) Rewrite the following sentences in the ways instructed :
  - (i) What is the best way to do it? (1)  
(Rewrite using the 'gerund' form of the underlined infinitive.)
  - (ii) The Taj will be washed clean with salt free water. (1)  
(Rewrite using a modal auxiliary showing 'obligation'.)
  - (iii) Multani mitti takes its name from a place in Pakistan. (1)  
(Rewrite using Present Perfect Tense)
- (7) Give meanings of : (1)
  - (i) abundant
  - (ii) sans

(b) **Summary :** (4)

Write a summary of the above extract focussing on the work of the Archaeological Survey of India. Suggest a suitable 'title' for the extract.

SECTION - B

(Poetry)

Q. 4. Read the following extract and answer the questions given below :

[8]

Yellow *Sal* leaves litter the narrow stretch  
of red earth. The meandering road  
lies like a shaped carpet made from  
the hides of a spotted deer. Dense forests  
block the passage of the midday sun;  
the cluster of violet gilly-flower  
decorating the shrubs. The air is moist.  
The rustling of leaves, the murmur  
of a waterfall afar, the call of  
the talking *moyna* or a titlark's  
'did-you-do-it' — create instantly  
a strange sensation. The twittering  
of tiny birds of various colours and shapes,  
breaks the monotony of tranquility.

The forest comprises hills and valleys,  
waterfalls and brooks inhabited by  
gipsy tribes armed with bows.

The bird catchers look for birds, cattle-lifting  
by the ferocious carnivorous,  
the loitering lusty tigers  
smelling carcass behind the bushes.

- (1) How is the road described? (1)
- (2) How does the poet describe the forest atmosphere? (2)
- (3) Do you like jungle life? Why? (2)
- (4) 'The rustling of leaves, the murmur of waterfall afar'.  
Name and explain the figure of speech in the above line. (1)
- (5) Which expressions add to the pictorial quality of the extract? (2)

**SECTION - C**  
**(Rapid Reading and Composition)**

**Q. 5. (a) Read the following extract and answer the questions given below :** (4) [8]

We left the terrified Miss Stoner in the security of a friendly house and informed the police before starting back for London. On the way, Holmes told me the details that had escaped my notice.

“When I saw the room, I became sure that no danger could come in from either the door or the window. The discovery that the bell rope was a dummy and the bed was clamped to the floor, made me suspect that something was passed through the ventilator, down the rope to the bed. The idea of a snake instantly occurred to me. The doctor was ruthless and clever and knew about eastern poisons unlikely to be traced. The whistle was used to recall the snake, before the morning light revealed it to the victim. He had trained it, probably with the milk we saw. The seat of his chair showed that he often stood on it. He needed to do this to reach the ventilator. The clanging noise heard by Miss stoner, was made by the Doctor hastily shutting the snake into the safe. I only needed to test my suspicions, which I did. When I heard the snake hiss, I lit the light and attacked it. It retreated back through the ventilator and turned upon its master in its fury at being hit. In this way, Watson, I am indirectly responsible for the Doctor’s death, but I cannot say that this lies very heavily on my conscience.”

- (1) What did Holmes tell the narrator on their way to London? (1)  
(2) What did Holmes notice about the bell rope? (1)  
(3) Why did the snake turn upon its master? (2)

**(b) Composition :** (4)  
Rewrite the above given extract as if you are narrating it to your friend.

**SECTION - D**  
**(Written Skills)**

**Q. 6. (a) Letter Writing – Write any ONE of the following letters :** (4) [12]

Write a letter to the editor of a newspaper highlighting the water pollution problem in your area.

OR

Your friend has appeared for the S. S. C. examination. He has been suffering from illness and now, does not want to appear but quit. Write a letter encouraging him / her and do the best in the examination without wasting a valuable year.

(b) Write on any ONE of the following items as directed : (4)

Write a tourist leaflet about any hill station with the help of the following points :

- (i) How to go there?
- (ii) Where to stay?
- (iii) Places worth seeing.
- (iv) Anything special about the place.

OR

Write a report about the celebration of the Republic Day in your junior college.

(c) Read the following table and prepare a short paragraph regarding the formation of different types of soil : (4)

Sr. No.	Types of Soil	Formation
1.	Laterite soil	Washing of silica, salt, organic matter, accumulation of sesqui oxides.
2.	Sandy desert soil	The action of winds.
3.	Black cotton soil	Mechanical weathering of igneous rocks.
4.	Alluvial soil	Depositing processes of rivers.

OR

Imagine you are a class-representative. Your college has arranged for 'Blood Donation Camp'. Write a speech, appealing the students to donate blood generously for a good cause.

Q. 7. Essay Writing :

[7]

Write an essay on any ONE of the following in about 250 words :

- (1) My Idea of Happiness.
- (2) A Journey by Train.
- (3) Role of Mobiles in the Modern World.

0 0 1 4 - B

