

Newton's Academy

ENGLISH YUVAKBHARATI

Time: 3 Hours

Max. Marks: 80

SECTION – I

(Reading Skills, Grammar, Vocabulary, Note-making and Summary)

Q.1. (A) Read the first activity, read the extract and then do all the activities: (12) [15]

A1. True / False —

Read the following sentences and write down true sentences: (2)

- (1) Everyone gathered late at the gate of the garden.
- (2) Everyone emptied their sacks of the fruits they had collected earlier.
- (3) People walked up to their king happily.
- (4) The stream was narrow, but the current was strong.

Right on time the next day, everyone gathered at the gate of the garden. At the time king had told them, the guards opened the gates and handed out the sacks. Men, women and children started roaming around the beautiful garden. They spotted juicy apples and plump mangoes hanging from the trees. They picked these till they saw ripe pomegranates bursting with juice, grapes and colourful flowers no one had seen before. People went about picking whatever they wished for and filling their sacks with them.

But as they walked further into the garden it became wilder, more like a forest, and there they saw trees laden with apples of gold, mangoes of silver and flowers studded with gems and jewels!

Everyone emptied their sacks of the fruits they had collected earlier and flowers. They all forgot that they had said they had more than enough for their needs at home. Greed took over their minds and all they could think about was adding more and more valuables to their sacks. The fruits which they had picked earlier, and had tasted to be as sweet as nectar, now lay in heaps around the garden-forgotten and left to rot.

Then with their sacks filled right to the top, the citizens made their way to the rear gate of the garden where the king was waiting. But what was this? To their astonishment they found a raging stream stopping their way. Water gushed down from behind some rocks and rushed over pebbles and big boulders through the garden. The stream was narrow, but the current was strong. There were no boats to take the people across. Clearly, the only way was to swim. But how could they swim with such heavy sacks filled with gold and silver fruits and flowers?

The people stood by the stream for a long time scratching their heads. Then one young man did what they all knew needed to be done. He simply abandoned his sack by the stream, waded into the water, then swam across to the other side. Slowly the others followed suit. Sadly, some wailing in distress, they left their sacks filled with what they had thought was the riches of a lifetime, and dived into the stream. Then they walked up to their king – wet, unhappy and angry.

A2. Find out the reasons – (2)

Find out the reasons for the following statements:

- (i) Everyone emptied their sacks of fruits they had collected earlier _____ .
- (ii) The people stood by the stream for a long time scratching their heads _____ .

A3. Point out — (2)

Point out two instances from the passage showing greedy nature of people.

- (i) _____
- (ii) _____

A4. Pick out — (2)

Pick out the qualifying words from the extract for the following nouns:

- (i) mangoes (ii) apples (iii) pomegranates (iv) flowers

A5. Personal response: (2)
 “Greed for money is the common tendency of people.” Explain in brief.

A6. Grammar — (2)
Rewrite the following sentences in the ways instructed:

(i) They spotted juicy apples and plump mangoes hanging from the trees.
 (Rewrite using “not only... but also”.)

(ii) Everyone gathered at the gate of the garden.
 (Frame a Wh-question to get the underlined part as an answer.)

(B) Grammar — (3)
Do as directed:

(1) She was serving as _____ clerk in _____ State Bank of India.
 (Rewrite it using appropriate articles.)

(2) Nashik city recorded 52.7 mm rain _____ the four hours _____ 3.30 pm and
 7.30 pm on Friday.
 (Fill in the blanks with suitable prepositions.)

(3) Grandpa said to Meenu, “I am going for a walk. Are you willing to come with me?”
 (Change it into indirect narration.)

Q.2. (A) Read the first activity, read the extract and then do all the activities: (12) [15]

A1. Choose: (2)

Choose two sentences that appropriately mention the theme of the passage:

- (i) The same scale should not be used for all to measure their performance.
- (ii) Private schools are good to develop individual’s interest.
- (iii) The same curriculum should be given to all for better results.
- (iv) Trying for all the subjects irrespective of the individual’s interest may lead to frustration.

Once upon a time, the animals decided they must do something heroic to meet the problems of a “new world”, so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming. In fact, better than his instructor. But he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practise running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school so nobody worried about that, except the duck.

The rabbit started at the top of the class in running but had a nervous breakdown because of so much make up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of the treetop down. He also developed a “Charlie horse” from overexertion and then got a C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In the climbing class, he beat all the others to the top of the tree but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well and also run, climb and fly a little, had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum.

A2. Complete: (2)
 Complete the following statements by giving suitable reasons:

- (i) The duck was average in swimming, because _____ .
- (ii) The squirrel could score only C in climbing, because _____ .

A3. Guess: (2)

Guess the result of the prairie dogs if they had been given admission in the animal school and support your guessing with the facts from the extract.

A4. Vocabulary – (2)
Fill in the blanks with appropriate words given in the box and rewrite:

valedictorian, curriculum, frustration, administer

- (i) Varun who topped the college was declared _____ .
- (ii) The _____ of the school should involve more activity subjects.
- (iii) Poor performance in the exams develop _____ among the students.
- (iv) It's necessary to _____ the programme, so that it will be successful.

A5. Personal response — (2)
 Suggest in about 50 words at least two ways to make the learning enjoyable.

A6. Grammar — (2)
Rewrite the following sentences in the ways instructed:

- (i) The eagle was a problem child and was disciplined severely..
 (Make it a complex sentence.)
- (ii) An abnormal eel could swim exceedingly well.
 (Rewrite the sentence using 'able to'.)

(B) Note-making — (3)
Read the following extract and complete the note given below:

Sudha Murthy was born on 19 August, 1950; in Shiggaon in Karnataka. She and her siblings were raised by her parents and maternal grandparents. She completed B.E. in Electrical Engineering from B.V.B. College of Engineering and Technology, standing first in her class and receiving a gold medal from the Chief Minister of Karnataka. She completed M.E. in Computer Science from the Indian Institute of science, standing first in her class and receiving a gold medal from the Indian Institute of Engineers.

Sudha Murthy became the first female engineer hired at India's largest auto manufacturer TATA Engineering and Locomotive Company (TELCO) as a Development Engineer. She later joined Walchand Group of Industries at Pune as a Senior System Analyst. In 1996, she started Infosys Foundation and has been a Visiting Professor at the P.G. centre of Bangalore University.

Sudha Murthy's work covers the healthcare, education, empowerment of women and public hygiene at the grassroot level. Her vision of a library for each school has resulted in the setting of 50,000 libraries so far. She is helping our rural areas by building 10,000 public toilets and several hundred toilets in the city of Bangalore. Infosys Foundation is a public charitable trust founded in 1996 and Sudha Murthy is one of the trustees. Through the foundation she has built 2,300 houses in the flood affected areas.

Sudha Murthy

B1. Early life and education —

- (i) Birthplace : ♦ _____
- (ii) Education : B.E. from B.V.B. College of Engineering,
 with gold medal.
 : ♦ _____
 : _____

B2. Career

- : ♦ _____
- ♦ Senior System Analyst in Walchand Group of Industries, Pune.
- ♦ _____

B3. Social activities

- : ♦ Set 50,000 libraries
- ♦ _____
- ♦ Several hundred toilets in Bangalore
- ♦ _____

Q.3. (A) Read the first activity, read the extract and then do all the activities: (12) [15]

A1. True or False —

State whether the following statements are true or false: (2)

- (i) Animal manure does not have any evil effect on groundwater.
- (ii) Pollution related health consequences depend on the immunity of the exposed population.
- (iii) Only mercury is to be blamed for kidney damage.
- (iv) Soil contamination is a potential health hazard.

Contaminated or polluted soil affects human health through direct contact with soil or via inhalation of soil contaminants which have vaporized. Potentially greater threats are posed by the infiltration of soil contamination into groundwater aquifers. This tends to result in the development of pollution-related diseases.

Health hazards cause due to soil contamination very greatly depending on the pollutant type and vulnerability of the exposed population. Constant exposure to chromium, lead, petroleum, many pesticides and herbicide formulations can be carcinogenic and can cause congenital disorders or other chronic health conditions. Industrial or man-made concentrations of naturally occurring substances, such as nitrate and ammonia associated with livestock manure has also been identified as health hazards in soil and groundwater.

Chronic exposures to benzene at sufficient concentration is known to be associated with higher incidences of leukemia. Mercury and cyclodines are known to induce higher incidences of kidney damage and some irreversible diseases. Organophosphates and carbonates can induce a chain of responses leading to neuromuscular blockage. Many chlorinated solvents induce liver changes, kidney changes and depression of the central nervous system. There is an entire spectrum of further health effects such as headache, nausea, fatigue, eye-irritation and skin rash for the above cited and other chemicals. At sufficient dosages as large number of soil contaminants can cause death by exposure via direct contact, inhalation or ingestion of contaminants in groundwater contaminated through soil.

A2. Explain: (2)
Explain from the given extract how soil pollution affects drinking water.

A3. Find out: (2)
Find out the reasons from the passage why we should avoid chemicals to kill insects.

A4. Vocabulary — (2)
Match the pairs of the words in column 'A' with their meanings in column 'B':

Column 'A'	Column 'B'
(i) infiltration	(a) process of eating, drinking or using
(ii) inhalation	(b) Action of increasing strength of solution
(iii) consumption	(c) passing of liquid through
(iv) concentration	(d) breathing air in

A5. Personal response: (2)
Suggest two steps to keep away from the use of chemicals in home.

A6. Grammar — (2)
Rewrite the following sentences in the ways instructed:

- (i) Potentially greater threats are posed by the infiltration of soil contamination.
(Begin with – 'The infiltration of soil contamination _____' and rewrite.)
- (ii) There is an entire spectrum of further health effects
(Rewrite, using Present Perfect Tense)

(B) Summary — (3)
Summarise the above extract with help of the points given and suggest a suitable title:
Health and groundwater problem – bad effects of chemicals – industrial and man-made concentration – pollutants related diseases.

SECTION – II

(Poetry)

Q.4. Read the given extract and then do all activities that follow:

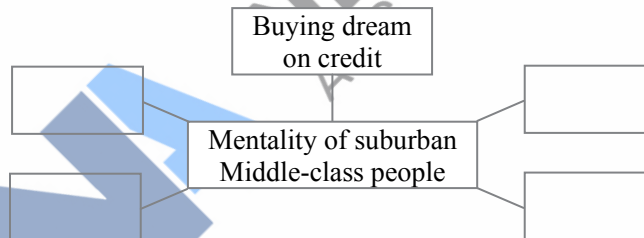
(4) [8]

I celebrate the virtues and vices
of suburban middle-class people
Who overwhelm the refrigerator
and position colourful umbrellas
near the garden that longs for a pool:
For my middle-class brother
this principle of supreme luxury:
What are you and what am I, and we
go on deciding
the real truth in this world.

The truth of that dream we buy on credit
of not going to the office on Saturday, at last,
and the merciless bosses whom the worker
manufacturers in indivisible granaries
where executioners were always born
and grow up and always multiply
We heroes and poor devils,
the feeble, the braggarts, the unfinished,
and the capable of everything impossible
as long as it's not seen or heard.

A1. **Web** — (2)

Complete the web diagram by giving the features of suburban middle class people and their mentality from the extract.



A2. **Poetic Device** — (2)

Figure of speech:

We heroes and poor devils,
the feeble, the braggarts, the unfinished,
and capable of everything impossible
as long as it's not seen or heard

Name the figure of speech in the above lines and find out another example of the same from the extract and write it down.

A3. **Personal Response:** (2)

“Middle-class people are ambitious and active in our country.” Explain your views in brief.

A4. **Poetic creativity** — (2)

The word order in line no. 1 and 3 has been changed. It is an instance of inversion. Compose two lines of your own using inversion in blank lines.

The virtues and vices, I celebrate

The refrigerator, we overwhelm

SECTION – III

(Rapid Reading and Composition)

Q. 5. (A) Read the extract and do the activities that follow: (4) [8]

Someone was standing the doorway. An elderly woman, very fluffy, very pink. Her cheeks were pink, her dress was pink, her hair was bunched up and white. She was straight out of Agatha Christie.

“Miss Marple!” I exclaimed.

“May I come in?” asked the pink lady.

“Please come in,” said my mother. “Do sit down. Do you require a room?”

“Not today, thank you. I’m staying with Padre Dutt. He insisted on putting me up. But I may want a room for a day or two – just for old times’ sake”.

“You have stayed here before.”

“A long time ago. I’m Mrs Green, you know. The missing Mrs Green. The one for whom you put up that handsome tombstone in the cemetery. I was very touched by it. And I’m glad you didn’t add ‘Beloved wife of Henry Green’, because I did not love him any more than he loved me.”

“Then-then, you aren’t the skeleton?” stammered my mother.

“Do I look like a skeleton?”

“No!” we said together.

“But we heard you disappeared,” I said, “and when we found that skeleton –”

“You put two and two together.”

“Well, it was Miss Kellner who convinced us,” said my mother. “And you did disappear mysteriously. You were missing for years. And everyone knew Mr Green was a philanderer.”

“Couldn’t wait to get away from him,” said the pink lady. “Couldn’t stand him any more. He was a lady-killer, but not a real killer.”

“But your father came looking for you. Didn’t you get in touch with him?”

“My father and I were never very close. Mother died when I was very young, and the only relative I had was a cousin in West Africa. So that’s where I went - Sierra Leone!”

A1. True / False — (2)

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

- (i) The lady standing in the doorway was Mrs Green.
- (ii) The lady wanted to stay on that day in Green’s hotel.
- (iii) Miss Kellner convinced all that Mr Green was not a philanderer.
- (iv) There were no good relations between Mrs Green and her father.

A2. Convert into a dialogue: (2)

Convert the above extract into a dialogue form.

(B) Read the extract and do the activities that follow: (4)

Tom : Well, you see, we saw that skull, and those white grinning things – and we thought the place was haunted – at least, that’s what Ginger thought.

Dentist : (*laughing*) Great Scott! So that’s the explanation. I happen to be a dentist, and what you saw were some of my models used for fitting artificial teeth.

Ginger : Then – those rows of grinning teeth are –

Dentist : (*picking up a model fitted with artificial teeth*) Just some of my workmanship.

Tom : (*Pointing to the skull*) But – what about that? That’s the thing that scared us the most.

George : Scared you, you mean. It didn’t frighten me.

Dentist : (*going up L.C. and patting the skull*). Ah! This is just a little prize exhibit of mine that I keep for ornamental purposes. I call him Percy.

Alfie : (*still unconvinced*). But what about those awful screams we heard?

Ginger : We thought someone was being murdered.

Dentist : H’m! I’m afraid that doesn’t speak very well for my painless dentistry. Those screams came from some of my patients in the surgery.

Tom : (*laughing*). I say, what a set of chumps we’ve been! Fancy getting so scared over nothing at all!

- Ginger** : Well, I must admit old George was the only one who wasn't in a blue funk.
George : (*to dentist*). We're awfully sorry for causing so much row.
Dentist : Don't mention it – unless, of course, you're referring to the singing. (*Crossing R*).
 Come on, I'll show you out this way.
Tom : (*Crossing R.C.*) Come on, Alfie.
Ginger : (*addressing the skull*). So long, Percy.
George : (*going up R. to dentist*). I must say you're being awfully decent about this.
Dentist : That's all right. (*looking hard at Gorge*).
 By the way, aren't you George Harlow?
George : (*surprised*). Yes, that's right.
Dentist : I thought I'd seen you somewhere before. Why, I know your father well!
George : Do you, sir?
Dentist : Yes, rather. He was only speaking about you the other night. You've been
 having some trouble with two back teeth, haven't you?
George : (*becoming suddenly nervous*). N – no – that is – not much.

B1. Complete —

Complete the following sentences: (2)

- (i) The white grinning things were actually _____ .
- (ii) The name of the little prize exhibit was _____ .
- (iii) The awful screams came from _____ .
- (iv) There was only a single boy who did not get scared. He was _____ .

B2. Convert the dialogue into a story: (2)

Convert the above extract into a story form in about 50 words.

SECTION – IV
(Written Communication)
Q.6. (A) Letter Writing — [12]

Write any ONE of the following letters: (4)

- (1) Mohan / Mohini Pande, Roll No. 74, of class XII (Arts) has to attend his / her sister's wedding ceremony held at his / her hometown and needs a leave of absence for 5 days. Imagine yourself to be Mohan / Mohini and write a letter to the Principal, SPW Arts and Commerce College, Akola, requesting him to grant to leave of absence for 5 days.

OR

- (2) Your junior college is situated on a narrow but busy road causing traffic congestion and pollution. Noisy horns and constant traffic disturb the classes. Write a letter of complaint to the Chief Officer, Municipality of your town and suggest some solutions.

(B) Write on any ONE of the following items: (4)

(1) Appeal —

In the horrible flood situation, the Kerala state suffered a huge loss. Your organisation has arranged a rally to raise funds to help the flood-affected people in Kerala. Prepare an appeal for the people to contribute to the funds with the help of the following points:

- Purpose of the rally
- Time and place of the rally
- Leading personalities
- Request for donation
- Add your own points

OR

(2) News writing —

Draft a news on any ONE of the following headlines, giving dateline, intro and a continuing paragraph:

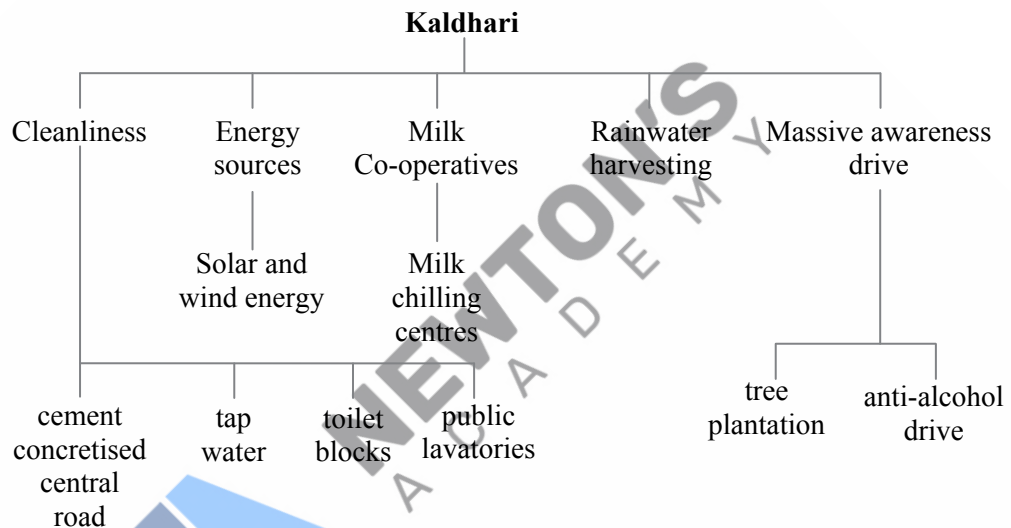
- (i) Teacher's Day celebrated in Adarsh School
- (ii) Strike of Bus Drivers Paralyzes State

- (C) (1) **Counter-view** — (4)
 Read the following View Section and develop a Counter-view Section in about 120 words. Suggest a suitable title:

View Section
‘Mobiles should be allowed in classrooms’ <ul style="list-style-type: none"> ● Mobiles are good source of information ● They are easy to handle ● They provide videos to understand the topic ● Information can be easily exchanged.

OR

- (2) **Information Transfer** —
 Look at the tree diagram given below and write a short paragraph about Kaldhari in about 120 words. Suggest a suitable title:



- Q.7. (A) **Interview Questions:** [7]
 Your college has invited a dietitian on the occasion of ‘World Health Day’. Imagine you are the editor of your college magazine, taking interview of the dietitian. Frame a set of 8 to 10 questions to interview him / her. (4)

- (B) **Speech Drafting:**
 Imagine your college is organising a speech competition on the topic ‘Disappearing Birds’. Prepare a speech in about 100 words with the help of the following points: (3)
- (i) Role of birds
 - (ii) Causes behind their disappearance
 - (iii) Ways to call them back
 - (iv) Add your ideas.