

# **S**AMPLE **Q**UESTION **P**APER

## BLUE PRINT

Time Allowed : 3 hours

Maximum Marks : 80

Typology	MCQs (1 mark)	SA-I (2 marks)	SA-II (3 marks)	LA (5 marks)	Total
Reading Skills	20	–	–	–	20
Writing Skills	–	–	2	2	16
Literary Text Books and Supplementary Reading Text	20	7	–	2	44
<b>Total</b>	<b><math>20 \times 1 = 20</math></b>	<b><math>7 \times 2 = 14</math></b>	<b><math>2 \times 3 = 6</math></b>	<b><math>4 \times 5 = 20</math></b>	<b>80</b>

# ENGLISH CORE

*Time allowed : 3 hours*

*Maximum marks : 80*

*General Instructions :*

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

## **PART - A (40 Marks)**

### **READING (20 Marks)**

**1. Read the passage given below.**

- (1) No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?
- (2) At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.
- (3) Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each others' languages, they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.
- (4) Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new

government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

- (5) Some linguists believe that many of the world's most established languages were creoles at first. The English past tense -ed ending may have evolved from the verb 'do' 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

**On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven given below. (1 × 10 = 10)**

- (i) "In English, all these meanings are summed up in the one, crude pronoun 'we'. the author says the "we" as crude because
- It lacks pretty pronunciation
  - It lack depth in explaining between I, You and other people
  - It seems rude
  - It makes it too difficult
- (ii) The pidgin language was created so that
- colonisers can speak to the slaves
  - slaves can learn new languages
  - slaves with different languages could communicate with one another
  - to improve existing language of the land owners
- (iii) The language created by children of slaves with complex grammar system is called\_\_\_\_\_
- Pidgin
  - Creoles
  - Cherokee
  - English
- (iv) All the following sentences about Nicaragua sign language are true EXCEPT:
- The language has been created since 1979.
  - The language is based on speech and lip reading.
  - The language incorporates signs which children used at home.
  - The language was perfected by younger children.
- (v) Sign language is not a simply series of gestures because
- they were developed from the English language
  - they incorporated the same grammatical system found in spoken languages
  - they were basically pidgin
  - children developed it with lip reading system
- (vi) The main disadvantage of the sign language used in the schools for deaf in 1979 was that
- it had no lip reading instructions
  - it was meant for partially deaf children
  - the signs were used differently, and there was no consistent grammar.
  - it confused children even more
- (vii) \_\_\_\_\_ have an inborn grammatical machinery.
- Colonisers
  - Children
  - Slaves
  - Teachers

- (viii) The universal thing about all language is \_\_\_\_\_ .  
 (a) vocabulary      (b) grammar      (c) gender      (d) all of these
- (ix) The theme or main idea of para 2 is:  
 (a) How children can create new language  
 (b) How Cherokee language is evolved in terms of grammar  
 (c) How linguistics can trace the origin of modern languages  
 (d) How creole came into origin
- (x) Which word in para 3 has the same meaning as “extrapolate”?  
 (a) Evolved      (b) Opportunity      (c) Complex      (d) Deduce
- (xi) Synonym of innate is  
 (a) inherent      (b) inside      (c) inward      (d) lost

**2. Read the passage given below.**

- (1) This isn't a mountain region of mere subjective beauty. Nor one, which claims its greatness, based on just an overwhelming opinion of a large majority. For Sikkim is a treasure that few know about. However, the facts of its remarkable geography bear enough testimony to pitch Sikkim in a slot that no other mountain region, anywhere in the world, could duplicate or rival. What Everest is to peaks, Sikkim is to the mountains. Tragically, a region so wild and exotic and with such geographic and climatic extremes, that its amazing wilds and not its unremarkable hill stations, ensure its accessibility to the adventurous only.
- (2) Just delve on these facts a bit. From the plains, in a mere 80 kms as the crow flies, the altitude reaches 28,168 feet at the very top of Kanchenjunga, the third highest peak in the world. Such a sharp elevation is unrivalled anywhere else and is the first geographical claim of Sikkim.
- (3) The second is an offshoot of the first. Nowhere else do so many 7,000 metre plus peaks crowd up such a confined space. And the third is really a consequence of the first and the second with the sharp gradation creating the most variegated flora and fauna possible anywhere in the mountains. The fourth uniqueness is also a consequence of the first and the second and lies in the extremes of the climate which ranges from the tropical to the typical arctic type. And the fifth claim is its thin permanent population and relatively fewer travellers by virtue of its remote far-eastern Himalayan location. The startling facts about Sikkim never seem to end. For starters, all of Sikkim lies in a mere 110 kms by 65 kms of mountains, peaks, glaciers, rivers and forests. A little dot on the map at a latitude 27 degrees North and longitude 88 degrees East. Its 7,000-sq kms make it about as large as the National Capital Region of India! To the North and extending to the East of Sikkim, is Tibet/China and to the West is Nepal. To the
- (4) South are the Himalayan and sub Himalayan regions of West Bengal. It is, in fact these geographical extremes and the resulting ambience, that makes mountaineers trek here, when they are not climbing, besides fuelling mountaineering dreams in the minds of trekkers, what with the closest possible proximity to magnificent peaks while trekking.
- (5) On the subject of trekking here, it is strange but true that acclimatisation is much tougher in Sikkim than elsewhere. It may have something to do with being closer in latitude to the Tropic of Cancer, beside the rather sharp stages involved in each day of trekking. The closeness to the Tropic of Cancer has meant that the snowline will always be much higher and therefore human settlements are seen even at altitudes of 16,000 feet!

**On the basis of your understanding of the passage, answer ANY TEN questions from the eleven that follow.**

**(1 × 10 = 10)**

- (i) “ This isn't a mountain region of mere subjective beauty.” What does the “this” stand for in the line?  
 (a) The idea of beauty      (b) Sikkim  
 (c) Mountains      (d) Himalayas

- (ii) Which proverb resonates the idea of “subjective beauty” given in the first line?  
 (a) Too many cooks spoil the broth (b) A rolling stone gathers no moss  
 (c) Beauty lies in the eyes of the beholder (d) All that glitters is not gold
- (iii) Kanchenghunga ranks \_\_\_\_\_ in the world as the highest peak.  
 (a) 2nd (b) 3rd (c) 1st (d) 4th
- (iv) What makes Sikkim such a unique place is the \_\_\_\_\_?  
 (a) Food (b) Flora and Fauna  
 (c) Elevation and geography (d) People
- (v) Sikkim shares its southern border with :  
 (a) Nepal (b) Tibet (c) China (d) West Bengal
- (vi) Acclimatisation is much tougher in Sikkim than elsewhere probably because of:  
 (a) the climate (b) the sharp stages involved in climbing  
 (c) being closer in latitude to the Tropic of Cancer (d) Both (b) and (c)
- (vii) The climate of Sikkim ranges between tropical and  
 (a) temperate climate (b) Arid climate  
 (c) arctic climate (d) Sub tropical
- (viii) Which of these statements is incorrect?  
 (a) Sikkim lies in a mere 110 kms by 65 kms of mountains, peaks, glaciers, rivers and forests.  
 (b) Sikkim is about 7000 sq km.  
 (c) Sikkim is sparsely populated.  
 (d) Sikkim shares its eastern border with Nepal.
- (ix) Choose an appropriate title for the given passage.  
 (a) Sikkim a study of its history (b) The flora and fauna of Sikkim  
 (c) Sikkim-why it is so unique (d) Trekkers and Sikkim - a study
- (x) Synonym of unrivalled is  
 (a) riddled (b) outstanding (c) unfit (d) unilateral
- (xi) Antonym of treasure is  
 (a) precious (b) rob (c) garbage (d) treat

### LITERATURE (20 Marks)

3. Read the extracts given below and attempt ANY TWO of the three given by answering the questions that follow. (4 + 4 = 8)
- A. The old man was just as generous with his confidences as with his porridge and tobacco. The guest was informed at once that in his days of prosperity his host had been a crofter at Ramajo Ironworks and had worked on the land. Now that he was no longer able to do day labour, it was his cow which supported him. Yes, that bossy was extraordinary. She could give milk for the creamery every day, and last month, he had received all of thirty kronor in payment.
- (i) The old man offered \_\_\_\_\_ to the peddler.  
 (a) money (b) water (c) porridge and tobacco (d) milk
- (ii) The old man who hosted him was worked as a \_\_\_\_\_.  
 (a) ironsmith (b) weaver (c) crofter (d) writer
- (iii) “that bossy was extraordinary.” Who was extraordinary?  
 (a) The crofter (b) The peddler  
 (c) The crofter’s cow (d) The crofter’s land owner

- (iv) Which word means magnanimous?  
 (a) Property (b) Labour (c) Extraordinary (d) Generous
- B. "A fisherman perhaps," Sadao said, "washed from his boat." He ran quickly down the steps and behind him Hana came, her wide sleeves flying. A mile or two away on either side there were fishing villages, but here was only the bare and lonely coast, dangerous with rocks. The surf beyond the beach was spiked with rocks. Somehow the man had managed to come through them — he must be badly torn.
- (i) Who was the "him"?  
 (a) A fisherman (b) A fellow Japanese (c) A wounded American (d) None of these
- (ii) What was the beach like where they found the washed up stranger?  
 (a) Busy with villagers (b) Crowded with fishermen  
 (c) Bare and lonely (d) Calm and surrounded by trees
- (iii) Why did they assume "he must be badly torn"?  
 (a) because he was shot  
 (b) because he came through the surf spiked with rocks  
 (c) because he said it out loud  
 (d) because his clothes were torn
- (iv) How did Hana react to seeing the stranger washed up on the beach?  
 (a) She ran in the opposite direction seeing the stranger.  
 (b) She was curious and went to look at the stranger first.  
 (c) She followed her husband who ran quickly to the stranger.  
 (d) She didn't make a single move.
- C. The news of Gandhi's advent and of the nature of his mission spread quickly through Muzzafarpur and to Champaran. Sharecroppers from Champaran began arriving on foot and by conveyance to see their Champion. Muzzafarpur lawyers called on Gandhi to brief him; they frequently represented peasant groups in court; they told him about their cases and reported the size of their fee.
- (i) What was the news at Muzzafarpur?  
 (a) The news of Gandhi's advent and of the nature of his mission was the news at Muzzafarpur.  
 (b) That Shukla brought Gandhi to Champaran.  
 (c) That the sharecroppers were meeting Gandhi.  
 (d) Muzzafarpur lawyers were meeting Gandhi.
- (ii) Who was the Champion the sharecroppers came to meet?  
 (a) Lawyers of Muzzafarpur (b) The villagers of Champaran  
 (c) Gandhi (d) The police
- (iii) Who represented the peasant groups in court?  
 (a) Gandhi (b) Lawyers of Champaran  
 (c) Lawyers of Muzzafarpur (d) Kasturba
- (iv) What was the main crop these sharecroppers grew?  
 (a) Corn (b) Wheat (c) Indigo (d) Rice
4. **Read the extracts given below and attempt ANY ONE of the two given by answering the questions that follow. (1 × 4 = 4)**
- A. ... saw my mother,  
 beside me,  
 doze, open mouthed, her face  
 ashen like that  
 of a corpse and realized with pain  
 that she was as old as she  
 looked but soon  
 put that thought away, ....

- (i) What did the poet realize?  
 (a) That she is getting old. (b) That she has to leave her mother soon.  
 (c) That her mother is getting old. (d) That her mother will no longer live with her.
- (ii) What are word/words that the poet used to describe her mother to a corpse?  
 (a) beside me (b) doze (c) her face ashen (d) looked away
- (iii) The realization was painful for the poet because:  
 (a) her mother was getting old and there was nothing she could do about it  
 (b) her mother refused to stay with her  
 (c) she was leaving her mother behind and going away  
 (d) she was seeing her mother for the last time
- (iv) Name the figure of speech used in these line “like that of a corpse”.  
 (a) Metaphor (b) Simile (c) Personification (d) Allegory

OR

B. Of all the unhealthy and o'er-darkened ways  
 Made for our searching: yes, in spite of all,  
 Some shape of beauty moves away the pall  
 From our dark spirits.

- (i) Name the poem.  
 (a) Keeping Quiet (b) Aunt Jennifer's Tigers  
 (c) A Thing of Beauty (d) An Elementary School Classroom in a Slum
- (ii) What saves us from our dark spirits?  
 (a) Our over-darkened ways (b) Our greed for unhealthy things  
 (c) Some shape of beauty (d) Search for mysterious things
- (iii) The tone of the given lines is  
 (a) dark and depressing (b) resentful  
 (c) bright and happy (d) saddened but hopeful
- (iv) What does pall mean here?  
 (a) pale (b) colour (c) shadow (d) pain

5. Attempt ANY EIGHT questions of following from the ten given below. (1 × 8 = 8)

- (i) Saheb and Mukesh are examples of  
 (a) rags to riches stories (b) lives trapped in the vicious cycle of poverty  
 (c) dreams coming true with dedication (d) lives living freely and casually
- (ii) “I imagined I would bob to the surface like a cork” Where did this incident happen?  
 (a) At the beach (b) YMCA pool (c) Lake Wentworth (d) In the river
- (iii) ‘See you soon, Amma.’ Who said these lines?  
 (a) Adrienne Rich (b) John Keats (c) Kamala Das (d) Pablo Neruda
- (iv) M Hamel had put on his beautiful green coat, frilled shirt and an embroidered black silk cap that he normally wore only on  
 (a) His birthday (b) First day of school  
 (c) inspection and prize days at school (d) Public events
- (v) “Women were wearing fancy cut sleeves, long skirts and high-buttoned shoes.” Who witnessed this?  
 (a) Sam (b) Charley (c) The peddler (d) The crofter
- (vi) Which poet talks about pictures and maps in the classroom being meaningless?  
 (a) Stephen Spender (b) Kamala Das (c) Pablo Neruda (d) John Keats

- (vii) Edla Willmansson's compassion and understanding brought about a transformation in \_\_\_\_\_.  
 (a) Mukesh (b) Sadao (c) The peddler (d) Evans
- (viii) The expression "Guten Gluck" in German means  
 (a) Good morning (b) Good luck (c) Good Night (d) Goodbye
- (ix) One of the themes addressed in Aunt Jennifer's Tiger is  
 (a) depression (b) lost childhood (c) male chauvinism (d) world peace
- (x) Derek was \_\_\_\_\_ years old.  
 (a) 13 (b) 14 (c) 15 (d) 16

## PART - B (40 Marks)

### WRITING (16 Marks)

6. Attempt ANY ONE of the following : (1 × 3 = 3)

A. You are Amrit, the Sports President of St. Rivers Public School, Chandigarh. Write a notice to be put up on the school notice board informing the students about the inter-school volleyball match. Give all necessary details of the match to be played.

OR

B. You are Sakshi, interested in purchasing a used/old flat. Draft an advertisement in not more than 50 words to be published in the classified column of a local daily giving the details of your requirement. Your contact number is 9012341234.

7. Attempt ANY ONE of the following : (1 × 3 = 3)

A. You are the Secretary of the Ritz Students' Association, St. Peters School, Nainital. The 20<sup>th</sup> Alumni Meet will be held on Sunday, the 28<sup>th</sup> Sept. 20XX at 8.00 p.m. at Plaza Hotel. Write invitation letter to all the old students of the school to attend the meet.

OR

B. Write a letter of reply expressing your regret at not being unable to attend a wedding anniversary party thrown by your colleague Mr and Mrs Pillai.

8. Attempt ANY ONE of the following : (1 × 5 = 5)

A. You had been to a tourist spot and were disappointed at the way the place was being maintained. Write a letter in 120-150 words to the editor of a newspaper on how places of tourist interest should be made tourist friendly. You are Soumya, 48, Agnes Road, Cochin.

OR

B. You see a classified advertisement in the newspaper inviting applications for the post of a Senior Manager in a reputed MNC. Write a letter with bio-data in about 120-150 words to the HR Manager, Apex Solutions, Noida, applying for the post advertised. You are Srikant from 22/B Gupta Colony, Laxmi Nagar, New Delhi.

9. Attempt ANY ONE of the following : (1 × 5 = 5)

A. Recently there was a handloom exhibition fair held in your town. Write a report in about 120-150 words describing how the 7 days event became a good platform for many independent and local artists and handicrafts people.

OR

B. On the occasion of International Museum Day, write an article, in about 120-150 words, to be published in a magazine, on the role of museums in preserving history and heritage. Also mention how students can benefit from visiting museums.

LITERATURE (24 Marks)

- 10. Attempt ANY FIVE out of the six questions given below, in 30-40 words each. (2 × 5 = 10)**
- (i) What made the lieutenant-governor drop the case against Gandhiji?
  - (ii) Why did Edla still entertain the peddler even after she knew the truth about him?
  - (iii) What promise did the author make with Saheb? Why had she to feel small?
  - (iv) How does Kamala Das try to put away the thoughts of her ageing mother ?
  - (v) How were the parents and M.Hamel responsible for the children's neglect of the French language?
  - (vi) Why does Aunt Jennifer create animals that are so different from her own character ?
- 11. Attempt ANY TWO out of the three questions given below in 30-40 words each. (2 × 2 = 4)**
- (i) How does Mr Lamb react when Derry enters his garden?
  - (ii) What do you infer from Sam's letter to Charley?
  - (iii) Why did the servants leave Dr Sadao's house?
- 12. Answer ANY ONE of the following questions in about 120-150 words. (1 × 5 = 5)**
- A. Do the poor have the right to dream? Why does the author call Mukesh's dream 'a mirage'?
- OR**
- B. Why did the crofter repose confidence in the peddler? How did the peddler betray that and with what consequences?
- 13. Attempt ANY ONE out of the following questions in 120-150 words (1 × 5 = 5)**
- A. How far was Stephens helpful for Evans' escape?
- OR**
- B. Write in brief the character-sketch of General Takima.

# SOLUTIONS

1. (i) (b) It lack depth in explaining between I, You and other people  
(ii) (c) slaves with different languages could communicate with one another  
(iii) (b) Creoles  
(iv) (a) The language has been created since 1979.  
(v) (b) they incorporated the same grammatical system found in spoken languages  
(vi) (c) the signs were used differently, and there was no consistent grammar.  
(vii) (b) Children  
(viii) (b) grammar  
(ix) (c) How linguistics can trace the origin of modern languages  
(x) (d) Deduce  
(xi) (a) inherent
2. (i) (b) Sikkim  
(ii) (c) Beauty lies in the eyes of the beholder  
(iii) (b) 3rd  
(iv) (c) Elevation and geography  
(v) (d) West Bengal  
(vi) (d) both (b) and (c)  
(vii) (c) arctic climate  
(viii) (d) Sikkim shares its eastern border with Nepal.  
(ix) (c) Sikkim-why it is so unique  
(x) (d) unilateral  
(xi) (c) garbage
3. A. (i) (c) porridge and tobacco  
(ii) (c) crofter  
(iii) (c) The crofter's cow  
(iv) (c) extraordinary
- B. (i) (c) A wounded american  
(ii) (c) Bare and lonely  
(iii) (b) Because he came through the surf spiked with rocks  
(iv) (c) She followed her husband who ran quickly to the stranger.
- C. (i) (a) The news of Gandhi's advent and of the nature of his mission was the news at Muzzafarpur.  
(ii) (c) Gandhi  
(iii) (c) Lawyers of Muzzafarpur  
(iv) (c) Indigo
4. A. (i) (c) That her mother is getting old.  
(ii) (c) Her face ashen  
(iii) (a) her mother was getting old and there was nothing she could do about it  
(iv) (b) Simile
- B. (i) (d) An Elementary School Classroom in a Slum  
(ii) (c) Some shape of beauty  
(iii) (d) saddened but hopeful  
(iv) (d) pain
5. (i) (b) lives trapped in the vicious cycle of poverty  
(ii) (b) YMCA pool  
(iii) (c) Kamala Das  
(iv) (c) inspection and prize days at school  
(v) (b) Charley  
(vi) (a) Stephen Spender  
(vii) (c) The peddler  
(viii) (b) Good luck  
(ix) (c) male chauvinism  
(x) (b) 14

6.A.

**St. RIVERS PUBLIC SCHOOL**

**10 Aug. 20XX**

**NOTICE**

The students will feel glad to know that our volleyball team has reached the final of inter-school volleyball championship. The final match against St. John School Ludhiana will be played tomorrow, i.e., 11 Aug. 20XX at 1 p.m. at our school ground. Please do come, cheer up the team and boost their morale.

Amrit

Sports President

7.A. Ritz Students' Association  
 St. Peters School  
 Nainital  
 Dear Alumna/Alumnus,  
 Sub: 20<sup>th</sup> Alumni Meet  
 The 20<sup>th</sup> Alumni Meet of St. Peters School, Nainital will be held on Sunday, the 28th Sept. 20XX at 8 p.m. at The Plaza Hotel Ajmer. Old students, along with their spouses will be our guests of honour. Kindly assemble at 8.00 p.m. in the banquet hall for a get-together, dance and dinner party. Please confirm your seats by sending ₹ 700 to the undersigned.  
 Meenakshi K.  
 Secretary

8.A. 48, Agnes Road  
 Cochin  
 21st March, 20××  
 The Editor  
 The Daily Mirror  
 Sir/Madam,  
**Subject :** Suggestions to Make Tourist Spots Appealing  
 Through the columns of your esteemed daily, I would like to draw the attention of the concerned authority as well as the general public towards lack of maintenance of tourist spots.  
 My recent experience at a popular tourist spot close to where I live has left me extremely disappointed and I couldn't help but wonder at the way the place was being maintained.  
 I was saddened to see the place littered with garbage, empty bottles and wrappers of eatables, entry ticket etc. but no one to clean it. This is the result of the callous attitude of the people visiting the tourists spots and their complete disregard for the rules laid down by the authorities. In addition to that caretakers fail to take proper care of the place, which leads to its gradual ruination. Tourist spots, lying in utter neglect are an eye sore and create a negative impression on tourists.  
 It also puts our country in bad light further leading to its negative publicity. The authorities should take strict action against those caught littering, breaking the rules or causing any kind of damage to the tourist spots. Residents living in the surrounding areas, with the help of volunteers, should start cleanliness drives and also encourage others to take the initiative.  
 I hope, I have been able to highlight the problem in this letter and that the suggested solutions will help bring about some positive changes.  
 Thank you  
 Yours sincerely  
 Soumya

## 9. B. Role of Museums

*by ABC*

There are a variety of museums all over the world. For instance, Madame Tussauds, the wax museum, is a famous tourist attraction in London. Louvre's world's largest museum is situated in France and is historic monument of the country. In India, National Museum, Delhi, Salar Jung Museum, Hyderabad, Albert Hall, Jaipur, Shankar's International Dolls Museum, National Rail Museum, Gandhi Museum, etc. all are noteworthy establishments, which attract tourists from far and wide. They all may be different from each other, but each of them have one thing in common, they never cease to amaze us.

One may find visit to the museum less fun and interesting than a visit to the amusement park or to the movie theatre. However, Museums are cultural institutions of a country and a great source of knowledge. Museums bring together history of ages and preserve it for our benefit and the generations to come. It is only because of the museums that we are able to view and study the artefacts and exhibits of rare and historic value. Many consider museums valuable because they provide first-hand information. This is why, in many countries, visit to the museum is a part of their informal education. Students after all cannot always rely on bookish knowledge. They need to be exposed to the history to

which they belong. This is the only way students learn and develop pride in their cultural heritage.

**10.** (i) Thousands of peasants came in support of Gandhiji. The authorities felt that they could not control them and the condition of law and order could deteriorate. The pressure of the peasants was increasing. On the other hand, Gandhiji refused to have any bail. Therefore the lieutenant-general dropped the case against Gandhiji.

(ii) Edla did not think it proper on their part to chase away a human being whom they had asked to come to their house and had promised him Christmas cheer. She understood the reality of the peddler's life and wanted him to enjoy a day of peace with them. Hence, she still entertained the peddler even after knowing the truth about him.

(iii) Saheb used to roam here and there. The author advised him to go to school. But he said that there was no school in the neighbourhood. At this the author said that she would start school. But she had made this promise half-jokingly and was not at all serious about it. After a few days Saheb came to her to ask if her school was ready. She had to feel small. She never wanted to start a school. She said that promises like hers are frequently made but hardly ever kept.

(iv) When the poet sees her ageing mother, she becomes full of pain and agony. She thinks that her mother might not live long. To put away the thoughts of her ageing mother, the poet starts looking out of the car. She starts looking at the children rushing out of their homes and the trees that appear to be sprinting.

(v) Not only the children themselves but also their parents and M.Hamel were to some extent responsible for the children's neglect of the French language. The parents would send their children to work on a farm or at a mill so that they could get some extra money. M. Hamel would often ask them to water his plants instead of teaching them. And when he wanted to go fishing, he would give them a holiday.

**11.** (i) Mr Lamb welcomes Derry in his garden. He only asks him to mind crab apples lest he should trip. When Derry wants to run away from there Mr Lamb says that he need not go. Everyone is welcomed to come in his garden.

(ii) Sam's letter to Charley proves that Sam has found and reached the third level. He is staying there in Galesburg since last two weeks and watching various activities and explains to Charley. He invites both Charley and his wife Louisa and motivates them to continue their search of the third level. So, we can

say that Sam was also a victim of worldly worries and seeking the escapement, like Charley.

**12. A.** Yes, the poor too have the right to dream. Mukesh, for instance, dreams of becoming a motor mechanic and he shows great determination and passion for his dream. He is willing to walk the long distance from home to garage every day in order to train as a mechanic. Yet there are some reasons which may create hindrances in his path towards his goal. Mukesh belongs to the marginalised section of the society, which is always caught in a vicious circle of poverty and exploitation by the sahumars, the middle men, the policemen, the keepers of law, the bureaucrats and the politicians. His family is content in their present living condition, no matter how grim the situation be.

On one hand Mukesh dislikes the profession of bangle making on the other, his family thinks it is his (and their) destiny to be born in the family of bangle makers. They have been making bangles generation after generation and have known or seen nothing other than bangles. There is no will or aspiration, let alone inspiration, left in the families living in Firozabad, to break free from their current situation. They cannot organise themselves in cooperatives in order to raise their issues because it is them who would have to face the atrocities of the police. Moreover, there is the stigma related to their caste always lingering most in opportune time. Therefore, Mukesh neither has his family support nor does he have financial backing. Anees Jung calls Mukesh's dream a mirage because the baggage of his lineage has already been imposed on him. Although she is hopeful that since Mukesh has dared to dream something different he might achieve it, she also fears that his dream is too good to be true.

**13. B.** Stephens was a newly recruited officer in the prison. He was very particular about showing his "efficiency" in front of the higher authorities. He was especially glad that he was in charge of Evans' examination. However he forget that to handle a criminal like Evans, could be risky for a novice like him. Evans complained of Stephens' breathing and got him naturally out of the cell. Once out of the cell, Stephens kept peeping into the cell but soon fed up with.

To show that he was very confident and efficient, he left the cell door to come after short intervals. The short intervals soon became longer and very longer giving time for Evans to dress himself up inside the cell. Stephens was taken to the highest joy when he received the fake call from the Governor to take the invigilator out of the prison. He in his pride took the invigilator out of the prison and made way for Evans' escape in a wonderful way.