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| **HY/ENQP/1123/B 26-OCT-2023** | | | | | | | | | | |
| **HALF YEARLY EXAMINATION (2023-24)** | | | | | | | | | | |
| **Subject: ENGLISH CORE (301)**  **Grade: XI** | | | Max. Marks: 80Time: 3hrs | | | | | | | |
| **Name:** | | | | | | **Section:** | **Roll No:** | | | |
| ***General Instructions:***   * ***The Question Paper contains THREE sections-***   ***Section A: READING (26 marks)***  ***Section B: GRAMMAR & WRITING (23 marks)***  ***Section C: LITERATURE (31 marks)***   * ***Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.*** | | | | | | | | | | |
|  | **SECTION A: READING SKILLS (26 marks)** | | | | | | | | | |
| **I.** | **Read the passage given below:** | | | | | | | | **1X10=10** | |
|  | 1. Many of us believe that “small” means “insignificant”. We believe that small actions and choices do not have much impact on our lives. We think that it is only the big things, the big actions and the big decisions that really count. But when you look at the lives of all great people, you will see that they built their character through small decisions, small choices, and small actions that they performed every day. They transformed their lives through a step-by-step or day- by-day approach. They nurtured and nourished their good habits and chipped away at their bad habits, one step at a time. It was their small day-to-day decisions that added up to making tremendous difference in the long run. Indeed, in matters of personal growth and character building, there is no such thing as an overnight success. | | | | | | | | | |
|  | 2. Growth always occurs through a sequential series of stages. There is an organic process to growth. When we look at children growing up, we can see this process at work: the child first learns to crawl, then to stand and walk, and finally to run. The same is true in the natural world. The soil must first be tilled, and then the seed must be sowed. Next, it must be nurtured with enough water and sunlight, and only then will it grow, bear fruit, and finally ripen and be ready to eat. | | | | | | | | | |
|  | 3. Gandhi understood this organic process and used this universal law of nature to his benefit. Gandhi grew in small ways, in his day-to-day affairs. He did not wake up one day and found himself to be the “Mahatma”. In fact, there was nothing much in his early life that showed signs of greatness. But from his mid- twenties onwards, he deliberately and consistently attempted to change himself, reform himself and grow in some small way every day. Day by day, hour by hour, he risked failure, experimented, and learnt from mistakes. In small and large situations alike, he took up rather than avoid responsibility. | | | | | | | | | |
|  | 4. People have always marveled at the effortless way in which Gandhi could accomplish the most difficult tasks. He displayed great deal of self-mastery and discipline that was amazing. These things did not come easily to him. Years of practice and disciplined training went on to make his successes possible. Very few saw his struggles, fears, doubts and anxieties, or his inner efforts to overcome them. They saw the victory, but not the struggle. | | | | | | | | | |
|  | 5. This is a common factor in the lives of all great people: they exercised their freedoms and choices in small ways that made a great impact on their lives and their environment. Each of their small decisions and actions added up to have a profound impact in the long run. By understanding this principle, we can move forward, with confidence, in the direction of our dreams. Often when our “ideal goal” looks too far from us, we become easily discouraged, disheartened and pessimistic. However, when we choose to grow in small ways, taking small steps one at a time, performing it becomes easy. | | | | | | | | | |
|  | **Based on your understanding of the passage, answer the questions given below.** | | | | | | | | | |
| **1.** | Through the passage, the author had intended to state that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | | | | | | | |
|  | **a.** | big things, big actions and big decisions make a person great | | | **b.** | small actions and decisions are important in one’s life | | | | |
|  | **c.** | overnight success is possible for all of us | | | **d.** | personal changes are not important | | | | |
| **2.** | What does the writer mean by saying ‘chipped away at their bad habits’? | | | | | | | | | |
|  | **a.** | Steadily gave up bad habits | | | **b.** | Slowly produced bad habits | | | | |
|  | **c.** | Gradually criticized bad habits | | | **d.** | Did not like bad habits | | | | |
| **3.** | Which of the following statements is true in the context of the third paragraph? | | | | | | | | | |
|  | **a.** | Gandhi became great overnight | | | **b.** | Gandhi showed signs of greatness in childhood itself | | | | |
|  | **c.** | Every day Gandhi made efforts to change himself in some small way | | | **d.** | Gandhi never made mistakes | | | | |
| **4.** | What is done by great people to transform their lives? | | | | | | | | | |
|  | **a.** | They approach life on a day-by-day basis | | | **b.** | They build character in small ways | | | | |
|  | **c.** | They believe in performing everyday | | | **d.** | All of these | | | | |
| **5.** | “You will see that they built their character through” Pick the option in which the meaning of ‘character’ is NOT the same as it is in the passage. | | | | | | | | | |
|  | **a.** | Education has for its object the formation of character. | | | **b.** | If I take care of my character, my reputation will take care of itself. | | | | |
|  | **c.** | Jason’s character is a combination of wit and kindness. | | | **d.** | Greeley says he’s genuinely reformed character. | | | | |
| **6.** | Based on your understanding of the passage, choose the option that lists the correct sequence of the information.   1. We can move forward, with confidence, in the direction of our dreams after understanding that small actions are important. 2. Years of practice and disciplined training went on to make his success possible. 3. Gandhi grew in small ways, in his day-to-day affairs. 4. The soil must be tilled and then the seed must be sown. 5. In matters of personal growth and character building, there is no such thing as an overnight success. | | | | | | | | | |
|  | **a.** | 1,2,3,4,5 | | | **b.** | 4,2,1,3,5 | | | | |
|  | **c.** | 5,3,1,2,4 | | | **d.** | 5,4,3,2,1 | | | | |
| **7.** | What according to the author is the “universal law of nature”? | | | | | | | | | |
|  | **a.** | Things take time to grow | | | **b.** | Evolution | | | | |
|  | **c.** | Success | | | **d.** | Freedom | | | | |
| **8.** | Which of the following graphs correctly shows the process of transformation presented in the passage? | | | | | | | | | |
|  | **a.** |  | | | **b.** |  | | | | |
|  | **c.** |  | | | **d.** |  | | | | |
| **9.** | Pick out the option showing the CORRECT use of the word ‘nurtured’. | | | | | | | | | |
|  | **a.** | Winifred ambitions nurtured for her daughter to be a surgeon. | | | **b.** | Was it a beneficent spell nurtured by our ancestors’ good, obviously very good, karma? | | | | |
|  | **c.** | The values that nurtured it were hierarchical, not popular; the authority on which it relied was sacral, not secular | | | **d.** | He has nurtured close relationships with presidents of both parties. | | | | |
| **10.** | Pick the option that correctly lists the ways in which one must initiate small changes.   1. *Deliberately 2. Consistently 3. Responsibly*   *4. Repeatedly 5. Grudgingly 6. Angrily* | | | | | | | | | |
|  | **a.** | 4,5,6 | | | **b.** | 1,2,3 | | | | |
|  | **c.** | 2,3,4 | | | **d.** | 3,4,5 | | | | |
| **II** | **Read the passage given below**. | | | | | | | **1X8=8** | | |
|  | 1. At least a third of the huge ice fields in Asia's towering mountain chain are doomed to melt due to climate change, according to a landmark report, with serious consequences for almost 2 billion people. Even if carbon emissions are dramatically and rapidly cut and succeed in limiting global warming to 1.5C, 36% of the glaciers along in the Hindu Kush and Himalaya range will have gone by 2100. If emissions are not cut, the loss soars to two-thirds, the report found. | | | | | | | | | |
|  | 2. The glaciers are a critical water store for the 250 million people who live in the Hindu Kush Himalaya (HKH) region, and 1.65 billion people rely on the great rivers that flow from the peaks into India, Pakistan, China, and other nations. "This is the climate crisis you haven't heard of," said Philippus Wester of the International Centre for Integrated Mountain Development (Icimod), who led the report. "In the best of possible worlds, if we get really ambitious [in tackling climate change], even then we will lose one-third of the glaciers and be in trouble. That for us was the shocking finding." | | | | | | | | | |
|  | 3. Wester said that, despite being far more populous, the HKH region had received less attention than other places, such as low-lying island states and the Arctic, that are also highly vulnerable to global warming. Prof. Jemma Wadham, at the University of Bristol, said: "This is a landmark piece of work focused on a region that is a hotspot for climate change impacts." | | | | | | | | | |
|  | 4. The new report, requested by the eight nations the mountains span, is intended to change that. More than 200 scientists worked on the report over five years, with another 125 experts peer reviewing their work. Until recently the impact of climate change on the ice in the HKH region was uncertain, said Wester. "But we really do know enough now to take action, and action is urgently needed," he added. The HKH region runs from Afghanistan to Myanmar and is the planet's "third pole", harbouring more ice than anywhere outside Arctic and Antarctica. Limiting the global temperature rise to 1.5 C above pre-industrial levels requires cutting emissions to zero by 2050. This is felt to be extremely optimistic by many but still sees a third of the ice lost, according to the report. If the global rise is 2 C, half of the glaciers will be projected to melt away by 2100. | | | | | | | | | |
|  | 5. Since the 1970s, about 15% of the ice in the HKH region has disappeared as temperatures have risen. But the HKH range is 3,500 km long and the impact of warming is variable. Some glaciers in Afghanistan and Pakistan are stable and a few are even gaining ice, most probably due to increased cloud cover that shields the sun and changed winds that bring more snow. But even these will start melting with future warming, Wester said. | | | | | | | | | |
|  | 6. The melting glaciers will increase river flows through 2050 to 2060, he said, pushing up the risk of high-altitude lakes bursting their banks and engulfing communities. But from the 2060s, river flows will go into decline. The Indus and central Asian rivers will be most affected. "Those areas will be hard hit," said Wester. Lower flows will cut the power from the hydro dams that generate much of the region's electricity. But the most serious impact will be on farmers in the foothills and downstream. They rely on predictable water supplies to grow the crops that feed the nations in the mountains' shadows. But the changes to spring melting already appear to be causing the pre-monsoon river flow to fall just when farmers are planting their crops. Worse, said Wester, the monsoon is also becoming more erratic and prone to extreme downpours. "One-in-100-year floods are starting to happen every 50 years," he said. | | | | | | | | | |
|  | **Based on your understanding of the passage, answer the questions given below.** | | | | | | | | | |
| **1.** | By how much percentage will the glaciers have gone in the Hindu Kush and Himalaya range by 2100? | | | | | | | | | |
| **2.** | Pick the option that lists statements that are NOT TRUE according to the passage.  1. 36% of the glaciers in the Hindu Kush and Himalaya range will have gone by 2100.  2. 1.65 million people rely on the rivers that flow from the peaks into India, Pakistan, and China.  3. The Hindu Kush-Himalaya region runs from Afghanistan to Nepal.  4. River flows will decline from 2060s. | | | | | | | | | |
|  | (a) 2 and 3 (b) 1 and 4 (c) 3 and 4 (d) 2 and 4 | | | | | | | | | |
| **3.** | If carbon emissions are lowered quickly then the temperature in mountains of HKH range will rise up to \_\_\_\_\_\_\_\_. | | | | | | | | | |
| **4.** | Based on the information given in the passage, choose the option that lists the CORRECT depiction of loss of ice if carbon emissions are slashed.  C:\Users\LENOVO\Downloads\22222222.png | | | | | | | | | |
|  | (a) Image 1 (b) Image 2 (c) Image 3 (d) Image 4 | | | | | | | | | |
| **5.** | Based on the given graphical representation of data in the passage, choose the option that lists the statement that is TRUE with respect to the slashing of emissions. | | | | | | | | | |
|  | (a) If global warming is limited to 1.5 ◦C, then only a third of ice will be lost by 2100.  (b) If global warming is limited to 2.0 ◦C, then only two thirds of ice will be lost by 2100.  (c) If global warming is limited to 5.6 ◦C, then only two thirds of ice will be lost by 2100.  (d) If global warming is limited to 4.5 ◦C, then only half of ice will be lost by 2100. | | | | | | | | | |
| **6.** | The HKH region runs from \_\_\_\_\_\_\_\_\_ and is the planet's "third pole". | | | | | | | | | |
| **7.** | Which word in the passage means the same as 'promptly'? (Paragraph 1) | | | | | | | | | |
| **8.** | Arrange the given statements according to the sequence in which they occur in the passage.  1. Rise in temperature since 1970 has led to the disappearance of about 15% of ice in HKH region.  2. More than 200 scientists worked on the HKH Assessment report for over five years.  3. The Indus and central Asian rivers will be most affected by the rise in temperature.  4. If carbon emissions are left uncut then by 2100 the loss of glaciers soars by two-thirds. | | | | | | | | | |
|  | (a) 1, 2, 3, 4 (b) 3, 2, 1, 4 (c) 4, 2, 1, 3 (d) 1, 4, 2, 3 | | | | | | | | | |
| **III.** | **Read the passage given below and answer the following questions:** | | | | | | | **1X8=8** | | |
|  | Memory is what defines our lives, our personalities, and our very existence. The dictionary defines memory as the faculty by which things are recalled or kept in the mind; the recovery of one's knowledge by mental effort.  But for most of us memory is just the ability to recall facts and figures, the faces of people we know and the recollection of things in the past. But memory is far more complex than this. Without memory, as in the case of amnesia, the personality changes and is distorted without any point or reference.  Without this we turn into walking zombies. As people grow older, they often suffer memory loss in some form or other and diseases like Alzheimer can obliterate memory centers of the brain, making the sufferer into a different, less coherent, and less rational personality.  A loss of source memory seems to affect most people at some time or the other. Without memory we become different people. Unless illness is the cause of memory loss, participating fully in life can make a world of difference. Scientists, musicians, writers, doctors, architects, engineers, and artists all use their brains and memory centers to maximum effect.  In fact, anyone who is absorbed in some sort of work or project, or hobby whereby the mind is stimulated and used, can keep the memory in good working condition. Reading with concentration, learning poetry by heart and taking a deep interest in the world around you stimulate memory. We must also learn to breathe deeply.  If the brain does not receive sufficient oxygen for the process of cerebration, hallucination and negative psychic reactions occur. Without memory we are nothing. The preservation of dignity, empathy, love, depend almost entirely on the preservation of memory. | | | | | | | | | |
| **1.** | Make notes on the passage in suitable format using recognizable abbreviations, wherever necessary. Give a suitable title to your notes. **(5×1=5)** | | | | | | | | | |
| **2.** | Write a summary of the passage in about 80 words based on your notes. **(3×1=3)** | | | | | | | | | |
|  | **SECTION B – GRAMMAR & CREATIVE WRITING SKILLS (23 marks)** | | | | | | | | | |
| **IV.** | **GRAMMAR** | | | | | | | | | |
| **1.** | Fill in the blanks with the most appropriate words: | | | | | | | | | **4x1=4** |
|  | The Board Examination a) ……………. comes every year is a 'necessary evil' as no one welcomes it and tries to avoid it if one can. It is the only instrument b) ……………. measures a student’s academic achievement. Students tremble when they get the date sheet. Sometimes even those students who work hard fail to get good grades although they c) ……………. (be) guided by those who are considered subject specialists. I wonder d) ……………. Shehzad manages to score so well. | | | | | | | | | |
| **2.** | Look at the words and phrases given below. Rearrange them to make meaningful sentences. | | | | | | | | | **3×1=3** |
|  | 1. each boy the/ the/ before/ received a/ class/ punishment/ day/ in/ yesterday 2. until/ no/ I/ him,/ I had/ had/ idea/ he/ told/ won a medal 3. few/ had/ only been a/ rain/ minutes/ he/ since/ had walked/ It/ outside/ it began to/ when | | | | | | | | | |
| **V.** | **CREATIVE WRITING SKILLS** | | | | | | | | | |
| **1.** | Attempt **ANY ONE** from A and B given below. | | | | | | | | | **(4)** |
| **1A.** | Scholars International School is looking for a clinic nurse for the school. Write an advertisement on behalf of the Administrative Officer for the classified columns of the local newspaper, giving necessary details. Draft the advertisement in not more than 50 words. | | | | | | | | | |
|  | **OR** | | | | | | | | | |
| **1B.** | You are Sharanya/Shekhar. You want to sell your car as you are going abroad. Draft a suitable advertisement in 50 words to be published in ‘Hindustan Times’ under the classified columns. | | | | | | | | | |
| **2.** | Attempt **ANY ONE** from A and B given below. | | | | | | | | | **(4)** |
| **2A.** | Water is precious and each one of us must stop its wastage. On behalf of the secretary of Residents’ Welfare Association of Lok Shanti Apartments, Faridabad, prepare a poster in not more than 50 words, urging people to employ various methods of rainwater harvesting in their colonies. | | | | | | | | | |
|  | **OR** | | | | | | | | | |
| **2B.** | Design a poster, in not more than 50 words, for the Grandparent’s Day Celebration you’re going to organize in your school, Scholars International School, Pune. | | | | | | | | | |
| **3.** | Attempt **ANY ONE** from A and B given below. | | | | | | | | | **(8)** |
| **3A.** | You are Preeti/Prajul, the member of Environmental Club of your school. After visiting many places, you have realized that it is the need of the hour to protect environment. You decide to create awareness among the students. Write a speech in 120-150 words on ‘Environmental Protection’ to be delivered in the morning assembly. | | | | | | | | | |
|  | **OR** | | | | | | | | | |
| **3B.** | You are Javeed/Jyotsna of class XI. You must speak in the school’s morning assembly at an inter school speech competition on ‘The generation gap is destroying Family Life’. Write a speech for the same in 120-150 words. | | | | | | | | | |
|  | **SECTION C – LITERATURE (31 Marks)** | | | | | | | | | |
| **VI.** | **Read the given extracts to attempt the questions with reference to context.** | | | | | | | | | |
| **1.** | **Attempt ANY ONE of two extracts given.** | | | | | | | | **1X3=3** | |
| **1A.** | *Then sleek as a lizard, and alert, and abrupt,*  *She enters the thickness, and a machine starts up*  *Of chittering’s and a tremor of wings, and trilling*  *The whole tree trembles and thrills.* | | | | | | | | | |
| **a)** | Who is she in the given lines? | | | | | | | | | |
| **b)** | What change comes in the tree? | | | | | | | | | |
| **c)** | Identify the poetic device used in sleek as a lizard. | | | | | | | | | |
|  | i) Alliteration | | | ii) Metaphor | | | | | | |
|  | iii) Simile | | | iv) Transferred Epithet | | | | | | |
|  | **OR** | | | | | | | | | |
| **1B.** | *“When did my childhood go?*  *Was it when I found my mind was really mine,*  *To use whichever way I choose,*  *Producing thoughts that were not those of other people,*  *But my own, and mine alone*  *Was that the day!”* | | | | | | | | | |
| **a)** | Explain “my mind was really mine”. | | | | | | | | | |
| **b)** | ‘To use whichever way, I choose’. How does the line indicate a change in the child’s attitude and behaviour? | | | | | | | | | |
| **c)** | What did the poet sense about himself when he realised, he could use his own mind the way he wants? | | | | | | | | | |
|  | i) He sensed that he is as intelligent as his friends | | | ii) He sensed his own individuality and a separate personality | | | | | | |
|  | iii) He sensed that he is very smart | | | iv) He sensed that he could use his mind in creative work | | | | | | |
| **2.** | **Attempt ANY ONE of two extracts given.** | | | | | | | | **1X3=3** | |
| **2A.** | *An angry wind stirred up ghostly dust devils as King Tut was taken from his resting place in the ancient Egyptian cemetery known as the Valley of the Kings. Dark-bellied clouds had scudded across the desert sky all day and now were veiling the stars in casket grey. It was 6 p.m. on 5 January 2005. The world’s most famous mummy glided headfirst into a CT scanner brought here to probe the lingering medical mysteries of this little understood young ruler who died more than 3,300 years ago.* | | | | | | | | | |
| **a)** | Mention two personifications used in the above extract. | | | | | | | | | |
|  | i) Valley of Kings, Egyptian Cemetery | | | ii) Angry wind, Dark - bellied clouds | | | | | | |
|  | iii) Medical mysteries, Valley of Kings | | | iv) Resting Place, Egyptian cemetery | | | | | | |
| **b)** | Give the full form for CT | | | | | | | | | |
| **c)** | What were the medical mysteries they were trying to unwind?  (1) How did he die?  (2) Why did they keep the everyday things along with the body?  (3) How much gold was kept there?  (4) How old was he at the time of his death? | | | | | | | | | |
|  | i) 1 and 2 | | | ii) 1 and 4 | | | | | | |
|  | iii) 2 and 3 | | | iv) 3 and 4 | | | | | | |
|  | **OR** | | | | | | | | | |
| **2B.** | *One evening I’d told her through Daniel that I was heading towards Mount Kailash to complete the kora, and she’d said that I ought to get some warmer clothes. After ducking back into her tent, she emerged carrying one of the long-sleeved sheepskin coats that all the men wore. Tsetan sized me up as we clambered into his car. “Ah, yes,” he declared, “drokba, sir.”* | | | | | | | | | |
| **a)** | What is Kora? | | | | | | | | | |
|  | i) Yogic practice performed by Buddhist believers | | | ii) Medication | | | | | | |
|  | iii) Name of a small town | | | iv) Meditation performed by Buddhist believers | | | | | | |
| **b)** | To whom the narrator is referring to as ‘her’ in the above extract? | | | | | | | | | |
| **c)** | What do you mean by ‘drokba’? | | | | | | | | | |
| **3.** | **Attempt ANY ONE of two extracts given.** | | | | | | | | **1X4=4** | |
| **3A.** | *I followed the girl along the passage. An old-fashioned iron Hanukkah candle holder hung next to a mirror. We never used it because it was much more cumbersome than a single candlestick.*  *‘Won’t you sit down?’ asked the girl. She held open the door of the living room and I went inside past her. I stopped, horrified. I was in a room I knew and did not know. I found myself in the midst of things I did want to see again but which oppressed me in the strange atmosphere. Or because of the tasteless way everything was arranged, because of the ugly furniture or the muggy smell that hung there, I don’t know; but I scarcely dared to look around me.* | | | | | | | | | |
| **a)** | In what condition the narrator found the living room and the things?  Choose the correct option from the following:  (1) Muggy smell & Absurd (2) Sophisticated & Orderly  (3) Haphazard & Empty (4) Antique & Unattractive | | | | | | | | | |
|  | i) 1,3 | | | ii) 1,2,3 | | | | | | |
|  | iii) 1,4 | | | iv) 1,3,4 | | | | | | |
| **b)** | *“We never used it because it was much more cumbersome than a single candlestick.”*  Select the option which displays an example of ‘cumbersome’. | | | | | | | | | |
|  | i) The magic powers made him more defiant than ever. | | | ii) The harness is often heavy and unmanageable than the load. | | | | | | |
|  | iii) Rahim was speaking in a more awkward way than before. | | | iv) Chiffon's lighter-than-air qualities don't make it the most durable or strong of materials. | | | | | | |
| **c)** | From the options given below, identify the narrator’s reaction in the extract. | | | | | | | | | |
|  | i) Satirical | | | ii) Nervous | | | | | | |
|  | iii) Disturbed | | | iv) Excited | | | | | | |
| **d)** | *“I was in a room I knew and did not know.”* What does author mean by this? | | | | | | | | | |
|  | **OR** | | | | | | | | | |
| **3B.** | *That year we lived at the edge of town, on Walnut Avenue. Behind our house was the country: vineyards, orchards, irrigation ditches, and country roads. In less than three minutes we were on Olive Avenue, and then the horse began to trot. The air was new and lovely to breathe. The feel of the horse running was wonderful. My cousin Mourad, who was considered one of the craziest members of our family began to sing. I mean, he began to roar.*  *Every family has a crazy streak in it somewhere, and my cousin Mourad was considered the natural descendant of* ***the crazy streak*** *in our tribe.* | | | | | | | | | |
| **a)** | The expression, ‘the crazy streak’, is a literary device akin to which of the ones listed below:  A. like a shining star.  B. hungry mouths to feed.  C. The ploughman plods his weary way.  D. offer your hand in marriage. | | | | | | | | | |
|  | i) B | | | ii) B and D | | | | | | |
|  | iii) A and C | | | iv) C and D | | | | | | |
| **b)** | Why was Mourad called ‘a natural descendant of the crazy streak in the family’? | | | | | | | | | |
| **c)** | Which of the following statements is correct about the above quoted statement? | | | | | | | | | |
|  | i) Mourad was considered crazy. | | | ii) Every family has people who are crazy. | | | | | | |
|  | iii) In every family there are one or two people who show some traits of craziness. | | | iv) Mourad and his parents were mad. | | | | | | |
| **d)** | Apart from his craziness, mention two-character traits of Mourad. | | | | | | | | | |
| **VII.** | **Answer ANY TWO of the following in about 40-50 words each.** | | | | | | | **3X2=6** | | |
| **a)** | Elucidate the meaning of the line ‘And the Laburnum subsides to empty’. | | | | | | | | | |
| **b)** | What qualities of Norbu do you think made him an ideal companion to the author? | | | | | | | | | |
| **c)** | What led Ray Johnson to describe Akhenaten as “wacky”? | | | | | | | | | |
| **d)** | How did the realization of being the master of his own mind helped him? (Childhood) | | | | | | | | | |
| **VIII.** | **Answer ANY ONE of the following in about 40-50 words each.** | | | | | | | **3X1=3** | | |
| **a)** | What advice does Mrs. Fitzgerald give to Mrs. Pearson after they change back personalities? | | | | | | | | | |
| **b)** | How would you say the title "Address" was aptly chosen for the story? | | | | | | | | | |
| **IX.** | **Answer ANY ONE of the following in about 120-150 words.** | | | | | | | **6X1=6** | | |
| **A.** | “Tranquillity, serenity and beauty of nature teach us ways to find happiness in life and in the silence of eternity.” Give a detailed explanation of the poem, The Laburnum Top with reference to the above quoted line. | | | | | | | | | |
|  | **OR** | | | | | | | | | |
| **B.** | AR Williams says, “....in death, as in life moving regally ahead of his countrymen.” How far do you agree with this assertion and why? | | | | | | | | | |
| **X.** | **Answer ANY ONE of the following in about 120-150 words.** | | | | | | | **6X1=6** | | |
| **A.** | “The shock treatment makes the thoughtless and selfish persons realise the real position of the lady of the house.” How far do you agree with the statement? Give reasons for your answer with reference to the play “Mother’s Day”. | | | | | | | | | |
|  | **OR** | | | | | | | | | |
| **B.** | Mourad was the natural descendant of the crazy streak of uncle Khosrove. Explain the statement giving instances from the story, ‘The Summer of the Beautiful White Horse’. | | | | | | | | | |

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