1

# **PRACTICE PAPER**

[Time Allowed: 90 Minutes]

[Maximum Marks: 40]

## **General Instructions:**

- 1. All questions are compulsory.
- 2. Each question carries 1 mark.

Section A (14 Marks)

# I. Read the passage given below.

- 1. In this jet age, everyone is interested in having an easy life. Thanks to the advancement in science and technology, these days life has become more easy and comfortable than earlier with a lot of domestic gadgets as well as instantaneous food recipes available in the market. This has resulted in making people develop a mindset of having everything immediately without waiting for even at the traffic signals!
- 2 A piano teacher described an interesting encounter she had with a young lady who came to inquire about music lessons. The young lady asked her, "How long will this course take? My father tells me that it is in fashion now to be able to play musical instruments and that I should learn one quickly. I want something that will be quick, fast and easy, like...." When the amused teacher explained that it would take a lifetime of meticulous practice to learn music, her face fell and, needless to say, she never came back.
- 3 The single most important factor that distinguishes those of us who succeed in any venture from those of us who don't is this 'instant-coffee' attitude. Most of us want results quickly. We want to reach the top immediately and get worked up when things go wrong. Perseverance and patience are forgotten words. We get upset, frustrated and angry when a skill or activity requires us to put in a lot of effort and time. We get dejected and want to give it up.
- 4 Success, real success and happiness come to those who have a 'bread-making' attitude. Those who are willing to knead the dough, wait for hours for it to rise only to punch it down and knead some more, wait for another couple of hours for it to rise again, then bake it before it is ready to be eaten. Nothing is instantaneous. For every endeavour—whether in the area of career, academics, music, sports, relationships, physical fitness or even in spirituality—it is a long arduous journey.
- 5 The major problem with these 'instant-coffee' solutions is that they are invariably short-lived. If we stubbornly refuse to give up this search for quick solutions, all we do is end up on the wrong track. We never gain anything lasting from them. However,

if we just pause to analyse what we are doing, we will realize how much time we are wasting searching for such magical solutions which simply do not exist. We actually save time when we stop this futile search and accept the proven methods of treading the straight and narrow path however difficult it may seem initially.

| On | the b        | oasis of your understanding of t                                     | he a         | above passage, answer any eight questions.                                     |
|----|--------------|--|--------------|--|
| 1. | Peop         | ole's interest to have an easy and                                   | com          | fortable life has led to   |
|    | (a)          | the latest scientific inventions                                     |              |  |
|    | (b)          | expect others to work for them                                       | ı            |  |
|    | (c)          | getting more friends and wasta                                       | ige (        | of resources   |
|    | ( <i>d</i> ) | develop a mindset to get every                                       | thin         | g very quickly   |
| 2. | The          | lady never came back to the pia                                      | no           | teacher because she  |
|    | (a)          | was no more interested to lear                                       | n th         | e piano  |
|    | (b)          | was keen to learn the piano qu                                       | ickl         | у  |
|    | (c)          | thought the teacher was not in                                       | tere         | sted   |
|    | ( <i>d</i> ) | was eager to learn the piano e                                       | ffici        | ently  |
| 3. |              | success comes to those who have a<br>meaning of 'bread making' is no |              | ead-making' attitude. Pick the option in which e same as given in the passage. |
|    | (a)          | People who follow bread-maki   | ng a         | ttitude never give up.   |
|    | (b)          | She joined cookery classes to l                                      | earr         | ı 'bread making'.  |
|    | (c)          | People interested in a comforta                                      | ble          | life never choose 'a bread-making' attitude.                                   |
|    | ( <i>d</i> ) | A 'bread-making' attitude lead                                       | s to         | competence.  |
| 4. | Base         | ed on your understanding of the                                      | pas          | sage, choose the CORRECT statement.  |
|    | ( <i>i</i> ) | Perseverance is the key for im-                                      | ned          | iate success.  |
|    | (ii)         | Success demands an arduous le  | ong          | journey.   |
|    | (iii)        | The young lady described an in                                       | nter         | esting encounter.  |
|    | (iv)         | We get easily upset and frustra                                      | ted          | with initial failures.   |
|    | (v)          | Failures are the stepping stone                                      | s to         | success.   |
|    | (a)          | 1, 3 and 5   | (b)          | 3, 1 and 5   |
|    | (c)          | 2, 4 and 5   | ( <i>d</i> ) | 1, 3 and 4   |
| 5. | The          | major drawback with the 'instan                                      | ıt-co        | offee solutions' is that they are  |
|    | (a)          | short-lived  | (b)          | beneficial   |
|    | (c)          | source of wealth   | ( <i>d</i> ) | permanent  |
| 6. | The          | people with 'bread-making' atti                                      | tude         | e have the following qualities.  |
|    | (a)          | Perseverance, impatience and   | figh         | ting spirit  |
|    | (b)          | Patience, perseverance and 'ne                                       | ver          | give-up' attitude  |
|    | (c)          | Perseverance, quickness and re-                                      | lati         | onships  |
|    | ( <i>d</i> ) | Perseverance, dynamism and c   | omf          | ortable attitude   |

- 7. Find out another phrase used in the passage which means 'quick solutions.
  - (a) narrow path

(b) meticulous practice

(c) couple of hours

- (d) instant-coffee attitude
- 8. Based on your understanding of the passage, choose the statement which is NOT correct.
  - (a) The piano teacher was meticulous and competent.
  - (b) Life is tough for those who have 'instant-coffee' attitude.
  - (c) We waste our time choosing a straight path full of initial difficulties.
  - (d) We look for escape routes which promise quick results.
- 9. According to the author, the following qualities make a man successful.

(i) determination

(ii) belief in God

(iii) quick solutions attitude

(iv) patience and hard work

(a) (ii) and (iv)

(b) (i) and (iii)

(c) (i) and (iv)

(*d*) (*iii*) and (*iv*)

**Ans.** 1. (*d*)

**2.** (*b*)

**3.** (*b*)

**4.** (*c*)

**5.** (*a*)

**6.** (b)

7. *(d)* 

**8.** (*c*)

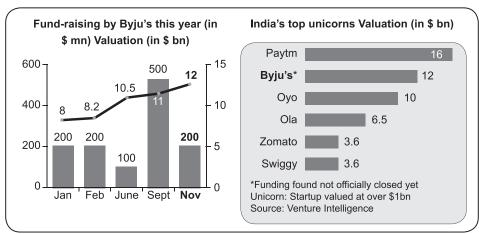
**9.** (c)

# II. Read the passage given below.

- 1. Online education startup Byju's is in advanced stages of talks to raise \$200 million in fresh capital from US-based investors T Rowe Price and BlackRock at a valuation of \$12 billion, a person directly aware of the matter said. BlackRock is an existing investor in the firm.
- 2 The development comes less than two months after Byju's raised \$500 million from top global technology investment firms Silver Lake Partners, DST Global and others at a valuation of close to \$11 billion. Once formally closed, the latest round would take Byju's total fund-raise to over \$1 billion this year as demand for online education remains high amid the pandemic. T Rowe Price has previously backed large Indian internet firms like Paytm and Flipkart.
- 3 The Bengaluru-based Byju's had announced the investment from Silver Lake Partners last month, but did not comment on DST Global's participation.
- 4 Silver Lake has been in the news for its recent investments in Reliance Retail as well as Reliance's Jio Platforms.
- 5 "This round should be closed in the coming few weeks," the person mentioned earlier said. A spokesperson of Byju's declined to comment, while emails to T Rowe Price and BlackRock did not elicit any response.
- 6 Byju's has other marquee investors including Tencent, Prosus Ventures, Sequoia, Mary Meeker's Bond Capital, and General Atlantic. The capital being raised would be used for global expansion as well as to finance acquisitions to strengthen its offerings. Earlier this year, it acquired code-learning startup WhiteHat Jr in a \$300-million cash deal.

7 With the pandemic accelerating the adoption of online education in India, the sector has seen an increase of nearly four times in investments at \$1.5 billion in the first nine months of 2020, compared to \$409 million in the whole of 2019, according to data from Venture Intelligence. Unacademy, Vedantu and Eruditus are some of the other prominent names in the space that have raised capital from investors like SoftBank, US-based Coatue and South Africa's Prosus Ventures.





8 Byju's was started by Byju Raveendran in 2007 as an offline coaching class for the Common Admission Test (CAT) to enter IIMs. Later in 2009, several of his students joined him to start Think & Learn, which tried the tablet-based format and eventually found significant traction after launching as an app in 2015. According to the company, it has doubled its revenues from \$189 million in the financial year ending March 2019 to \$378 million in the financial year ending March 2020. In September, it said it has 64 million registered students, of which 4.2 million are paid subscribers.

## On the basis of your understanding of the above passage, answer any six questions.

- 10. Byju's intends to raise fresh capital from the US companies at a valuation of
  - (a) \$ 40 billion

(b) \$ 13 billion

(c) \$ 12 billion

- (*d*) \$ 22 billion
- 11. Pick the option that lists statements that are NOT true, according to the passage.
  - (i) Byju's had earlier raised funds from Silver Lake Partners and DST Global.
  - (ii) Byju's is planning to raise \$500 billion from T Rowe Price.
  - (iii) Byju's is planning to sell its stake in education sector for \$200 billion.
  - (iv) Byju's had earlier raised \$500 billion from global technology investment firms.
  - (a) (i) and (iv)

(b) (ii) and (iii)

(c) (ii) and (iv)

(d) (i) and (iii)

|      | 12. | The word 'elicit' us  |                 |              |                                |          |                      |  |  |  |  |
|------|-----|---|-----------------|--------------|--------------------------------|----------|----------------------|--|--|--|--|
|      |     | (a) explicit  |                 | ( <i>b</i> ) | bring out                      |          |                      |  |  |  |  |
|      |     | (c) eccentric   |                 | ( <i>d</i> ) | evaluate                       |          |                      |  |  |  |  |
|      | 13. | Based on the graph comparative valuat                                 |                 |              | •                              | on that  | correctly states the |  |  |  |  |
|      |     |   |                 |              |                                |          |                      |  |  |  |  |
|      |     | Byju's Oyo  | Byju's          | ☐<br>Oyo     | Byju's Oyo                     |          | Byju's Oyo           |  |  |  |  |
|      |     | (i)   | (ii)            |              | (iii)                          |          | (iv)                 |  |  |  |  |
|      |     | (a) Option (i)  |                 | (b)          | Option (ii)                    |          |                      |  |  |  |  |
|      |     | (c) Option (iii)  |                 | ( <i>d</i> ) | Option (iv)                    |          |                      |  |  |  |  |
|      | 14. | Silver Lake Partners i  | s a famous inve | stment fi    | rm known for its inv           | estment  | s in                 |  |  |  |  |
|      |     | (a) Reliance Reta   | ail & Reliance  | e Digita     | l                              |          |                      |  |  |  |  |
|      |     | (b) Reliance Reta   | ail & Reliance  | e Jio Pla    | itforms                        |          |                      |  |  |  |  |
|      |     | (c) Reliance Jio  | and General .   | Atlantic     |                                |          |                      |  |  |  |  |
|      |     | (d) T. Rowe Price and BlackRock                                       |                 |              |                                |          |                      |  |  |  |  |
|      | 15. | Pick the options that list TRUE statements, according to the passage. |                 |              |                                |          |                      |  |  |  |  |
|      |     | (i) Byju's investo  | rs include Pr   | osus Vei     | ntures and Mary I              | Meeker   | 's Bond Capital.     |  |  |  |  |
|      |     | (ii) Byju's had ra:   | sed \$100 billi | ion at a     | valuation of \$10.5            | billion  | in June 2020.        |  |  |  |  |
|      |     | (iii) Byju's investo  | rs include Se   | quoia ai     | nd White Hat Jr.               |          |                      |  |  |  |  |
|      |     | (iv) Vedantu and  | Eruditus have   | e raised     | capital from Byju              | 's and l | BlackRock.           |  |  |  |  |
|      |     | (a) (i) and (ii)  |                 | (b)          | (ii) and (iv)                  |          |                      |  |  |  |  |
|      |     | (c) (i) and (iii)   |                 | ( <i>d</i> ) | ( <i>i</i> ) and ( <i>iv</i> ) |          |                      |  |  |  |  |
|      | 16. | With the pandemic   | accelerating,   | the ado      | ption of online ed             | ucation  | in India is in high  |  |  |  |  |
|      |     | demand.   |                 |              | _                              |          |                      |  |  |  |  |
|      |     | Pick out the word   | that means th   | e oppos      | ite of 'acceleratin            | g'.      |                      |  |  |  |  |
|      |     | (a) decreasing  |                 | (b)          | demanding                      |          |                      |  |  |  |  |
|      |     | (c) demoting  |                 | ( <i>d</i> ) | evaluating                     |          |                      |  |  |  |  |
| Ans. | 10. | (c) 1   | <b>1.</b> (b)   | 12.          | (b)                            | 13. (    | d)                   |  |  |  |  |
|      | 14. | (b) 1s  | <b>5.</b> (a)   | 16.          | (a)                            |          |                      |  |  |  |  |
|      |     |   |                 |              |                                |          |                      |  |  |  |  |
|      |     |   |                 |              |                                |          |                      |  |  |  |  |

# Section B (8 Marks)

III. Read the following advertisement carefully. Some words and phrases have been omitted from it. The same have been numbered from (17) to (19). Choose the correct option to complete it.

| free |                       | FOR SALE km(17), excellent condition,(18) and new tyres for ₹1 lac. Owner going out, contact: i. |
|------|-----------------------|--|
| 17.  | (a) multiple drivers  | (b) self-driven  |
|      | (c) automatic driving | (d) public vehicle   |
| 18.  | (a) accident          | (b) pollution  |
|      | (c) document          | (d) paint  |
| 19.  | (a) computer          | (b) music  |
|      | (c) optical           | (d) video screen   |
|      |                       | Or   |

Read the following notice carefully. Some words and phrases have been omitted from it. The same have been numbered from (20) to (22). Choose the correct option to complete it.

| Bal Bharati Public School, Bhopal  |
|--|
| NOTICE   |
| 18 December 20XX   |
| Inter House Skit Competition   |
| The school(20) an Inter-house Skit Competition on 24 December 20XX in the auditorium. The skit should be in English(21) The interested students(22) to the undersigned latest by 22 December 20XX. |
| Andil  |
| (ARSHIL)   |
| (Head Boy)   |

**20.** (a) is to organize

- (b) will have to organize
- (c) is going to organize
- (d) must organize
- **21.** (a) with time limit of 15 minute
  - (b) with the time limit of 15 minutes
  - (c) with the time limit for 15 minutes
  - (d) to have the time limit of 15 minute

|                         | 22.  | ( <i>a</i> ) | must submit the                      | eir entry $(b)$   | must submit there entries  |  |  |  |  |  |  |  |  |
|-------------------------|--|--------------|--------------------------------------|---|--|--|--|--|--|--|--|--|--|
|                         |  | (c)          | have to submit                       | the entries $(d)$   | must submit their entries  |  |  |  |  |  |  |  |  |
| Ans.                    | 17.  | (b)          | 18.                                  | (a) 19.   | (b)  |  |  |  |  |  |  |  |  |
|                         |  |              |                                      | Or  |  |  |  |  |  |  |  |  |  |
|                         | 20.  | (c)          | 21.                                  | (b) <b>22.</b>  | (d)  |  |  |  |  |  |  |  |  |
| IV.                     | Read   | the f        | ollowing letter ca                   | refully. Some word  | ls/phrases/clauses have been omitted from it.  |  |  |  |  |  |  |  |  |
|                         | The same have been numbered from (23) to (27). Choose the correct option to complete it. |              |                                      |   |  |  |  |  |  |  |  |  |  |
| II/23, Venus Apartments |  |              |                                      |   |  |  |  |  |  |  |  |  |  |
|                         | Amri   | t Col        | lony                                 |   |  |  |  |  |  |  |  |  |  |
|                         | Mum  | bai 4        | 000XX                                |   |  |  |  |  |  |  |  |  |  |
|                         | 23 00  | etobe        | er 20XX                              |   |  |  |  |  |  |  |  |  |  |
|                         |  |              |                                      |   |  |  |  |  |  |  |  |  |  |
|                         | The I  |              |                                      |   |  |  |  |  |  |  |  |  |  |
|                         |  |              | Times                                |   |  |  |  |  |  |  |  |  |  |
|                         | Mum  | bai 4        | 000XX                                |   |  |  |  |  |  |  |  |  |  |
|                         | Dear   | Sir          |                                      |   |  |  |  |  |  |  |  |  |  |
|                         | Subje  | ect: V       | Vastage of water                     |   |  |  |  |  |  |  |  |  |  |
|                         | result<br>precio<br>(25)_  | ing ious f   | in the shortage of our survival as t | of water too in ho<br>Due to careless a<br>here are no taps | aily, (23) in our colony omes. (24), water is most attitude of people, a lot of water is wasted or they are left open or leak a lot. It is also ning their vehicles such as two-wheelers and |  |  |  |  |  |  |  |  |
|                         | (26)   |              |                                      |   | stop such wastage of water. Moreover, have maximum water. The authorities  |  |  |  |  |  |  |  |  |
|                         | Yours  | fait         | hfully                               |   |  |  |  |  |  |  |  |  |  |
|                         |  |              | ta Singhal                           |   |  |  |  |  |  |  |  |  |  |
|                         |  |              | GUPTĂ SINGHA                         | AL)   |  |  |  |  |  |  |  |  |  |
|                         | 23.  | (a)          | I would like to                      | draw my attentio  | n to the wastage of water  |  |  |  |  |  |  |  |  |
|                         |  | ` /          |                                      | •   | ttention to the wastage of water   |  |  |  |  |  |  |  |  |
|                         |  | ` ′          |                                      |   | n to the wastage of water  |  |  |  |  |  |  |  |  |
|                         |  |              |                                      |   | on towards the wastage of water  |  |  |  |  |  |  |  |  |
|                         | 24.  |              | Needlessly to sa                     |   | Nevertheless to say  |  |  |  |  |  |  |  |  |
|                         |  | ` /          | Needless to say                      | •   | Not with standing to say   |  |  |  |  |  |  |  |  |
|                         |  | ` /          | •                                    | \ /   | e ;  |  |  |  |  |  |  |  |  |

- **25.** (a) throw municipality pipe at public places
  - (b) through municipality pipes at a public place
  - (c) through municipal pipes at public places
  - (d) through municipality pipes at public places
- **26.** (a) rain harvesting system should be constructed in our colony
  - (b) rain harvesting system should be constructed in every colony
  - (c) rain harvesting system will be constructed in every colony
  - (d) rain harvesting system should be structured at every colony
- 27. (a) should not hesitate to slap the defaulters too
  - (b) should not hesitate to slap heavy vehicles too
  - (c) should not hesitate to slap heavy fines too
  - (d) should not hesitate to slap heavy fines to

Or

Read the following article carefully. Some words/phrases/clauses have been omitted from it. The same have been numbered from (28) to (32). Choose the correct option to complete it.

#### Wise Use of Mobile Phones

by Garvita

| for  |
|------|
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|            | 31.                      | . (a)                          | fall easy prey   | to accidents                         | (b)    | fall easy    | pray to accid  | ents     |  |  |  |  |
|------------|--------------------------|--------------------------------|--|--------------------------------------|--------|--------------|----------------|----------|--|--|--|--|
|            |                          | (c)                            | fell easy prey to accident $(d)$ falled easy prey to accidents |                                      |        |              |                |          |  |  |  |  |
|            | 32.                      | . (a)                          | sensitive enou   | gh even to the                       | re ov  | vn life      |                |          |  |  |  |  |
|            |                          | (b)                            | sensitive enou   | gh even for th                       | eir o  | n life       |                |          |  |  |  |  |
|            |                          | (c)                            | sensitive enou   | tive enough even too their own lives |        |              |                |          |  |  |  |  |
|            |                          | ( <i>d</i> )                   | sensitive enou   | gh even to the                       | ir ow  | n life       |                |          |  |  |  |  |
| Ans.       | 23.                      | (c)                            | 24.  | (c)                                  | 25.    | ( <i>d</i> ) | 26.            | (b)      |  |  |  |  |
|            | 27.                      | (c)                            |  |                                      |        |              |                |          |  |  |  |  |
|            |                          | ` '                            |  | (                                    | Or     |              |                |          |  |  |  |  |
|            | 28.                      | (a)                            | 29.  | (c)                                  | 30.    | ( <i>d</i> ) | 31.            | (a)      |  |  |  |  |
|            | 32.                      | ` ′                            |  |                                      |        | ` /          |                | ,        |  |  |  |  |
|            |                          | ,                              |  |                                      |        |              |                |          |  |  |  |  |
|            |                          |                                |  | Section C                            | (18    | Marks)       | J              |          |  |  |  |  |
| <b>T</b> 7 | ъ.                       |                                |  |                                      | 41     | 4.           | 41 4 6 11      |          |  |  |  |  |
| V.         |                          |                                | extract given be   |                                      | er th  | e questio    | ns that follow | <b>7</b> |  |  |  |  |
|            |                          |                                | e an exotic mo   |                                      |        |              |                |          |  |  |  |  |
|            |                          | without rush, without engines, |  |                                      |        |              |                |          |  |  |  |  |
|            | we would all be together |                                |  |                                      |        |              |                |          |  |  |  |  |
|            |                          |                                | n strangeness.   |                                      |        |              |                |          |  |  |  |  |
|            | 33.                      |                                | 'exotic momer  |                                      |        | _            |                | ·        |  |  |  |  |
|            |                          |                                | silence all aro  |                                      | •      |              | se             |          |  |  |  |  |
|            |                          |                                | noise all arour  |                                      | -      | rush rush    |                |          |  |  |  |  |
|            |                          | ` ′                            | chaos all arou   |                                      |        | _            |                |          |  |  |  |  |
|            |                          |                                | activities all an  |                                      |        |              |                |          |  |  |  |  |
|            | 34.                      |                                | 'moment' wou   |                                      | toge   | ther as w    | e would        | · ·      |  |  |  |  |
|            |                          |                                | give up all wor  |                                      |        |              |                |          |  |  |  |  |
|            |                          |                                | oblige one and   |                                      |        |              |                |          |  |  |  |  |
|            |                          | ` ′                            | have no fights   | _                                    | ents   |              |                |          |  |  |  |  |
|            |                          |                                | judge people i   |                                      |        |              |                |          |  |  |  |  |
|            | 35.                      |                                | out the best o   | ption to descr                       | ibe tl | ne mome      | nt.            |          |  |  |  |  |
|            |                          | ` '                            | idle moment  |                                      |        | rare mo      |                |          |  |  |  |  |
|            |                          | ` ′                            | a moment of i  |                                      | ` ′    |              | nt of introspe | ction    |  |  |  |  |
|            | 36.                      |                                | out the name   | •                                    |        | e poem.      |                |          |  |  |  |  |
|            |                          | (a)                            | John Keats, A  | Thing of Bear                        | uty    |              |                |          |  |  |  |  |
|            |                          | (c)                            | Stephan Spend  | der, An Eleme                        | ntary  | School       | Classroom in   | a Slum.  |  |  |  |  |
|            |                          | ( <i>d</i> )                   | Pablo Naruda,  | Keeping Quie                         | et     |              |                |          |  |  |  |  |
|            |                          | ( <i>d</i> )                   | William Shake  | speare, True I                       | Love   |              |                |          |  |  |  |  |
| Ans.       | 33.                      | . (a)                          | 34.  | (c)                                  | 35.    | ( <i>d</i> ) | 36.            | (c)      |  |  |  |  |

| V I. | Keau | the e  | extract | given  | nerow | anu a   | IIISW | ert  | пе   | question | S L | паі  | 10110 | w.   |       |        |     |        |     |
|------|------|--------|---------|--------|-------|---------|-------|------|------|----------|-----|------|-------|------|-------|--------|-----|--------|-----|
|      | With | that l | ne pick | ked me | up an | d tosse | ed m  | e in | to t | he deep  | en  | d. I | lande | d ii | n a s | sittin | g p | ositio | on, |
|      | 11   | 1      |         |        |       |         | . 1   |      |      | -        | c · | 1 .  |       | 1 .  |       |        | c · | 4 .    | - 1 |

|     |         |                                   |                         |              | s frightened, but not yet frightened<br>feet hit the bottom, I would make |
|-----|---------|-----------------------------------|-------------------------|--------------|---|
|     | •       | o, come to the surface, lie flat  |                         |              |   |
|     |         | and 'I' refer to                  |                         | 1            | 3   |
|     |         | the author and the mother         |                         | (b)          | the big boy and the author  |
|     | (c)     | the author and the instructor     | r                       |              | the instructor and the big boy  |
| 38. | The i   | ncident took place in             |                         |              |   |
|     |         | the Yakima River                  |                         |              | the Bumping River   |
|     | (c)     | Warm Lake                         |                         | (c)          | the YMCA pool   |
| 39. | "Frig   | htened but not yet frightened     | out of my               | wits         | s" means the author was   |
|     | (a)     | timid                             |                         | (b)          | efficient   |
|     | (c)     | courageous                        |                         | ( <i>d</i> ) | completely lost   |
| 40. | The r   | name of the lesson and its aut    | hor are _               |              | ·   |
|     |         | <del>-</del>                      | Daudet                  | (b)          | Deep Water, William Douglas   |
|     | (c)     | Going Places, A.R. Burton         |                         | ( <i>d</i> ) | Lost Spring, Anees Jung   |
| 37. | (b)     | <b>38.</b> ( <i>d</i> )           | <b>39.</b> ( <i>c</i> ) |              | <b>40.</b> (b)  |
| Ans | wer th  | e following questions by choo     | sing the                | corr         | ect option.   |
| 41. | It is h | nis karam, his destiny, says Mu   | kesh's gr               | andr         | mother. It means  |
|     | (a)     | it is their ill-luck to suffer in | poverty                 |              |   |
|     | (b)     | she hopes to become rich so       | me day                  |              |   |
|     | (c)     | she is satisfied with her pres    | ent situat              | ion          |   |
|     | ` ´     | she is optimistic                 |                         |              |   |
| 42. | Pick (  | out the right option to describ   | e the au                | thor         | , William Douglas.  |
|     |         | courageous, bold and violent      |                         |              |   |
|     | ` ′     | bold, stupid and patient          |                         |              |   |
|     | , ,     | courageous, bold and determ       | nined                   |              |   |
|     | . ,     | courageous, bold and short-t      |                         |              |   |
| 43. | ` ′     | •                                 | -                       |              | will be taught in the schools   |
|     |         | sace and Lorraine.                | omy                     |              | win be taught in the sensor.  |
|     | (a)     | French                            | (                       | b) (         | German  |
|     | ` ´     | Russian                           | ,                       |              | English   |
| 41  |         |                                   | 43 (h)                  |              | -   |

Ans.

VII.

# VIII. Read the extract given below and attempt the questions that follow.

Thus agreed, together they lifted the man. He was very light, like a fowl that had been half-starved for a long time until it is only feathers and skeleton. So, his arms hanging, they carried him up the steps and into the side door of the house. This door opened into a passage, and down the passage they carried the man towards an empty bedroom.

|          | 44.        | Who          | are 'they' in the above pa | assage?               |                      |                           |
|----------|------------|--------------|----------------------------|-----------------------|----------------------|---------------------------|
|          |            | (a)          | the servants               | (b)                   | the general and s    | oldiers                   |
|          |            | (c)          | Sadao and Hana             | ( <i>d</i> )          | Sadao and Yumi       |                           |
|          | 45.        | Due 1        | to extreme weakness of the | he man, it v          | vas clear that the n | nan                       |
|          |            | (a)          | was on a recovery diet     |                       |                      |                           |
|          |            | (b)          | was suffering from tuber   | rculosis              |                      |                           |
|          |            | (c)          | had eaten almost nothin    | ng for a long         | g time               |                           |
|          |            | ( <i>d</i> ) | was very poor              |                       |                      |                           |
|          | 46.        | The e        | empty bedroom was used     |                       | ·                    |                           |
|          |            | (a)          | as a store room to keep    | unwanted t            | hings                |                           |
|          |            | (b)          | by Dr. Sadao's father be   | efore his dea         | ath                  |                           |
|          |            | (c)          | by the servants last year  |                       |                      |                           |
|          |            | ( <i>d</i> ) | by Dr. Sadao's mother b    | efore her d           | leath                |                           |
|          | 47.        | Pick o       | out a simile from the abo  | ve paragrap           | oh.                  |                           |
|          |            | (a)          | half-starved               | (b)                   | feathers and skeld   | eton                      |
|          |            | (c)          | into a passage             | (d)                   | like a fowl          |                           |
| Ans.     | 44.        | (c)          | <b>45.</b> (c)             | <b>46.</b> ( <i>b</i> | 9) 47                | $\cdot$ (d)               |
| IX.      | Ans        | wer th       | e following questions by   | choosing th           | e correct option.    |                           |
|          | 48.        | The e        | expression "it was a wakii | ng-dream w            | ish fulfilment" mea  | nns                       |
|          |            | (a)          | the author was day-drea    | ming $(b)$            | the author was ha    | llucinating               |
|          |            | (c)          | the author was sleep-wa    | lking (d)             | the author was tryin | ng to escape from reality |
|          | 49.        | Hana         | a was 'more exhausted fro  | om her frigh          | t than from work' l  | pecause                   |
|          |            | (a)          | she was scared of getting  | g killed              |                      |                           |
|          |            | (b)          | she was afraid that her l  | Dr. Sadao w           | vill be arrested     |                           |
|          |            | (c)          | the General might call S   | Sadao any m           | noment for surgery   | 1                         |
|          |            | ( <i>d</i> ) | the POW might attack t     | hem                   |                      |                           |
|          | <b>50.</b> | The y        | oung man sank into a pro   | ofound silen          | ce when the bullet   | was extracted because     |
|          |            |              |                            | •                     |                      |                           |
|          |            |              | he had lost a lot of bloo  | d                     |                      |                           |
|          |            |              | he was in acute pain       | 1 0 1                 | d                    |                           |
|          |            | ` ′          | he was teetering on the    | edge of dea           | ith                  |                           |
| <b>A</b> | 40         | ` ′          | all of the above           | <b>50</b> (           | 1/                   |                           |
| Ans.     | 48.        | <i>(a)</i>   | <b>49.</b> (b)             | <b>50.</b> (a         | ι)                   |                           |

# **PRACTICE PAPER**

[Time Allowed: 90 Minutes]

[Maximum Marks: 40]

#### **General Instructions:**

- 1. All questions are compulsory.
- 2. Each question carries 1 mark.

Section A (14 Marks)

## I. Read the passage given below.

- 1 Online teaching is evidently different from that in a classroom teaching. It may seem difficult to envision not teaching the way in which you would in your standard classroom setting, however, remote education is an alternate arrangement with benefits, which requires a different teaching methodology. In order to make the most of this time, help your students with a variety of written texts from existing sources or online course readings, articles, websites, recordings from trustworthy resources. Teachers can also make their own content, including lengthy discussions, visually appealing slideshows, or other course materials. Since all of this can be reused, the effort required presently will pay off in future years.
- 2 Another way to maximise on written content is to point out the significant parts of your static content. And then in the video lessons later, you could feature things you need your students to concentrate on in a concentrated manner. In asynchronous teaching, quizzes and other assignments assist students in connecting with the course content and show off their learning skills. Also, ensure whether the students have understood the written material, give immediate feedback, or even organize more tests with a limited time setting.
- 3 An all-around planned online-teaching session makes solid social interaction among students as well as encourages and extends their learning. Prepare questions that are debatable to urge them to relate new ideas to their own lived experiences or give clear guidelines, agendas, or topics with the goal that students know what you need them to do, when, and how. Get into conversations with them on one-to-one or one-to-many levels every week, so you can encourage their co-development of information with more questions, explanations, and understanding.

4 When you are teaching in a traditional classroom setup, you do a great deal of things to assist students with feeling welcome and pleasant. You welcome them. You grin. You look. You even answer questions. You show your help in innumerable manners. And when the physical classroom is not appealing anymore, you do a great deal to improve the atmosphere to make it progressively pleasing again and, in this manner, it increasingly helps in learning. Apply that equivalent rule to your online classes. A conscious effort to make them more welcoming is probably going to bring out the best in both you and your student. Make education more inspiring so that students can prevail with the assistance of visuals, media, intuitive apparatuses, and learning exercises.

# On the basis of your understanding of the above passage, answer any eight questions.

| 1.  | Onli         | ine teaching is different from classroom teaching as it                             |
|-----|--------------|---|
|     | ( <i>i</i> ) | requires effective use of technology  |
|     | (ii)         | is better than classroom teaching   |
|     | (iii)        | requires rich content and visually appealing slideshows                             |
|     | (iv)         | is a full proof method of fast learning   |
|     | (a)          | (i) and (ii) (b) (ii) and (iii)   |
|     | (c)          | (i) and (iv) $ (d) (i) and (iii) $  |
| 2.  | A te         | eacher can maximise the utility of online learning by                               |
|     | (a)          | video lessons, live discussions and feedback  |
|     | (b)          | asking the student to concentrate on learning                                       |
|     | (c)          | presenting the lecture in a pleasing way  |
|     | ( <i>d</i> ) | giving maximum home assignment to students  |
| 3.  | Pick         | out the statement that defines online teaching in the best manner.                  |
|     | (a)          | Online teaching has become a hot trend in recent times.                             |
|     | (b)          | Online teaching is beneficial for the students but not for teachers.                |
|     | (c)          | Online teaching means excellent presentation with visuals and slide shows for clear |
|     |              | understanding of students.  |
|     | ( <i>d</i> ) | Online teaching can be more effective just by engaging more teachers.               |
| 4.  | Base         | ed on your understanding of the passage, choose the CORRECT statement.              |
|     | (a)          | Online teaching does not offer an opportunity for one-to-one interaction.           |
|     | (b)          | Online teaching demands more attention of students.                                 |
|     | (c)          | Online teaching offers vast opportunity to improve and discover new plans.          |
|     | ( <i>d</i> ) | Teachers are more interested to take online classes.                                |
| 5.  |              | in paragraph 1 means 'visualize'.   |
|     | (a)          | Evident (b) Standard (c) Remote (d) Envision  |
| 70a | ether        | week® English Core—12   |

2

**6.** Pick out a word from paragraph 2 which means the opposite of 'minimise'. (a) asynchronous (b) maximise (c) ensure (d) connected 7. Online teaching can be more effective by giving a number of learning exercises. Pick out the option in which the meaning of 'exercise' is not the same as given in the above sentence. (a) She exercises every morning to keep herself fit. (b) It was an interesting exercise given by her maths teacher. (c) You have to do first five questions of the exercise. (d) Learning exercises can also be given in classroom teaching. 8. Based on your understanding of the passage, choose the statement which is not correct. (a) Planned online teaching encourages the students to extend their learning. (b) It is difficult to encourage the co-development of information with better explanation and deep understanding. (c) Giving online assignments helps students. (d) Online teaching offers ample scope for innovation and skills. **9.** The major challenges for the success of online teaching in India are . . (i) economic condition of students (ii) glitches of technology for conducting the classes (iii) demographic placement of children (iv) intellectual level of children and teachers

# (c) (i) and (ii)II. Read the passage given below.

(a) (i), (ii) and (v)

(v) monetary benefits for online teachers

1 While the Centre plans to offer JEE (Main) in regional languages too, results of NEET-UG 2020 reveal that of the nearly 7.7 lakh candidates who qualified, over 1.3 lakh took the test in 10 Indian languages, with 25,701 such students among the top 1 lakh.

(b) (i), (iii) and (v)

(*d*) (*iii*) and (*v*)

- 2 The healthy percentage of successful students in various languages shows that domain knowledge is not limited to those fluent in English. However, such students often face a major language hurdle as technical lessons are imparted in English. They should be given free English tuitions to enable them to keep pace with the course. Efforts can also be made to publish technical books in other Indian languages.
- 3 Apart from English, NEET-UG is offered in 10 Indian languages—Hindi, Assamese, Bengali, Gujarati, Kannada, Marathi, Odia, Tamil, Telugu, and Urdu. Experts say if these exams had not been conducted in regional languages, many candidates would have struggled to qualify as they may have not have been comfortable in English.

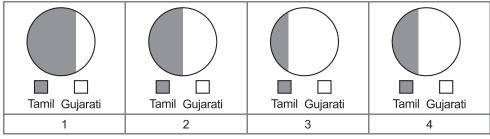
|                   | AFT  | ER EI   | NG &    | HINDI, O | SUJAR    | ATI MC  | ST P  | REFE    | RRED    |       |      |
|-------------------|--|---------|---------|----------|----------|---------|-------|---------|---------|-------|------|
| Number            |  |         |         |          |          |         |       |         |         |       |      |
| Rank-Range        | English  | Hindi   | Telugu  | Assamese | Gujarati | Marathi | Tamil | Bengali | Kannada | Odiya | Urdu |
| 1-20,000          | 17,155   | 2,445   | 0       | 0        | 246      | 3       | 50    | 95      | 1       | 6     | 0    |
| 20,001-<br>50,000 | 25,051   | 4,099   | 0       | 1        | 543      | 5       | 92    | 199     | 4       | 7     | 0    |
| 50,001-<br>80,000 | 25,250   | 3,757   | 4       | 11       | 640      | 15      | 91    | 221     | 5       | 5     | 1    |
| Total             | 67,456   | 10,301  | 4       | 12       | 1,429    | 23      | 233   | 515     | 10      | 18    | 1    |
| Number            | Number of candidates registered for NEET-UG 2020 (language-wise) |         |         |          |          |         |       |         |         |       |      |
|                   | Appea  | red Qua | alified |          | Qualifi  | ication | % wrt | to app  | peared  |       |      |
| English           | 10.8   | L 6     | .4 L    |          |          |         |       |         |         | 58.9  |      |
| Hindi             | 1.8  | L 86    | ,871    |          |          |         |       |         | 48.7    |       |      |
| Assamese          | 3,64   | 4       | 652     |          |          | 17.9    |       |         |         |       |      |
| Bengali           | 29,33  | 5 12    | ,734    |          |          |         |       |         | 43.4    |       |      |
| Gujarati          | 47,57  | 9 24    | ,575    |          |          |         |       |         | 51.7    |       |      |
| Kannada           | 64   | 12      | 260     |          |          |         |       |         | 40.5    |       |      |
| Marathi           | 5,02   | 29      | 863     |          |          | 17.2    |       |         |         |       |      |
| Odia              | 56   | 67      | 237     |          |          |         |       | 36      |         |       |      |
| Tamil             | 12,84  | 18 5    | ,039    |          |          |         |       | 3       | 9.2     |       |      |
| Telugu            | 1,19   | 91      | 329     |          |          |         | 27.6  |         |         |       |      |
| Urdu              | 1,72   | 21      | 129     | 7        | 7.5      |         |       |         |         |       |      |

- 4 Welcoming the plans to offer JEE (Main) in regional languages, experts said this would help candidates who study in vernacular language at the senior secondary level. Educationist and CBSE ex-chief Ashok Ganguly said since admission to engineering colleges is based on one exam, students in vernacular medium shouldn't be deprived of a level-playing field.
- 5 "But these students will definitely find it difficult to appear in JEE (Advanced). It would be better to fix some state quota for colleges like NITs and their exam be held separately with option to appear in regional languages but for national quota, the medium should only be English. In any case, a student from vernacular medium will find it difficult to continue in IIT. So JEE (Advanced) must be continued in English medium."

On the basis of your understanding of the above passage, answer any six questions.

- 10. Among regional languages, the highest number of qualifying candidates are from
  - (a) Hindi language
- (b) Bengali language
- (c) Gujarati language
- (d) Tamil language

- 11. Based on your understanding of the passage, choose the statement which is not correct.
  - (a) NEET-UG 2020 exam was conducted in ten regional languages including Marathi, Tamil, Telegu and Urdu.
  - (b) NEET-UG 2020 exam was conducted in ten regional languages including Marathi, Odia, English and Assamese.
  - (c) NEET-UG 2020 exam was conducted in ten regional languages including Kannada, Marathi, Odia and Tamil.
  - (d) NEET-UG 2020 exam was conducted in ten regional languages including Hindi, Assamese, Bengali and Gujarati.
- **12.** The word 'deprive' used in para 4 means the same as \_\_\_\_\_.
  - (a) thrive
- (b) strive
- (c) deny
- (d) drive
- **13.** Based on the graphical chart given in the passage, choose the option that correctly states the number of appeared candidates in Tamil and Gujarati language.



- (a) Option 1
- (b) Option 2
- (c) Option 3
- (d) Option 4
- **14.** The maximum number of candidates qualified till 50,000 rank in any two languages belongs to \_\_\_\_\_\_\_.
  - (a) English and Hindi
- (b) English and Gujarati
- (c) Hindi and Bengali
- (d) English and Bengali
- **15.** Pick the option that lists TRUE statements according to the given percentage of qualified candidates.
  - (i) After English and Hindi, Gujarati is the most preferred language.
  - (ii) After Marathi and Tamil, Urdu is the most preferred language.
  - (iii) After Gujarati and Bengali, Tamil is the most preferred languages.
  - (iv) After Marathi, Odia and Telegu are the least preferred languages.
  - (a) (i) and (iii)

(b) (ii) and (iv)

(c) (i) and (ii)

- (d) (i) and (iv)
- **16.** To encourage students' participation in NEET-UG through regional languages, it is suggested that \_\_\_\_\_\_.
  - (i) English should be abolished in NEET as a medium
  - (ii) Efforts should be made to publish technical books in regional languages

|      | ` ′   |   |  | ned separately for entrance exam  |  |
|------|---|---|--|---|--|
|      |   |   | ndidates should be give                                  |   |  |
|      | ` ′   | ( <i>i</i> ) and ( <i>iii</i> )<br>( <i>i</i> ) and ( <i>ii</i> ) | $\begin{array}{c} (b) \ (ii) \\ (d) \ (i) \end{array} a$ | ` '   |  |
|      | (c)   | (i) and $(ii)$  | ( <i>u</i> ) ( <i>t</i> ) <i>a</i>                       | ind (iv)  |  |
|      |   |   | Section B (8 Mark  | (s) )   |  |
| fron |   | The same have be  |  | e words and phrases have been omit<br>t) to (19). Choose the correct option |  |
|      |   |   | Situation Vac  | ant   |  |
| sp   | eakir   | ig, excellent writing   | ng skills & good at co-c                                 | d with(18); fluent Englishurricular activities. Send your resun             |  |
| to   |   |   | ager_mps@yahoo.com                                       |   |  |
| 17.  |   |   | able public school in M                                  |   |  |
|      |   |   | putable public school a                                  |   |  |
|      | ` ′   |   | itable public school in                                  |   |  |
| 18.  | <b>18.</b> (a) at least 3 yrs teaching experience of IX-XII |   |  |   |  |
|      | (b)   | at least maximum  | m 3 yrs teaching experience                              | ence of IX-XII  |  |
|      | ` ′   | •   | ching experience into I                                  | IX-XII  |  |
| 19.  | (a)   | within the week   | (b) duri   | ing a week  |  |
|      | (c)   | within a week   | (d) with   | nin the weak  |  |
|      |   |   | Or   |   |  |
|      |   | _   |  | and phrases have been omitted from<br>Choose the correct option to complet  |  |
|      |   |   | Modern Public School                                     | l, Ghaziabad  |  |
|      |   |   | NOTICE   |   |  |
| 5.   | July 2  | 20XX  |  |   |  |
|      |   |   | Distribution of Books                                    |   |  |
| Ed   | ducat<br>uden   | ion Society   | (20) 20XX to di to drop the list of the                  | at a charitable organization, Gand stribute books (21). Sune books principa |  |
| م ا  | hila  | el e  |  |   |  |
| Al   | ma  | ma  |  |   |  |

**20.** (a) is coming to the school at 11 a.m. on 15 July (b) is arriving to the school at 11 a.m. on 15 July (c) is landing in the school on 11 a.m. on 15 July (d) is reaching to the school at 11 a.m. on 15 July **21.** (a) to the needful students (b) to the needy students (d) for the needed students (c) to the needing student 22. (a) they needed into the box kept outside (b) they need onto a box kept outside (c) they are needing into the box kept outside (d) they need into the box kept outside IV. Attempt any one of the following. Read the following letter carefully. Some words/phrases/clauses have been omitted from it. The same have been numbered from (23) to (27). Choose the correct options to complete it. 25 A, Amar Colony Ghaziabad 2010XX 15 June 20XX The Editor The Times of India Ghaziabad 2010XX Dear Sir Subject: Repair of colony road before monsoon season I want to draw your attention to the poor civic facilities in our city. The main (23) \_\_\_\_\_ for a long time and nobody (24) \_\_\_\_\_. In the last monsoon season, the road was badly damaged due to heavy rains and was almost wiped out. The (25) \_\_\_\_\_ and nobody tried to clear it. As a result, it (26) and the vehicles like bikes and cars can't move smoothly. There is always a danger of accidents and loss of life. Through you I would like to draw the attention of the authorities concerned about the (27) \_\_\_\_\_ colony. I also request them to get the road repaired. Thank you.

Yours faithfully

## Akhilesh

(AKHILESH)

- **23.** (a) road of our colony had been in miserable conditions
  - (b) road of our colony has being in miserable condition
  - (c) road of our colony has been in miserable condition
  - (d) roads of our colony have been in miserable condition
- **24.** (a) pay attention to it to date.
- (b) paid attention to it to date.
- (c) have paid attention to it to date.
- (d) is paying attention to it to date.
- **25.** (a) water was clogged there for hours
  - (b) water has clogged there for hours
  - (c) water had been clogging there for hours
  - (d) water was being clogged there for hours
- **26.** (a) are left full of ditches and deep potholes
  - (b) has left full of ditches and deep potholes
  - (c) is left full of ditches or deep pothole
  - (d) is left full of ditches and deep potholes
- 27. (a) mishygienic and uncomfortable living conditions of our
  - (b) unhygienic and discomfortable living condition of our
  - (c) unhygienic and uncomfortable living conditions of our
  - (d) nonhygienic and uncomfortable life conditions of our

Or

Read the following article carefully. Some words/phrases/clauses have been omitted from it. The same have been numbered from (28) to (32). Choose the correct option to complete it.

## **Need for Counselling Before Board Exams**

By Govind Sharma

| Every year with board exams approaching, sc     | hools and colleges work hard to prepare their  |
|---|--|
| students. While educational institutions cor    | npete hard to ensure good results, they also   |
| make sure their students don't face stress. T   | The stress that the Board (28),                |
| which is primarily due to the highly (29) _     | Students often make securing                   |
| high marks in boards an issue of life and de    | eath. This is also because (30)                |
| that many children miss their chance of stud    | lying in it and, therefore, are under pressure |
| from parents, families and friends.             |  |
| All these pressures affect the mental health of | of children as they become nervous before the  |
| exams, (31) and forget as the                   | y appear for a paper. Therefore, counselling   |
| before the board exams is very essential for b  | etter performance and health of the children.  |
| These counselling sessions give children son    | me mental support and strength to use their    |
| energy in a positive manner. (32)               | for better results. These counselling          |

sessions are not only for students but also for parents. A counsellor in these sessions does not only talk and try to de-stress the child but also guides him to adopt a better lifestyle. Only counselling before board exams can help children deal with stress and not lose this important phase of life.

- 28. (a) exams have started creating is a recent phenomena
  - (b) exams have started creating is a recent phenomenon
  - (c) exams has started creating is a recent phenomenon
  - (d) exams had started creating is a recent phenomenon
- **29.** (a) competitive world we are heading in
  - (b) competitive world we are heading forward
  - (c) competitive world we were heading in
  - (d) competitive world we are heading into
- **30.** (a) the cut-off of many college is very high
  - (b) the cut-of of many colleges is such high
  - (c) the cut-off of many colleges is so high
  - (d) the cut-off off many colleges is so high
- **31.** (a) so much so they become even mentally blank
  - (b) as much so they become even mentally blank
  - (c) as much as they become even mentally blank
  - (d) so much as they become even mentally blanked
- **32.** (a) Most schools are now talking to these counselling sessions
  - (b) Most schools are now taking over these counselling sessions
  - (c) Most schools are now taking to these counselling sessions
  - (d) All the schools are now taking up these counselling sessions

# Section C (18 Marks)

#### V. Read the extracts given below and answer the questions that follow.

...The paper

seeming

boy, with rat's eyes. The stunted, unlucky heir

Of twisted bones, reciting a father's gnarled disease,

His lesson, from his desk. At back of the dim class

One unnoted sweet and young. His eyes live in a dream,

Of squirrel's game, in tree room, other than this.

- **33.** Who is the stunted unlucky heir being referred to here?
  - (a) a boy

- (b) a random student of the class
- (c) the diseased boy
- (d) none

|      | 34   | 4. What is the meaning of 'reciting a father's gnarled disease'?                                       |  |  |  |
|------|------|--|--|--|--|
|      |      | (a) reciting something about the disease   |  |  |  |
|      |      | (b) the disease got as inheritance from his father   |  |  |  |
|      |      | (c) feeling dejected about the misfortune  |  |  |  |
|      |      | (d) thinking about the father  |  |  |  |
|      | 3    | 5. What kind of looks are these children representing?   |  |  |  |
|      |      | (a) rich (b) robust  |  |  |  |
|      |      | (c) poor (d) malnourished  |  |  |  |
|      | 30   | <b>6.</b> His eyes live in a dream. What is the boy dreaming about?                                    |  |  |  |
|      |      | (a) of an outdoor life filled with better times  |  |  |  |
|      |      | (c) about going out for a picnic   |  |  |  |
|      |      | (d) about flying in an airplane  |  |  |  |
|      |      | (d) about watching a comedy show   |  |  |  |
| VI.  | Rea  | nd the extract given below and answer the questions that follow.                                       |  |  |  |
| , 1. |      | us, piece by piece, he built a swimmer. And when he had perfected each piece, he put                   |  |  |  |
|      |      | m together into an integrated whole. In April he said, "Now you can swim. Dive off                     |  |  |  |
|      |      | swim the length of the pool, crawl stroke."  |  |  |  |
|      | I di | d. The instructor was finished.  |  |  |  |
|      |      | I was not finished. I still wondered if I would be terror-stricken when I was alone in                 |  |  |  |
|      |      | pool. I tried it.  |  |  |  |
|      | 37.  | 'The instructor was finished' means he   |  |  |  |
|      |      | (a) had nothing new to teach him   |  |  |  |
|      |      | (b) couldn't complete the training   |  |  |  |
|      |      | (c) wasn't satisfied with the author's progress  |  |  |  |
|      |      | (d) was satisfied with the swimming skills of the author   |  |  |  |
|      | 38.  | 'But I was not finished' means he  |  |  |  |
|      |      | (a) wanted to learn more from the instructor   |  |  |  |
|      |      | (b) still felt a touch of terror at times while swimming   |  |  |  |
|      |      | (c) wasn't satisfied with the training   |  |  |  |
|      |      | (d) disliked the instructor  |  |  |  |
|      | 39.  | What was his next plan to get rid of his fear completely?  |  |  |  |
|      |      | (a) He hired another instructor.   |  |  |  |
|      |      | (b) He hired him again after a gap of two months.  |  |  |  |
|      |      | (c) He practised swimming extensively in big lakes and even went up the Tieton To Conrod Meadows, etc. |  |  |  |
|      |      | (d) He decided to write down a story about his experiences.  |  |  |  |
|      | 40.  | Pick out the word that means the same as 'piece by piece'.   |  |  |  |
|      |      | (a) gradually (b) nicely (c) adversely (d) vehemently  |  |  |  |
| 0    | 7000 | ethen with® Fnolish Care—12  |  |  |  |

| VII.  | Ans  | swer the follow   | wing questions.  |              |                                  |                                    |  |
|---|--|---|--|--------------|----------------------------------|------------------------------------|--|
|   | 41.  | . Mukesh insists on being his own master. He has a dream to |  |              |                                  |                                    |  |
|   |  | (a) become  | a renowned bang  | le seller    |                                  |                                    |  |
|   |  | (b) be high   | ly educated  |              |                                  |                                    |  |
|   |  | (c) learn to  | drive a car  |              |                                  |                                    |  |
|   |  | (d) earn a l  | (d) earn a lot of money  |              |                                  |                                    |  |
|   | 42.  | The author sp   | eaks about a 'misac  | dventure' a  | at YMCA po                       | ool. It was a misadventure because |  |
|   |  | (a) he neve   | — ·<br>er enjoyed swimmi   |              |                                  |                                    |  |
|   |  | (b) it prove  | ed a lucky pool for  | him          |                                  |                                    |  |
|   |  | (c) he had  | met his instructor   | there        |                                  |                                    |  |
|   |  | (d) once he   | e was nearly drown   | ned there    |                                  |                                    |  |
|   | 43.  | The mother lused here?                                      | has been described   | d'as a lat   | e winter's n                     | noon'. Which figure of speech is   |  |
|   |  | (a) Personi   | fication   | (b)          | Metaphor                         |                                    |  |
|   |  | (c) Simile  |  | ( <i>d</i> ) | Onomatop                         | ooeia                              |  |
| VIII.   | Read the extract given below and attempt the questions that follow.  |   |  |              |                                  |                                    |  |
| They saw when they came toward him that indeed it was so. The sand of had already a stain of red soaking through. |  |   |  |              |                                  |                                    |  |
|   | "He is wounded," Sadao exclaimed. He made haste to the man, who lay motion face in the sand. An old cap stuck to his head soaked with sea water. He was in of garments. Sadao stopped, Hana at his side, and turned the man's head. They face. |   |  |              | th sea water. He was in wet rags |                                    |  |
|   | "A   | white man!" I   | Hana whispered.  |              |                                  |                                    |  |
|   | 44.  | Pick out the  | correct option to o  | describe H   | Iana's first                     | reaction when she saw the man.     |  |
|   |  | (a) queer a   | nd fearful   | (b)          | shocked as                       | nd afraid                          |  |
|   |  | (c) free and  | d happy  | ( <i>d</i> ) | casual and                       | comfortable                        |  |
|   | 45.  | The man's co  | ondition was alarm   | ning becau   | ise                              | ·                                  |  |
|   |  | (a) he was  | in wet rags  | (b)          | he was ble                       | eding profusely                    |  |
|   |  | (c) he was  | critical but safe  | ( <i>d</i> ) | he was ver                       | ry tired                           |  |
|   | 46.  | Pick out the co   | Pick out the correct option that shows the relationship between Hana and Sadao. They are |              |                                  |                                    |  |
|   |  | (a) cousins   | ·  | (b)          | relatives                        |                                    |  |
|   |  | · /   |  | ` /          |                                  |                                    |  |
|   | 47   | (c) wife and  |  | ` ′          | friends                          |                                    |  |
|   | 4/.  |   | at means the same  |              |                                  |                                    |  |
|   |  | (a) alive   | (b) dead   | (c)          | faint                            | (d) still                          |  |

# IX. Answer the following questions by choosing the correct option.

- **48.** Which of the following is a conclusion that can be drawn from 'The Third Level'?
  - (a) Reality is indeed stranger than fiction.
  - (b) With all its worries, modern life is not worth living.
  - (c) The past is undoubtedly better than the present.
  - (d) Imagination might be the only great escape.
- **49.** The third level provides a clear example of .
  - (a) time travel

(b) time and space

(c) a medium of escape

- (d) adventure
- **50.** What does "They were staring with a curious repulsion upon the inert figure' means in 'The Enemy' \_\_\_\_\_\_.
  - (a) they were disgusted by his being American
  - (b) they loathed the unconscious, white enemy
  - (c) all white men were their enemies
  - (d) they were overwhelmed by the fear of the police

# **ANSWERS**

I. **1.** (d) **2.** (a) **3.** (*c*) **4.** (c) **5.** (*d*) **6.** (b) 7. (a) **8.** (b) **9.** (c) **II.** 10. (c) **11.** (b) **12.** (c) **13.** (*c*) **14.** (a) **15.** (*a*) **16.** (*b*) III. 17. (c) **18.** (a) **19.** (c) Or **20.** (a) **21.** (*b*) **22.** (*d*) **IV.** 23. (c) **24.** (*b*) **26.** (*d*) **27.** (*c*) **25.** (a) Or **28.** (b) **31.** (a) **32.** (c) **29.** (*d*) **30.** (c) V. 33. (c) **36.** (*a*) **34.** (*b*) **35.** (*d*) VI. 37. (d) **38.** (b) **39.** (*c*) **40.** (a) **VII.** 41. (c) **42.** (*d*) **43.** (*c*) VIII. **44.** (b) **45.** (*b*) **46.** (*c*) **47.** (*d*)

**50.** (b)

**49.** (*c*)

**IX.** 48. (d)

# PRACTICE PAPER

[Time Allowed: 90 Minutes]

[Maximum Marks: 40]

#### **General Instructions:**

- 1. All questions are compulsory.
- 2. Each question carries 1 mark.

# Section A (14 Marks)

## I. Read the passage given below.

- 1 The word 'depressed' in common use means sad, frustrated, fed up, bored up and pessimistic. The mood of a depressed person is much lower at his or her best moments than the mood of the normal person at his or her worst. Depression is a state of mind. It is specifically a mental disorder characterized by a lowering of the individual's vitality, his mood, desires, hopes, aspirations and of his self-esteem.
- 2 Old age is one of the stages of human development where a person attains wisdom, maturity, social and economic stability with social recognition and emotional fulfilment. In ancient times, old people were considered the guiding stars in Indian families, since they were symbols of tradition, respect, wisdom and experience. They were of great value because they could impart knowledge and skill to youngesters. The old people were considered repositories of wisdom and traditions and were not perceived as problems.
- 3 At present, social structures and values are undergoing transformation from traditional to modern. There is a rapid stride in urbanization and industrialization leading to the breaking up of joint families and property. It has increased the freedom of children and they view the aged as a useless and non-productive entity. Consequently, the integrity of the family and the existence of the elderly as an integral part of the family are being uprooted.
- 4 As old age advances, events at home may also contribute more to their problems. The 'empty nest' feeling arising as a result of the grown-up children leaving the home, daughters departing as a result of wedlock and sons leaving station in pursuit of higher education or jobs may make the aged more lonely. The loneliness also arises because of premature loss of spouse. This would deprive the person of a long standing emotional bond that had provided plenty of emotional succour and security.

- 5 Added to these, the increasing gap and interactional stress and strain in the family may leave the elderly without peace of mind. The elderly as a result of these developments feel marginalized, alienated and left out of the mainstream. The foregoing are the common problems faced by most of the elderly. These either directly or indirectly lead to a state of depression and make ageing for many an unwanted and unpleasant event to be abhorred.
- 6 Usually, the mild depression which is caused due to environmental factors is temporary. The person reconciles within a short time and tries to forget the loss. Kind words and timely support of friends, relatives and family members help one recover from depression.

On the basis of your understanding of the above passage, answer any eight questions.

| 1. | Old          | age is an age of                  |              | ·  |
|----|--------------|-----------------------------------|--------------|--|
|    | ( <i>i</i> ) | maturity                          | (ii)         | financial stability                          |
|    | (iii)        | physical development              | (iv)         | attaining goals                              |
|    | (a)          | (i) and (iv)                      | (b)          | (ii) and (iii)                               |
|    | (c)          | (i) and (ii)                      | ( <i>d</i> ) | (ii) and (iv)                                |
| 2. | Wha          | t does 'depressed' mean in com    | mon          | usage?                                       |
|    | (a)          | It means a lot of disturbance, a  | activi       | ty and passion.                              |
|    | (b)          | It means a state of mind with t   | he fe        | eelings of pessimism and frustration.        |
|    | (c)          | It is a state of mind where an i  | ndivi        | dual is in touch with his surroundings.      |
|    | ( <i>d</i> ) | It is a situation of stoicism.    |              |  |
| 3. | Base         | d on your understanding of the    | pass         | age, choose the CORRECT statement.           |
|    | (a)          | Old age is eventful but with a    | touch        | of depression.                               |
|    | (b)          | Depression is not a mental dis-   | orde         | characterized by desires.                    |
|    | (c)          | Mild depression can be overco     | me e         | asily with the help of friends and relatives |
|    | ( <i>d</i> ) | Depression is a state of physical | al lim       | nitations of the body.                       |
| 4. | Pick         | out a word from para 1 which r    | nean         | s the opposite of 'optimistic'.              |
|    | (a)          | depressed                         | (b)          | aspiration                                   |
|    | (c)          | bored                             | ( <i>d</i> ) | pessimistic                                  |
| 5. |              | ageing an unpleasa                | nt an        | d unwanted event.                            |
|    | (a)          | Sense of insecurity and childre   | n's b        | ehaviour make                                |
|    | (b)          | Indifference of friends and rela  | atives       | s makes                                      |
|    | (c)          | Financial instability and unemp   | ployn        | nent make                                    |
|    | ( <i>d</i> ) | Premature loss of spouse and o    | child        | ren moving away make                         |
|    | . ,          | _                                 |              | •  |

2

- **6.** Pick out a word from para 4 that means 'husband or wife'.
  - (a) wedlock

(b) spouse

(c) empty nest

(d) succour

- 7. The old people in ancient India were treated as guiding pole because of their
  - (a) experience and wisdom

(b) old age and experience

(c) love and affection

- (d) status as senior most member of the family
- **8.** Based on your understanding of the passage, choose the statement which is NOT correct.

Nowadays old people are considered as useless and non-productive entity because of

- (i) urbanization and breaking of joint families
- (ii) their existence as integral part of the family
- (iii) their children's emotional attachment and security
- (iv) their depression
- (a) (i) and (iii)

(b) (ii) and (iii)

(c) (i) and (iv)

- (d) (iii) and (iv)
- **9.** The increasing generation gap and interactional stress and strain in the family may leave the elderly without peace of mind.

Pick the option in which the meaning of 'mind' is NOT the same as given in the above sentence.

- (a) Due to heavy loss in the business, he has lost peace of mind.
- (b) She has made up her mind to settle abroad.
- (c) Getting a car insurance gives him peace of mind.
- (d) In the light of latest Covid-19 spread, the doctors have lost peace of mind.

#### II. Read the passage given below.

1 Two days after Diwali, India recorded the lowest number of fresh Covid-19 cases in 129 days, with the daily tally falling below 30,000 on Monday for the first time since July 13. The steep decline in the national count of cases over the past two days can be attributed to low testing as well as Diwali festivities. However, six of eleven states of India with over 20,000 cases have grown by 12.25% in a month. Delhi is most hit as all districts of Delhi together contributed about a lakh cases in November. The neighbouring districts also saw a double-digit growth.

| Cases in<br>November | % Increase<br>Since<br>October   |
|----------------------|--|
| 98,699               | 25.5   |
| 91,893               | 21.2   |
| 68,836               | 4.1  |
| 57,887               | 15.5   |
| 38,235               | 4.6  |
| 33,669               | 4.6  |
| 32,664               | 19.5   |
| 30,663               | 3.7  |
| 29,441               | 6.1  |
| 28,824               | 14.6   |
| 23,264               | 12.4   |
|                      |  |
|                      |  |
|                      | 98,699<br>91,893<br>68,836<br>57,887<br>38,235<br>33,669<br>32,664<br>30,663<br>29,441<br>28,824 |

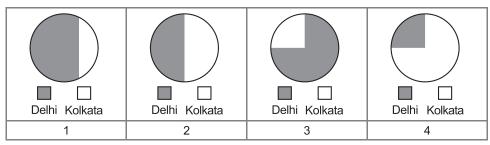
| District          | Cases in<br>November | % Increase<br>Since<br>October |
|-------------------|----------------------|--------------------------------|
| Delhi             | 98,699               | 25.5                           |
| Bengaluru Urban   | 20,811               | 6.2                            |
| Kolkata           | 12,736               | 15.7                           |
| North 24 Parganas | 12,536               | 16.4                           |
| Mumbai            | 12,213               | 4.7                            |
| Thrissur          | 11,397               | 28.7                           |
| Ernakulam         | 11,302               | 24.7                           |
| Kozhikode         | 11,289               | 23.6                           |
| Gurgaon           | 9,389                | 31.3                           |
| Faridabad         | 6,936                | 27.4                           |
| Sonipat           | 1,334                | 13.2                           |
| Noida             | 2,497                | 14.0                           |
| Ghaziabad         | 1,961                | 10.6                           |

- 2 India reported 28,574 fresh cases on Monday, the lowest since 27,449 recorded on July 10. Meanwhile, Delhi recorded the highest number of fresh Covid-19 cases in the country for the second week running with Kerala in second place. The number of new Covid-19 cases in the capital rose to 46,876 last week (November 8-15), up slightly from 46,159 reported in the previous week.
- 3 Kerala reported the second highest number of cases during the week at 39,471, although the count had fallen from the previous week's tally of 45,979.
- 4 In fact, the weekly Covid-19 count of cases shows a clear north-south divide. While cases have been falling across south India, numbers have been shooting up in most states in the north. Delhi, Haryana, Rajasthan, Gujarat, Madhya Pradesh, Punjab, J&K, Uttarakhand, Himachal Pradesh and Ladakh logged more cases during the week than in the previous seven days (November 1-8), while the count remained more or less flat in Uttar Pradesh and Bengal (both states registered a very slight decline). On the other hand, Karnataka and Maharashtra have registered the most dramatic declines in weekly cases. On Monday, 451 deaths from the virus were recorded.

## On the basis of your understanding of the above passage, answer any six questions.

- **10.** The rate of increase in covid cases is a cause for concern because
  - (a) most of the states of India have recorded the growth by 5%
  - (b) some states of India have recorded the growth by 10%
  - (c) six of eleven states of India have recorded the growth by 12-25%
  - (d) Delhi seems to be in its third wave of infections

- 11. Pick the option that lists statements that are NOT true, according to the passage.1. Delhi reported the highest number of Covid cases followed by Uttar Pradesh.
  - 2. Kerala reported 21.2% increase in Covid cases followed by Haryana.
  - 3. Ghaziabad reported the lowest rise in Covid cases in NCR districts.
  - 4. Haryana has reported the lowest increase of Covid cases in India.
  - (a) 1 and 2
- (b) 1 and 4
- (c) 2 and 3
- (d) 1 and 3
- **12.** The word 'steep' as used in para 1 means the same as \_\_\_\_\_
  - (a) sharp
- (b) exact
- (c) downfall
- (d) sleep
- **13.** Based on the geographical chart in the passage, choose the option that correct states the comparative increases of Covid cases in Delhi and Kolkata.



- (a) Option 1
- (b) Option 2
- (c) Option 3
- (d) Option 4
- **14.** The states in which the Covid case numbers are shooting up are \_\_\_\_\_
  - (a) Delhi, Haryana, Rajasthan and Andhra Pradesh
  - (b) Delhi, Uttar Pradesh, Haryana and Karnataka
  - (c) Delhi, Haryana, Kerala and Rajasthan
  - (d) Kerala, Tamil Nadu, West Bengal and Uttar Pradesh
- 15. Pick the option that lists TRUE statements, according to the passage.
  - 1. Districts Thrissur and Ernakulum have reported the highest rise in Covid cases.
  - 2. Karnataka and Maharashtra have registred a dramatic decline in Covid cases.
  - 3. India reported the lowest number of fresh Covid cases since April.
  - 4. The count of Covid cases shows a clear divide between North and South India.
  - (a) 1 and 2
- (b) 2 and 4
- (c) 1 and 3
- (d) 3 and 4
- **16.** Delhi seems to be in third wave of infections because \_\_\_\_\_\_.
  - (a) health facilities in Delhi are not as good as Uttar Pradesh
  - (b) being the capital, Delhi is a hub of all activities
  - (c) people frequently travel between Delhi and other states
  - (d) all districts of Delhi together contributed about one lakh cases in November

| III. | Read the following advertisement carefully. Some words and phrases have been omitted |
|------|--|
|      | from it. The same have been numbered from (17) to (19). Choose the correct option to |
|      | complete it.   |

|   | LOST AND FOUND   |   |  |  |  |  |
|---|--|---|--|--|--|--|
| Missing(17) my pet dog, Dormann, male, dark brown colour, very healthy and fit. Wearing black leather strap(18) Deliver or inform Dr. Mehta, C-458. Model Town, Bareilly, contact No. 958461XXXX(19) handsomely rewarded. |  |   |  |  |  |  |
| 17.   | <ul><li>(a) since last week</li><li>(c) from last week</li></ul>                 | <ul><li>(b) entire last week</li><li>(d) for last week</li></ul>                |  |  |  |  |
| 18.   | <ul><li>(a) with silver metal bands</li><li>(c) with silver metal band</li></ul> | <ul><li>(b) with silvered metal band</li><li>(d) on silver metal band</li></ul> |  |  |  |  |
| 19.   | <ul><li>(a) The finder will be</li><li>(c) The looker will be</li></ul>          | <ul><li>(b) The seeker will be</li><li>(d) The meddler</li></ul>                |  |  |  |  |
|   | Or   |   |  |  |  |  |

Read the following notice carefully. Some words and phrases have been omitted from it. The same have been numbered from (20) to (22). Choose the correct option to complete it.

| Rainbow Public School, Alwar, Rajasthan  |  |  |  |  |
|--|--|--|--|--|
| NOTICE   |  |  |  |  |
| 12 September 20XX  |  |  |  |  |
| Invitation to(20)  |  |  |  |  |
| All students are invited to submit(21), etc. for the magazine, Disha, latest by 25 Sept. These should be(22) on one side of paper. The magazine will be published in December. |  |  |  |  |
| Raghav   |  |  |  |  |
| (RAGHAV)   |  |  |  |  |
| Student Editor   |  |  |  |  |

- **20.** (a) contributing for school magazine
  - (b) contributing in school magazine
  - (c) contribute for school magazine
  - (d) To contribute into school magazine

| 21.   | (a) a                                     | articles, speeches and debates   | (b)   | notices, classifieds and articles  |  |
|-------|---|--|-------|--|--|
|       | (c) a                                     | articles, posters and pamphlets  | (d)   | articles, poems and short stories  |  |
| 22.   | (a) original and typed and neatly written |  |       |  |  |
|       | (b) original or typed or nearly written   |  |       |  |  |
|       | (c) (                                     | original and typed or neatly written                                     |       |  |  |
|       | (d) (                                     | original and typed or neatly wrote                                       |       |  |  |
| Read  | l the f                                   | ollowing letter carefully. Some word                                     | s/ph  | rases/clauses have been omitted from it.   |  |
|       |   | ·  | _     | Choose the correct option to complete it.  |  |
| 15, I | ).N. F                                    | Road   |       |  |  |
| Amb   | oika To                                   | owers  |       |  |  |
| Mun   | nbai 4                                    | 000XX  |       |  |  |
| 25 Ju | ıly 20                                    | XX   |       |  |  |
| The   | Edito                                     | r  |       |  |  |
| Hino  | lustan                                    | Times  |       |  |  |
| Kast  | urba (                                    | Gandhi Marg  |       |  |  |
| Mun   | nbai 4                                    | 000XX  |       |  |  |
| Dear  | r Sir                                     |  |       |  |  |
| Subj  | ect: In                                   | nadequate civic amenities in our are                                     | ea    |  |  |
|       | _   | he columns of your esteemed daily, is to the poor civic amenities in our |       | nt to draw the attention of the concerned ny.  |  |
| is ac | ute sh                                    |  |       | lue to very poor living conditions. There erratic power supply adds fuel to fire as  |  |
| in ou | ır soci<br>Lurge                          | ety (26) Most of the   | road  | althy life. But dustbins are not available s and streets are in poor condition. They ag the colony to the main road is full of |  |
|       |   |  | oriti | es concerned would wake up to provide  |  |
|       |   | ortable and healthy life.  |       |  |  |
|       | rs faitl                                  | htully   |       |  |  |
| Deva  | shish                                     |  |       |  |  |
| (DE   | VASE                                      | HISH)  |       |  |  |

IV.

- 23. (a) that people are suffering a lot in our colony
  - (b) and people are suffering a lot in our colony
  - (c) that people were suffering a lot in our colony
  - (d) that people had suffered a lot in our colony
- **24.** (a) but it is not available at the top floors at all
  - (b) though it were not available at the top floors at all
  - (c) yet it was not available at the top floors at all
  - (d) and it is not available at the top floors at all
- 25. (a) frequent cuts are the routine of their life
  - (b) frequent cuts are the routine of our life
  - (c) frequent cut are the routine of our life
  - (d) frequented cuts are the routine of our life
- **26.** (a) and few which are left, are badly broken
  - (b) and a few which are right, are badly broken
  - (c) and a few which are left, are badly broken
  - (d) and a few who are left, are badly broken
- 27. (a) life in multistoryed buildings has become a hell
  - (b) life in multistory buildings had become a hell
  - (c) life in multi story buildings have become a hell
  - (d) life in multi-story buildings has become a hell

Or

Read the following article carefully. Some words/phrases/clauses have been omitted from it. The same have been numbered from (28) to (32). Choose the correct option to complete it.

# The Joy of Reading

# by Abhilasha

| Of course, (28)                    | age that all of us have given up the habit of reading books |
|------------------------------------|---|
| and so, are (29)                   | _ instead of knowledge. Reading is the very basic tool to   |
| acquire knowledge right from nurse | ery stage to college life and so on. We (30)                |
| and Internet surfing that we wast  | e a lot of our precious time and get undesirable grades in  |
| our academics. The word 'library   | is no more in the dictionary of our life and, as a result   |
| we (31) even at                    | fter passing an exam.                                       |
| (32) We show                       | ald leave no stone unturned to revive the reading habits    |
| of our children. We should set u   | p 'Reading Clubs' at all levels to encourage children for   |
| reading. No doubt, where there is  | s a will, there is a way.                                   |

- 28. (a) that is an ironical fact of modern society of computer (b) this is an ironical facts of modern society of computer (c) this is an ironical fact of modern society of computer (d) this is an ironical fact of modern society of computers 29. (a) heading towards darkness of ignorance (b) headed towards darkness of ignorance (c) heading towards dark of ignorance (d) heading toward darkness of ignorance 30. (a) are so much glued to computer game (b) are so much glued to computer games (c) are much more glued to computer games (d) were so much glued to computer games **31.** (a) are able to collect requisite knowledge (b) are unable to assemble requisite knowledge (c) are unable to gather optional knowledge (d) are unable to gather requisite knowledge 32. (a) It is ever too late (b) It is always too late (c) It is never too late (d) It is sometimes too late Section C (18 Marks) V. Read the extract given below and answer the questions that follow. And yet, for these Children, these windows, not this map, their world, Where all their future's painted with a fog, A narrow street sealed in with a lead sky Far far from rivers, capes, and stars of words. **33.** The map on the wall signifies (a) the homes of the children (b) the map of the school (d) the limited world of rich children (c) the unlimited world outside **34.** The children described in the poem are the children
  - (a) of the slums deprived of facilities (b) with all educational facilities (c) of a highly reputable school (d) who enjoy their lives most
    35. For these children, the poet wants \_\_\_\_\_\_\_.
    (a) an improvement in the quality of their lives with good education (b) no improvement in the quality of their lives
    (c) their parents to pay attention to educate them
    (d) them to be rich and prosperous first

|      |   | (a)  | poor, educated, deprived                    |              |                              |  |  |  |
|------|---|--|---|--------------|------------------------------|--|--|--|
|      |   | (b)  | educated, deprived, impoverished            |              |                              |  |  |  |
|      |   | (c)  | engulfed in poverty, deprived, impoveri     | shed         | l                            |  |  |  |
|      |   | ( <i>d</i> )   | healthy, poor, deprived                     |              |                              |  |  |  |
| VI.  | Read the extract given below and attempt any two of the three given by answering the questions that follow. |  |   |              |                              |  |  |  |
|      | a mir<br>other<br>blowi   | ill learn to drive a car," he answers, looking straight into my eyes. His dream looms like rage amidst the dust of streets that fill his town Firozabad, famous for its bangles. Every or family in Firozabad is engaged in making bangles. It is the centre of India's glassing industry where families have spent generations working around furnaces, welding s, making bangles for all the women in the land it seems. |   |              |                              |  |  |  |
|      | 37.   | Wh   | o is referred to as 'I' in the above passag | e?           |                              |  |  |  |
|      |   | (a)  | Saheb                                       | (b)          | Mukesh                       |  |  |  |
|      |   | (c)  | Savita                                      | ( <i>d</i> ) | Mohan                        |  |  |  |
|      | 38.   | Wh   | at is Firozabad famous for?                 |              |                              |  |  |  |
|      |   | (a)  | for cars                                    | (b)          | furnaces and welding glass   |  |  |  |
|      |   | (c)  | making glasses                              | ( <i>d</i> ) | making bangles               |  |  |  |
|      | 39.   | Why could the bangle makers like Mukesh not organize themselves?   |   |              |                              |  |  |  |
|      |   | (a) They are habitual of living in poverty.  |   |              |                              |  |  |  |
|      |   | (b) They are exploited by the middle men.  |   |              |                              |  |  |  |
|      |   | (c) They are expert in making all kinds of bangles.  |   |              |                              |  |  |  |
|      |   | (d) It is difficult for them to change their work.   |   |              |                              |  |  |  |
|      | 40.   | Nar  | ne the lesson and its author.               |              |                              |  |  |  |
|      |   | (a)  | Lost Spring, Anees Jung                     | (b)          | Last Lesson, Alphonso Daudet |  |  |  |
|      |   | (c)  | Lost Spring, Louis Fischer                  | ( <i>d</i> ) | Last Lesson, Anees Jung      |  |  |  |
| VII. | Answ  | er th  | e following questions.                      |              |                              |  |  |  |
|      | 41.   | M. 3   | Hamel had taught French in the school of    | of Al        | sace for                     |  |  |  |
|      |   | (a)  | twenty years                                | (b)          | thirty years                 |  |  |  |
|      |   | (c)  | forty years                                 | ( <i>d</i> ) | ten years                    |  |  |  |
| 10   | 7oae  | ther   | with® English Core—12                       |              |                              |  |  |  |

**36.** Pick out the right adjectives to describe these children.

|       | 42.  | 'Garbage is gold.' The figure of speech used here is   |  |              |                                      |  |  |  |  |
|-------|--|--|--|--------------|--------------------------------------|--|--|--|--|
|       |  | (a)  | metaphor   | (b)          | antithesis                           |  |  |  |  |
|       |  | (c)  | paradox  | ( <i>d</i> ) | irony                                |  |  |  |  |
|       | 43.  | The  | mother is described 'as a late winter's m        | oon'.        | Which figure of speech is used here? |  |  |  |  |
|       |  | (a)  | Personification                                  | (b)          | Metaphor                             |  |  |  |  |
|       |  | (c)  | Simile   | ( <i>d</i> ) | Onomatopoeia                         |  |  |  |  |
| VIII. | Read   | the e  | extract given below and attempt the quo          | estion       | s that follow.                       |  |  |  |  |
|       | The next morning he made the excuse to go first into the guest room. If the American were gone he then could simply tell Hana that so the General had directed. But when he opened the door he saw at once that there on the pillow was the shaggy blond head. He could hear the peaceful breathing of sleep and he closed the door again quietly. |  |  |              |                                      |  |  |  |  |
|       | 44.  |  | o is referred to as 'he' in the above para       |              | 1. 6. 1                              |  |  |  |  |
|       |  | ` /  | Yumi   | ` '          | the General                          |  |  |  |  |
|       | 15   | ` ′  | Sadao  | ` /          | the gardener                         |  |  |  |  |
|       | 45.  |  | ne the American referred to in the above Charlie |              | Tom                                  |  |  |  |  |
|       |  | ` '  | Evans  | ` '          | Pearl                                |  |  |  |  |
|       | 46.  | ` '  | went to the guest room first to                  |              | Team                                 |  |  |  |  |
|       | 10.  |  | check the escape of the American                 |              | check the health of the American     |  |  |  |  |
|       |  | ` '  | find out the servant there                       | , ,          | find out Hana there                  |  |  |  |  |
|       | 47.  | ` ′  | could hear the peaceful breathing of sl          | ` ′          |                                      |  |  |  |  |
|       |  |  | was not worried about his life                   |              |                                      |  |  |  |  |
|       |  | (b) was not out of danger  |  |              |                                      |  |  |  |  |
|       |  | (c) was very relaxed and had no sign of worries  |  |              |                                      |  |  |  |  |
|       |  | (d) was recovering well  |  |              |                                      |  |  |  |  |
| IX    | Ans  | wer 1  | the following questions by choosing th           | e cori       | rect option.                         |  |  |  |  |
|       | 48.  | Hov  | w would you describe Charley?                    |              | -                                    |  |  |  |  |
|       |  |  | ) confused, happy-go-lucky                       | (b) (        | escapist, adventurous                |  |  |  |  |
|       |  | (c   | ) imaginative, nostalgic                         | (d) 1        | friendly, responsible                |  |  |  |  |
|       | 49.  | <b>49.</b> 'The Third Level' refers to the third level at the Grand Central Station. As a metapho which of the following would NOT be an appropriate explanation of the title? |  |              |                                      |  |  |  |  |
|       |  | (a) The convergence of reality and fantasy.  |  |              |                                      |  |  |  |  |
|       |  | (b) The bridge between the past and the present.   |  |              |                                      |  |  |  |  |
|       |  | (c) The oppressive monotony of modern life.  |  |              |                                      |  |  |  |  |
|       |  | (d) The need for an alternate plane of understanding.  |  |              |                                      |  |  |  |  |

- **50.** The expression "His father had spent infinite pains upon him who was his only son" means .
  - (a) his father demanding blind obedience had bothered him
  - (b) his father had given him untold grief with his strictness
  - (c) that Sadao had been brought up with immaculate thoroughness
  - (d) his father had made efforts to give him the best education

# ANSWERS \_\_\_\_\_

| I.    | <b>1.</b> (b          | ) 2.           | (a) 3  | 3. (c)        | 4.  | (c) | 5.  | (c)          |
|-------|-----------------------|----------------|--------|---------------|-----|-----|-----|--------------|
|       | <b>6.</b> (c          | 7.             | (d) 8  | <b>3.</b> (d) | 9.  | (b) |     |              |
| II.   | <b>10.</b> (c         | 2) 11.         | (d) 12 | <b>2.</b> (c) | 13. | (b) | 14. | ( <i>d</i> ) |
|       | <b>15.</b> (b         | ) <b>16.</b>   | (a)    |               |     |     |     |              |
| III.  | <b>17.</b> (a         | <i>1</i> ) 18. | (c) 19 | <b>0.</b> (a) |     |     |     |              |
|       |                       |                |        | Or            |     |     |     |              |
|       | <b>20.</b> ( <i>c</i> | 21.            | (d) 22 | <b>2.</b> (c) |     |     |     |              |
| IV.   | <b>23.</b> (a         | <i>i</i> ) 24. | (d) 25 | 5. (b)        | 26. | (c) | 27. | ( <i>d</i> ) |
|       |                       |                |        | Or            |     |     |     |              |
|       | <b>28.</b> ( <i>c</i> | 29.            | (a) 30 | <b>).</b> (b) | 31. | (d) | 32. | (c)          |
| V.    | <b>33.</b> ( <i>b</i> | 9) 34.         | (d) 35 | 5. (b)        | 36. | (d) |     |              |
| VI.   | <b>37.</b> (a         | <i>a</i> ) 38. | (d) 39 | <b>0.</b> (c) | 40. | (b) |     |              |
| VII.  | <b>41.</b> ( <i>c</i> | 42.            | (a) 43 | <b>3.</b> (c) |     |     |     |              |
| VIII. | <b>44.</b> ( <i>c</i> | 45.            | (b) 46 | <b>6.</b> (a) | 47. | (d) |     |              |
| IX.   | <b>48.</b> (c         | 49.            | (d) 50 | <b>).</b> (c) |     |     |     |              |