

BOARD QUESTION PAPER : MARCH 2018

ENGLISH KUMARBHARATI

Time: 3 Hours

Max. Marks: 80

SECTION – I

(Reading Skill, Vocabulary and Grammar)

Q.1. (A) Read the following passage and do the activities: [10 marks]
A1. True or False: (2)

Rewrite the following statements and state whether they are 'true' or 'false'.

- (i) Mashelkar's mother did menial work to bring him up.
- (ii) Mashelkar's father died when he was twelve.
- (iii) Mashelkar was born in a very rich family.
- (iv) Tatas added much value to Mashelkar's life.

I start with my greatest guru—my mother. I was born in a very poor family and my father died when I was six. We moved to Mumbai and my mother did menial work to bring me up. Two meals a day was a tough challenge. I studied under street lights and I walked bare foot until, I think, I was twelve. I remember when I passed the seventh standard and I wanted to go into the eighth standard, our poverty was such that even to secure 21 rupees for secondary school admission became a big challenge. We had to borrow from a lady, who was a housemaid in Chaupati in Mumbai. That was the tough life I had.

In fact, I remember, my passing the SSC Examination—i.e. 11th standard. Those days it used to be not 10th standard or 12th standard but 11th standard. I stood 11th among 1,35,000 but I was about to leave higher education and find a job. What helped me was the scholarship by Sir Dorab Tata Trust. It was just 60 rupees per month and would you believe that 60 rupees per month from Tatas added so much value to my life that I have been able to stand here today before you to speak to you.

I am on the Board of Tatas now and it is very interesting that the same Bombay House where I used to go to collect that 60 rupees per month now one goes and sits there as a Director on the Board of Tata Motors. The turn that these 40 years has taken is very interesting. It has all been possible because of the chance I got to do higher studies at the insistence of my mother. She gave me values of my life. She was one of the noblest parents I have met in my life.

So, my greatest guru was my mother. My second guru was Principal Bhave, about whom I made a mention earlier. He taught us Physics. Because it was a poor school, I remember, it had to innovate to convey to the young students the message of Science.

A2. Complete: (2)

Complete the following sentences and write:

- (i) Mashelkar was inspired by his greatest guru _____
- (ii) Mashelkar studied under _____
- (iii) Principal Bhave taught _____
- (iv) The scholarship by _____ Trust helped him in higher education.

A3. Find the meaning: (2)

Choose the appropriate meaning of the underlined words from the given alternatives:

- (i) We moved to Mumbai and my mother did menial work.
 - (a) skilled
 - (b) hard
 - (c) unskilled
 - (d) of low status
- (ii) Because it was a poor school, it had to innovate to convey to the young students the message of science.
 - (a) do cheap experiment
 - (b) introduce new things
 - (c) avoid
 - (d) try hard
- (iii) I got to do higher studies at the insistence of my mother.
 - (a) firm saying
 - (b) being inspired
 - (c) being inspected
 - (d) being instigated

- (iv) That was the tough life I had.
 (a) difficult (b) soft
 (c) cheap (d) simple

A4. Match: (2)
Match the following sentences with their tags:

	'A'		'B'
(i)	I stood 11 th among 1,35,000	(a)	aren't I?
(ii)	I am on the Board of Tatas	(b)	didn't we?
(iii)	It was a poor school	(c)	didn't I?
(iv)	We moved to Mumbai	(d)	wasn't it?

A5. Personal Response: (2)
 "Mother is the greatest Guru." Discuss.

(B) Read the following passage and do the activities: [10 marks]

B1. Match: (2)
Match the areas given in Column 'A' with the description of Mehendi design given in Column 'B':

	'A'		'B'
(i)	North African	(a)	Mix of Indo-Pakistani and Arabic design
(ii)	Indian	(b)	Delicate loops and curves, paisleys, teardrops
(iii)	Arabic	(c)	Geometrical images
(iv)	South Asian	(d)	Local textiles, paintings and architecture

Henna comes from the leaves of the plant *Lawsonia inermias*. The plant grows in hot and dry climates, and is native to North Africa, the Indian subcontinent and Middle East. The leaves of the plant are dried and crushed to powder. Various additives such as coffee decoction, tea, lime juice, mehendi and eucalyptus oil are mixed with the henna powder to increase the potency of the dry, this also helps to bind the powder to a paste like consistency. The mixture is applied through cones in intricate patterns depending on the region of use.

Album of Patterns

Four major styles can be found in the vast dictionary of mehendi designs. Earlier the application was restricted to hand and feet, but the adoption of mehendi by different cultures throughout the world has seen experimentation on different body parts including the neck, navel and back.

North African patterns rely on geometrical images to trace the shape of hands and feet, Arabic designs borrow heavily from local textiles, paintings and architecture. These are more spaced out, to allow the design to stand out boldly from the skin parts left untouched by henna. The Indian style comprises of delicate loops and curves, paisleys, teardrops and flowers that give a dainty filigreed glow-like effect. Though intricate patterning is the name of the game today, this trend took off in India only during the 20th century. The patterns preferred by the South Asian countries are a mixed of Indo-Pakistani and Arabic design schemes. Chinese and Celtic symbols now find a place in the vast repertoire of mehendi designs as well.

B2. Complete: (2)
Complete the following and write:

- (i) The procedure before applying henna _____
 (ii) The reasons for using additives _____
 (iii) The suitable climatic conditions for the henna plant _____
 (iv) Mehendi is used on _____

B3. Find words: (2)
Look at the following description and find out proper words from the passage and write:

- (i) Existing naturally in the place : - n _____
 (ii) Consist of something: - c _____
 (iii) Delicate decoration made from gold, silver and copper wire: - f _____
 (iv) Substance that is added in small quantity : - a _____

B4. Language study:

Fill in the blanks with suitable subordinators given in the box:

(2)

as well as, so that, however, which

- (i) The mixture is applied through cones in intricate patterns _____ depend on the region of use.
- (ii) Intricate pattern is the name of the game of today _____, this trend took off in India, recently.
- (iii) North African pattern rely on geometrical images _____ they can trace the shape of hands and feet.
- (iv) The patterns preferred by the South Asian countries are a mixed of Indo-Pakistani _____ Arabic design schemes.

B5. Personal Response:

(2)

Which mehendi design do you like? Why?

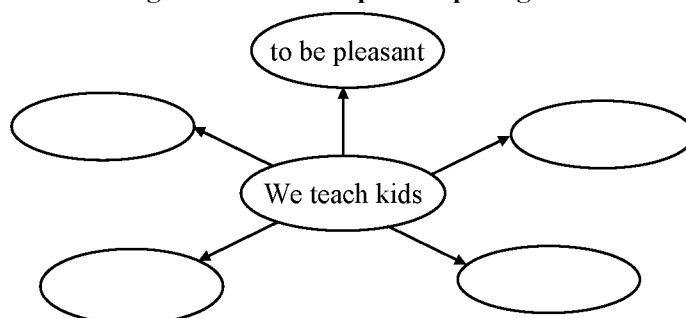
Q.2. (A) Read the following passage and do the activities:

[10 marks]

A1. Web:

(2)

Complete the following web with the help of the passage:



My dictionary tells me that personality is the “Personal or individual quality that makes one person be different and act differently from another.” Personality is, “the total physical, intellectual and emotional structure of an individual, including abilities, interests and attitudes.”

There are many benefits of having a pleasant personality. There is only one opportunity to make a first impression, and all of us instinctively make decisions or judgements about an individual within the first few seconds of crossing paths. With that in mind, I believe when we teach our kids to smile, to be pleasant and cheerful, to be courteous and respectful of others, to pleasantly respond to requests or questions, we are helping them develop a personality that will open many doors for them. Once the doors are opened, character will keep them open; but personality, not character, is on display in the first few seconds. Therefore, it’s important to develop a pleasant personality and use it for life.

A2. Personality:

Personality of an individual is recognized by:

(2)

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

A3. Vocabulary:

(2)

Find out words for the following from the passage and write:

- (i) polite =
- (ii) relating to feelings =
- (iii) to do anything naturally without thinking =
- (iv) a chance to do something =

A4. Complete the following table:

(2)

Noun	Adjective	Adverb
–	different	differently
Instinct	–	instinctively

Select any word from the table and use it meaningfully in a sentence of your own.

A5. Personal Response: (2)
Why, do you think, personality development is necessary?

(B) Read the following passage and do the given activities: [10 marks]

B1. Select:

Complete the following sentences by selecting the correct alternatives: (2)

- (i) It is more important to have _____ before rushing to work.
(lunch, breakfast, dinner)
- (ii) Skipping breakfast brings higher risk of _____.
(cancer, heart attack, brain attack)
- (iii) An adequate _____ is provided by your meal.
(energy, weight, height)
- (iv) More than half of the people risk heart attack due to _____ eating.
(early morning, afternoon, late night)

**MEN WHO SKIP BREAKFAST FACE
27% HIGHER RISK OF HEART ATTACK**

Late-Night Eaters at 55% risk. TNN.

London—Breakfast is widely acknowledged as the most important meal of the day. But now, there's more reason to have that piece of toast before rushing to work : Skipping breakfast has for the first time been associated with an increase in heart attacks.

A study published in the American Heart Association journal circulation showed that men who skipped breakfast had a 27% higher risk of heart attack or death from coronary heart disease than who didn't.

"Skipping breakfast may lead to one or more risk factors, including obesity, high blood pressure, high cholesterol and diabetes, which may in turn lead to a heart attack over time," said Leah E. Cahill, lead author from the Harvard School of Public Health.

"Our study group has spent decades studying the health effects of diet quality and composition, and now this new data also suggests overall dietary habits can be important to lower risk of coronary heart disease," said co-author Eric Rimm.

"Don't skip breakfast," Cahill said. "Eating breakfast is associated with a decreased risk of heart attacks. Incorporating many types of healthy foods into your breakfast is an easy way to ensure your meal provides adequate energy and healthy balance of nutrients."

B2. Find: (2)
Find the pieces of 'advice' from the passage and write.

B3. Antonyms: (2)
Find out the antonyms for the following words from the passage and write:

- (i) higher (ii) decrease
(iii) excluding (iv) low

B4. Reported Speech: (2)
Complete the reported speech of the following sentences given in direct form:

- (i) "Our study group has spent decades studying the health effects of diet quality and composition," said co-author Eric Rimm.
Co-author Eric Rimm _____
- (ii) "Don't skip breakfast," Cahill said.
Cahill _____

B5. Personal Response: (2)
How will you practice the message implied in the passage in your life?

SECTION – II
(Poetry)

Q.3. (A) Read the extract and do the following activities:

[5 marks]

A1. Complete:

(2)

Night	Morning
(i)	(i)
(ii)	(ii)

There was a roaring in the wind all night;
The rain came heavily and fell in floods;
But now the sun is rising calm and bright,
The birds are singing in the distant woods;
Over his own sweet voice the Stock-dove broods;
The Jay makes answer as the Magpie chatters;
And all the air is filled with pleasant noise of waters
All things that love the sun are out of doors;
The sky rejoices in the morning's birth;
The grass is bright with raindrops—on the moors
The hare is running races in her mirth;
And with her feet she from the plashy earth
Raises a mist; that, glittering in the sun,
Runs with her all the way, wherever she doth run.

A2. Why do the different birds do? Discuss.

(2)

A3. The sky rejoices in the morning's birth.

(Name and explain the figure of speech)

(1)

(B) Read the extract and do the following activities:

[5 marks]

B1. Likes and dislikes:

(2)

(i) The child likes eating _____

(ii) The child dislikes eating _____

They won't eat peas, don't like your bread—
For something in it crunches;
They gag on fat, the gravy's gross,
They won't eat grapes in bunches.
Tomatoes, onions, peppers, fish
Garlic nor cottage cheese;
Oh, it's a dish uncommon rare
That truly seems to please.
No red sauce may the ice cream have,
"It's bleeding," they will say;
And gravely hand it to their mum
To take it clean away
But let us speak of chocolate cake,
It must be frosted o'er;
The they'll devour three full slabs,
And calmly ask for more.
Oh, I do so always love to eat
With picky little pests,
Whose parents joy to make them
The most undesirable guests!

B2. What message does the poem convey for children?

(2)

B3. Pick out two pairs of rhyming words from the poem.

(1)

SECTION – III
(Rapid Reading)

- Q.4. (A) Read the following extract and complete the activities given below: [5 marks]**
A1. Compare the old and new house and complete the table: (1)

Points	Old House	New House
Surrounding	razzle-dazzle	–
Size of the house	–	big

I was thirteen, the year we moved to the Cantonment at Allahabad. In stark contrast to the razzle-dazzle of the city's commercial areas like Katra and Chowk, the Cantonment was a quiet, orderly place with broad tree-lined roads that still carried the names of long-dead Britishers. Our bungalow was on a sleepy by-lane called MacPherson Road. When we first saw it, my brothers and I were delighted. It was by far the biggest house we had ever lived in. The task of furnishing those huge, echoing rooms daunted mother.

“Is a slightly smaller house not available?” she asked father, “We do not have enough curtains for this place. And the furniture seems a little inadequate. Why did they have to plan the kitchen at such a distance from the dining-room? It is like doing a route march. And who is going to help me keep this place clean and dusted?”

Her misgivings and objections were undoubtedly valid. But, seeing our crestfallen faces, she sighed and gave in. We made extravagant promises to help in the household chores. Keep our rooms tidy. Put away our toys and books. She smiled with amused disbelief, her mind already working out how many metres of curtain-cloth would be needed and so on.

- A2. Complete: (2)**
Complete the following list of objections that the mother had with the new house:

- (i) Inadequate _____ (ii) Do not have _____
(iii) Kitchen at a distance from _____ (iv) A very big _____

- A3. Personal response: (2)**
Do you agree with the objections raised by the mother? Explain.

SECTION – IV
(Writing Skill)

- Q.5. (A) A1 or A2 Do any one of the following activities: [5 marks]**
A1. Informal:

Write a letter to your friend informing about the house on rent. Add your own points.

OR

- A2. Formal:**
Look at the following advertisement from the classified section of the newspaper and develop a letter addressing the owner and asking for more information.

Flats Available : 1 BHK and 2 BHK
Flats are available on rental basis.
Fully furnished, affordable rent
Contact: Mr. A. P. Jog,
100, M.G. Road, Mumbai
E-mail–apj.97@gmail.com

- (B) Do any one of the following activities: [5 marks]**
B1. Report:

You had visited “Thasa’ exhibition. Based on the advertisement given, prepare a report. You may add your own points.

OR

- B2. Interview:**
Prepare a list of 10 questions to interview Amisha Jain, the artist seeking her guidance as you want to make career in ‘art’.

Warli Painting

‘Thasa’ is an exhibition of Warli paintings organized by Raja Kelkar Museum. On display are paintings of Amisha Jain. On this occasion, museum provides guidance and a platform to young people who want to cultivate their hobbies and art.

Date – October 23 to 29

Time – 10 a.m. to 5 p.m.

Venue – Raja Kelkar Museum,
Bajirao Road, Pune.

Q.6. (A) Information Transfer: [5 marks]

A1. Transfer the information into a paragraph about ‘Average Annual Tea Consumption Per Person’ as shown in the table given below:

Nations →	Turkey	Ireland	United Kingdom	Russia	Morocco	China	India
Tea consumption per person (in kg) →	3.15	2.19	1.94	1.38	1.21	0.57	0.32

OR

A2. Read the following paragraph and transfer the information in the form of a tree-diagram:

The United Nations was established at the end of the second world war to maintain international peace and security.

In the central system of UN, there are 15 members of Security Council. The Economic and Social Council has 54 members. The Secretariat of the United Nations is headed by Secretary General.

The UN has several specialized agencies such as the World Health Organisation (WHO), the Food and Agricultural Organisation (FAO), the International Labour Organization (ILO), the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

(B) Attempt any one of the following: [5 marks]

B1. Speech:

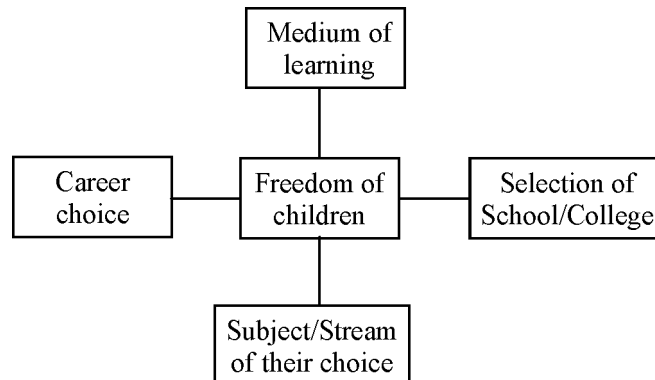
You are selected as the head boy/girl of your school. You are expected to appeal the students for growing more trees. Look at the following news to prepare your speech. You may use your own points.

Patan: The fast deforestation in the vicinity is resulting into serious changes in the weather conditions. Scanty rain, migration of birds, rising level of mercury is all due to the loss of proper environment. If we don't take proper steps in time, we will have to face the penalty.

OR

B2. Views:

Develop a paragraph on the view by using the points given below:



Q.7. Develop a paragraph of about 100 words expanding any one of the following expressions: [5 marks]

(i) A stitch in time saves nine.

(ii) Female infanticide –stigma on society.

(iii) _____ that's how we reached at the airport from Kedarnath.