

**Instructions:**

- (i) All Questions are compulsory. There may be internal option(s).
- (ii) Answers are to be written in complete sentences. One word answers of incomplete sentence not be given credit.
- (iii) Figures/Web-diagrams/Charts/Tablet etc. should be drawn and presented completely with answers written as instructed.
- (iv) Use of colour pens/pencils etc. is not answered. Blue/Black pens are allowed.

**SECTION I : PROSE****[Reading for Comprehension, Language Study, Summary, Mind Mapping]****Q.1(A) Read the extract and complete the activities given below :****12M**

I had a very simple upbringing. We were a lower middle class family. Our 300 square feet house did not even have basic amenities such as a fan, a refrigerator, a geyser, a dining table or a gas stove; leave alone an air conditioner or a car. It was only when I entered college that I got a watch and we got a dining table and a gas stove at home. Nevertheless, culturally, I had a rich childhood. Poets like *Vinda Karandikar*, *Mangesh Padgaonkar* and *Vasant Bapat* used to visits our home and for hours I could listen to the discussions about poetry and literature-Marathi and English. They used to talk about *Keshavsut*, *Mardhekar*, *Shakespeare*, *Charles Dickens* and *Thomas Hardy*. I did not fully understand their discussions in depth, but I was immensely impressed. We also were lucky to have Pt. Kumar Gandharv, Pt. Bhimsen Joshi and Pt. Jasraj visits our place and talks about Indian music till late night or sometimes dawn. This is how and why I developed my interest in literature and music during my school days. I did not and even today don't understand the 'grammar' of music, but I began to love it **tremendously** since then.

Most of the time, the topics of discussion at our home were about music, literature, paintings, sculptures etc. I could listen to the discussions about *Van Gogh*, *Mozart* and *Michaelangelo* etc. It was because of such a **milieu** around me that I had a firm belief which I still hold that all arts are equally, if not more, important in our lives than Science or Technology. I had learnt from my childhood that money does not mean everything in life. It is necessary, but if at all there is something which enriches our lives and puts meaning to our existence, it is the arts, music and literature.

- A1. Make a list of :** (2)
  - i. 2 painters and
  - ii. 2 musicians who had a great impact on Achyut Godbole during his Childhood.
- A2. Give the writer's opinion about :** (2)
  - i. arts, music and literature.
  - ii. money.
- A3. 'Nevertheless, culturally I had a rich childhood'. Explain the statement with reference to the extract.** (2)
- A4. Describe two instances/events in your childhood when you felt very happy.** (2)
- A5. Language Study (Do as directed):** (2)
  - i. I did not fully understand their discussions but I was immensely impressed. (Remove 'but').
  - ii. Write a sentence from the extract that shows past habit.
- A6. From the extract, prepare a word register of atleast 4 words for 'Household appliances and objects'** (2)

**Q.1(B) Language Study:** 4M

**B1. Do as Directed/Transformation of Sentences:**

- i. No children would die of such causes. (1)  
(Rewrite as a rhetorical question.)
- ii. Nobody would die of hunger or suffer from malnutrition. (1)  
(Rewrite using a modal auxiliary showing obligation).
- iii. In a poverty-free world, no children would die of such causes. (1)  
(Rewrite the sentence beginning with 'if.....'.)

**B2. Spot the error/s in the given sentences and rewrite the correct sentences:** (1)

The room is filled of people. You will have to preside on this meeting.

**Q.2(A) Read the extract and complete the activities given below:** 12M

E-waste started getting recognized in India from 2003 under Hazardous Waste Rules. It is obligatory on India to legislate the protocols dealing with e-waste disposal.

E-waste is generated from refrigerators, televisions, printers, mobile phones, computers, music systems, radios, tape recorders, videos, VCD and laboratory equipment. Estimated e-waste generated in India is 8 lakhs MT/ year, whereas 20000 per MT year is the estimated e-waste from Maharashtra. The Electronic Waste Rule 2011 under Environment Protection Act, 1986 came into effect from 1st May, 2012. Under this Act, collection centers are required to be established under the authorization of state pollution control boards and committees to collect the e-waste.

This waste will be sent to registered recyclers and dismantlers for processing.

There are 3 authorized recycling/ dismantling centers which are operational and 20 recyclers / dismantlers are getting established under authorization of Maharashtra Pollution Control Board (MPCB). Most of the e-waste is collected and processed by unauthorized and unrecognized entities following very crude and environmentally hazardous methods. Cadmium is one of the hazardous materials involved in e-waste, which can bio-accumulate in the environment and is extremely toxic to humans in affecting kidneys and bones. PVC (Polyvinyl Chloride) cabling when burnt or land-filled, these PVCs release dioxins that have harmful effects on human reproductive and immune systems. Mercury (Hg) which is used in fighting devices in flat screen displays can cause damage to the nervous system, kidneys and brain. There is an urgent need to organize, establish control and monitor the overall working of the e-waste scenario.

**A1. Based on the extract, pick out and write down the two correct sentences:** (2)

**The extract deals with:**

- i. The disadvantages of electronic equipment.
- ii. The necessity of having rules laws dealing with e-waste.
- iii. The hazardous effects of e-waste.
- iv. The legislations dealing with e-waste.

**A2. Write the hazardous effects of the following on the environment and humans:** (2)

- i. Cadmium
- ii. PVC

**A3. Complete the following** (2)

- i. Unauthorized bodies processed e-waste in very .....
- ii. Ever since the hazards of e-waste have been recognized, India has .....
- iii. India generates of e-waste annually .....
- iv. Under the Electronic Waste Rule 2011, the e-waste collected will be sent to .....

**A4. How, according to you, can the problem of e-waste be solved?** (2)

**A5. Language Study (Do as directed) :** (2)

- i. 25000 MT/year is the estimated e-waste from Maharashtra.  
(Frame a Wh-question to get the underlined part as the answer.)
- ii. Cadmium extremely toxic to humans.  
(Make it exclamatory.)

- A6. Give the noun forms of: (2)  
 (i) recycling (ii) dismantling (iii) hazardous (iv) immune
- Q.2(B) Summary Writing : 3M  
 Prepare a summary of the extract given in Q. 2 (A) Give it a suitable title.
- Q.2(C) Mind Mapping: 3M  
 Develop a mind mapping frame/design to show the benefits of democracy as a system of government. You can take the help of the points given below to develop each of them into further branches:  
 (fundamental rights, independent judiciary, fair elections every five years)

## SECTION II: POETRY

Comprehension and Appreciation

- Q.3(A) Read the extract and complete the activities given below: 10M
- My father travels on the late evening train  
 Standing among silent commuters in the yellow light  
 Suburbs slide past his unseeing eyes  
 His shirt and pants are soggy and his black raincoat  
 Stained with mud and his bag stuffed with books is falling apart. His  
 eyes dimmed by age  
 Fade homeward through the humid monsoon night.  
 Now I can see him getting off the train  
 Like a word dropped from a long sentence.  
 He hurries across the length of the **gray platform**,  
 Crosses the railway line, enters the lane,  
 His chappals are sticky with mud, but he hurries onward.
- A1. List : Four difficulties faced by the father in the extract. (2)  
 A2. The poet deals with the theme of man's estrangement from a man-made world. Analyze it with the help of the extract. (2)  
 A3. Your parents work hard for you. What do you do/will you do in return? (2)  
 A4. Pick out and explain an example of 'Simile' from the poem. (2)  
 A5. Compose 4-6 lines on 'My parents'. (2)

- Q.3(B) Read the poem 'Money' and write the appreciation based on the following aspects: 4M

When I had money, money, O!  
 I knew no joy till I went poor;  
 For many a false man as a friend  
 Came knocking all day at my door.

Then felt I like a child that holds  
 A **trumpet** that he must not blow  
 Because a man is dead; I dared  
 Not speak to let this false world know.  
 Much have I thought of life, and seen  
 How poor men's hearts are ever light;  
 And how their wives do **hum** like bees  
 About their work from morn till night.

So, when I hear these poor ones laugh,  
 And see the rich ones coldly frown  
 Poor men, think I, need not go up  
 So much as rich men should come down.

When I had money, money, O!  
 My many friends proved all untrue;  
 But now I have no money, O!  
 My friends are real, though very few.

- About the poem/poet and significance of the title.
- The form and theme and its significance.
- Poetic style language features/poetic devices used.
- Inspirational message, values, morals reflected in the poem.
- Special features.
- Your opinion and critical evaluation of the poem.

### SECTION III : WRITING SKILLS

**Q.4. Complete the activities as per the instructions given below:** **16M**  
**(A) Attempt any ONE of the following:** **(4)**

(1) Drafting a Virtual Message:

**Read the following conversation:**

Your brother's college library phones to inform him of the following : his library books are overdue - there will be 10 fine per day per book after the due date-library will be closed on Sat-Sun due to renovations- those days fine will not be implemented - other days library open from 9am to 7pm.

**You write down the message so that you don't forget it. Draft the message in about 50 words.**

**OR**

(2) **Statement of Purpose :**

You must have decided your aim in life. Which institute/university would you like to join for your diploma/graduation. Write a Statement of Purpose as a part of your application to the institute/university.

**OR**

(3) Group Discussion:

**Read the topic given below and write the dialogues of a group discussion between three people : 'Ragging in colleges'. You may use the following points:**

- ragging is another word for harassment.
- leads to trauma.
- helps to form bonds.
- limits for ragging.

**Q.4.(B) Attempt any ONE of the following** **(4)**

(1) E-Mail :

Write an email in a proper format to your friends about your proposed trek. You can take the help of the points given below.

- A trek in the forest of Kodaikanal
- Time and duration
- Type of trek (cycle/motorbike/walk)
- Facilities provided
- Last date for registration
- Fees

**OR**

(2) Report Writing:

Write a report using the headline 'Dengue fever claims nine lives' with the help of the points given below:

- place and conditions
- symptoms and precautions
- medicines and hospitals

**OR**

- (3) Interview :
- Imagine that you have to interview the Sarpanch of a village. Frame a set of 8-10 questions to interview him/her with the help of the points given below:**
- childhood
  - rise to present position
  - obstacles faced
  - Improvements done
  - future plans for village

**Q.4 (C) Attempt any ONE of the following:**

(4)

- (1) Speech :
- Draft a speech in about 100-150 words on the topic "Cruelty to animals and birds' with the help of the points given below:**
- Land of ahimsa
  - animals and birds too feel pain
  - compassion towards lower species
  - will get reward ultimately

**OR**

- (2) Compering :
- Imagine that you are a compere of the Teacher's Day' function in your college. Write a script for the same in about 100-150 words with the help of the points given below:**
- Introduction - A brief introduction of the programme/function/show
  - Welcome speech - welcome to all teachers
  - Speech about value of teachers
  - Variety entertainment programme
  - Vote of thanks

**OR**

- (3) Expansion of an Idea:
- Expand the following idea in about 100-150 words with the help of the points given below.**  
'The hand that rocks the cradle rules the world'.
- mother is main caregiver
  - mother is the teacher and guide
  - strong influence in formative years of child

**Q.4.(D) Attempt any ONE of the following:**

(4)

- (1) Review:
- Write the review of a film having a social message. You can use the following points:**
- Major characters in the film
  - Story Line
  - Message conveyed through the film
  - Special features
  - Your recommendation

**OR**

- (2) Blog:
- Write a blog in a proper format on 'The Menace of Littering' in about 100-150 words with the help of the points given below:**
- dirty surroundings
  - laziness of public
  - solutions

**OR**

- (3) Appeal:  
**Prepare an appeal for organ donation in about 100-150 words with the help of the points given below:**
- need for donation
  - how to donate
  - effects of donation
  - contact numbers for more information

**SECTION IV: LITERARY GENRE-NOVEL**

**Q.5.(A) Complete the activities given below as per the instructions: 4M**

- (1) **Write if the following statements are True or False: (2)**
- i. Character describes the behaviour of the characters in the story.
  - ii. The main character in the story is referred to as the 'novella'.
  - iii. The struggle between the opposite forces in the story is called antagonism.
  - iv. Theme is the central idea in the novel which can be expressed in a nutshell.
- (2) **Choose the correct options from the brackets and fill in the blanks : (2)**
- i. The characters in the ..... novel interact with other characters and undergo plausible and everyday experiences. (Realistic/Utopian)
  - ii. A ..... novel narrates the adventures of the protagonist, who is an eccentric or a disreputable person, in an episodic form. (Picaresque/Realistic)
  - iii. The ..... novel is about an imaginary community or society possessing the ideal qualities. (Utopian/Picaresque)
  - iv. In the ..... novel, the novelist narrates the character's thoughts as they enter the mind of the character. (Stream of Consciousness/Utopian)

**Q.5.(B) Answer the following questions in about 50 words: 4M**

- (1) Bring out the contrast in the characters of Miss Phillips and Denham. (2)
- (2) 'When the turn of my class came I sat up anxiously,' Justify the narrator's anxiety. (2)

**Q.5.(C) Answer the following questions: 4M**

(1) **Who said the following lines-Name the speaker and the listener/s : (2)**

Dialogue	Speaker	Listener/s
(1) "Why do you not curse me? It was my fault that."	.....	.....
(2) "If Phileas Fogg had come in the 7 : 23 train, he would have got here by this time. We can therefore, regard the bet as won."	.....	.....

- (2) "Sir-forgive me-a most-unfortunate resemblance-robber arrested three days ago-you-are free!"  
 Find the reason why Fix says these words in about 50 words. (2)

**Q.5 (D) Answer the following questions: 4M**

- (1) **Discuss the importance of the following statement in light of the extract in about 50 words:**  
 The trio-Holmes, Dr. Watson and Mary decide to visit Lyceum Theatre. (2)

(2) **Identify and write down the names of places/cities in India and England connected to the following:**

(Choose from the brackets)

(2)

(Agra, Andaman Islands, Bombay, Langham Hotel, Baker Street)

- (i) Major Sholto and Captain Morstan were stationed here and in charge of the troops; Jonathan Small was also imprisoned here in the .....
- (ii) The residence of Sherlock Holmes and Dr. Watson. This was the place which Mary Morstan came to, to consult Holmes .....
- (iii) Jonathan Small was a gatekeeper at a fortress here when he was forced to be an accomplice in the theft of the Rajah's jewels .....
- (iv) This is the place Mary's father stays at when he comes to London. He invites Mary here to meet her, but disappears before her arrival at .....

*Together we will make a difference*