

CBSE X	MT EDUCARE LTD.	Set - A
	SUBJECT : ENGLISH QUEST - II (Semi Prelim II) Portion - Fiction : 4, 5 Poetry : 4, 5, 6, 7 Drama : 2, Grammar, Novels - Full MODEL ANSWER PAPER	Marks : 80 Time : 3hrs.
Date :		

SECTION - A		
A.1		
i.	The symptoms include fever, nausea, vomiting, abdominal dehydration and ultimately death.	1
ii.	Rotavirus vaccine is given orally to children in three doses at the ages of two months, four months and six months for one brand and in two doses at the ages of two months and four months for another brand.	1
iii.	The current rotavirus vaccine has been found to be safe after being tested on 70000 children.	1
iv.	Prior to the introduction of the rotavirus vaccine, rotavirus infection was a very serious health problem, causing 500000 deaths of children of age five years and below every year worldwide.	1
v.	Effectiveness of this vaccine, shown by various studies, is that it prevents 98 per cent of severe infections, 96 per cent of hospitalisations and 74 per cent of rotavirus infections.	1
vi.	The earlier rotavirus vaccine was found to slightly increase the risk of the small intestine folding back in another part of the intestine, causing a bowel obstruction.	1
vii.	Rotavirus looks like a wheel when seen under a microscope and also goes round and round like a wheel.	1
viii.	lethal	1
ix.	approved	1
A.2		
2.1		
i.	The passage talks about the exploitation of nature by human beings and lack of respect for natural resources. There should be an essential interaction with nature and other human beings. Children should be taught to be sensitive towards other living creatures.	2
ii.	Nature is viewed as an enemy that needs to be vanquished. It is seen merely as a 'resource' to be 'exploited'- take the maximum out of it, regardless of what this does to the natural processes and to other creatures which depend on these processes.	2
iii.	There is a lack of essential interaction with nature. A classic example is the making of a herbarium, or an insect collection, which is common in both formal and non-formal education in India. A lot of knowledge may be	

	gained but it emphasises exploitation.	2
iv.	The solution to this problem could be to take up where ecological balance, ecological diversity, behaviour, human plurality and other such concepts and systems are introduced with the stress on their intrinsic worth.	2
v.	Such a competitive activity teaches children to conquer by exploiting nature. It also decreases children's sensitivity and respect for nature.	2
2.2		
i.	(a) vanquished	1
ii.	(c) balance	1
iii.	(d) a collection of dried plant specimens	1
iv.	(b) inherent	1
v.	(b) marauding	1
SECTION - B		
A.3.		
(a)	<p>437, Sultan Colony Mahipalpur New Delhi -110037 16th September, 2017</p> <p>The Editor The Hindustan Times Kasturba Gandhi Marg New Delhi-110001</p> <p>Subject : Appeal to Save Forest</p> <p>Sir</p> <p>This is to inform all concerned that the State Government has decided to cut down a large forest area near Sultan Colony to provide housing to 10000 families.</p> <p>Currently, the concerned area not only provides habitat to the flora and fauna of the area but also includes the agricultural land of the farmers who are unwilling to part with their source of livelihood. I suggest that instead of harming the environment, the housing society should be built on some other fallow land.</p> <p>Hence, I request the government and civic agencies to reconsider their plan and also appeal to the concerned NGOs to come forward to help the farmers.</p> <p>Yours faithfully Shahin Chatterjee</p>	8
(b)	<p style="text-align: center;">OR</p> <p>Modern High School Civil Lines, Pune-411013</p>	

	<p>11th October, 2017</p> <p>Lightways Sports Naupada, Thane-400 601.</p> <p>Subject :Sports Articles for the School</p> <p>Sir</p> <p>As the Sports Day of the school is going to be held next month, we want you to supply the following sports articles at your earliest so that the students can practice for the various sports tournaments.</p>																													
	<table border="1"> <thead> <tr> <th></th> <th>Item</th> <th>Brand</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Footballs</td> <td>Nivea</td> <td>4</td> </tr> <tr> <td>II</td> <td>Cricket bats</td> <td>SVG</td> <td>6</td> </tr> <tr> <td>III</td> <td>Cricket balls</td> <td>SVG</td> <td>6</td> </tr> <tr> <td>IV</td> <td>Batting gloves (pairs)</td> <td>SVG</td> <td>8</td> </tr> <tr> <td>V</td> <td>Basket balls</td> <td>Spalding</td> <td>4</td> </tr> <tr> <td>VI</td> <td>Tennis balls</td> <td>Cosco</td> <td>12</td> </tr> </tbody> </table>					Item	Brand	Quantity	I	Footballs	Nivea	4	II	Cricket bats	SVG	6	III	Cricket balls	SVG	6	IV	Batting gloves (pairs)	SVG	8	V	Basket balls	Spalding	4	VI	Tennis balls
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	<p>Please send the goods to the school on any weekday between 8 am and 2 pm. You are also requested to send the bill after allowing the discount permissible for schools. Payment will be made after the consignment is received and checked by the Games Department of the school. Further, please ensure the quality of the consignment. If defects are found in the goods, the whole consignment will be returned without any payment.</p> <p>Thanking you</p> <p>Yours faithfully Ravi (Sports Secretary)</p>			8																										
<p>A.4.</p> <p>(a)</p>	<p style="text-align: center;">A Bully Reformed</p> <p>Shekhar, being the chief of the notorious gang of the class, never wished to miss the opportunity to tease me and other weaklings. We, the feeble group, had accepted his sovereignty. One day during recess period, when he was coming down the stairs, he slipped and fell down. As he was badly injured, he was immediately rushed to the hospital. A leg fracture was diagnosed and he was laid up for one month.</p> <p>When he came back to school, he was much behind in his studies, having missed so much. So he asked other students for their class notes so that he could catch up, but nobody was ready to help him. Finally, he requested us, the feeble group, in all humility. We decided to help him out in his</p>																													

	time of need. Not only did we give him our class notes, but also sorted out any difficulties he had in understanding what was written. This gesture of ours changed him, as he realised that his earlier behaviour was not acceptable. Now Shekhar is a good friend of our group.	10																																																		
(b)	No Model Answer	10																																																		
A.5.	(i) leaving (ii) crying (iii) to calm (iv) going (v) remember (vi) to play (vii)swimming (viii) to forget (ix) calmed	[½ × 8 = 4]																																																		
A.6.	<table border="0"> <thead> <tr> <th></th> <th>Before</th> <th>Missing</th> <th>After</th> <th></th> </tr> </thead> <tbody> <tr> <td>i)</td> <td>do</td> <td>is</td> <td>to</td> <td>½</td> </tr> <tr> <td>ii)</td> <td>with</td> <td>the</td> <td>police</td> <td>½</td> </tr> <tr> <td>iii)</td> <td>not</td> <td>to</td> <td>touch</td> <td>½</td> </tr> <tr> <td>iv)</td> <td>unclaimed</td> <td>and</td> <td>suspicious</td> <td>½</td> </tr> <tr> <td>v)</td> <td>need</td> <td>to</td> <td>watch</td> <td>½</td> </tr> <tr> <td>vi)</td> <td>scooters</td> <td>and</td> <td>report</td> <td>½</td> </tr> <tr> <td>vii)</td> <td>of</td> <td>such</td> <td>objects</td> <td>½</td> </tr> <tr> <td>viii)</td> <td>keep</td> <td>our</td> <td>eyes</td> <td>½</td> </tr> <tr> <td>ix)</td> <td>prevent</td> <td>a / some</td> <td>major</td> <td>½</td> </tr> </tbody> </table>		Before	Missing	After		i)	do	is	to	½	ii)	with	the	police	½	iii)	not	to	touch	½	iv)	unclaimed	and	suspicious	½	v)	need	to	watch	½	vi)	scooters	and	report	½	vii)	of	such	objects	½	viii)	keep	our	eyes	½	ix)	prevent	a / some	major	½	
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A.7.	(i) Deforestation can prove to be very damaging to Mother Earth. (ii) Each individual should plant a tree on his birthday. (iii) We must understand that we cannot live without trees. (iv) If we want to keep the Earth green we must encourage afforestation. (v) Those responsible for the illegal cutting of trees must be punished.	1 1 1 1 1																																																		
SECTION - C																																																				
A.8. (a)	(a) Michael is talking about the newspaper article. (b) The article was about Sebastian Shultz. (c) The article mentioned about the miraculous recovery of a boy called Sebastian Shultz, from his coma. (d) The speaker is in a train. These is a big woman with a wheezy breath in the train, reading the newspaper.	1 1 1 1																																																		
OR																																																				
A.8. (b)	(a) There is abundant water all around the ship so the poet has used the word 'water' four times.	1																																																		

(b)	The Boards are the wooden surfaces of the ship. They shrank because of the intense heat of the sun and the water surrounding it.	1
(c)	There was plenty of water all around the sailors but they could not drink it as it was salty sea water.	1
(d)	The ancient Mariner is speaking these words. He is narrating his sad story to the wedding guest.	1
A.9.		
(i)	The narrator was unable to think of a plot for a new story that entire afternoon and so, to get ideas for a new story, he called upon heaven and earth to help him do it. The ghost then materialised to inform him that they were going on a strike and that they shouldn't be troubled so often for trivial things.	2
(ii)	Patol Babu had gone for the shooting with high expectations. But when he was told about his small, fleeting role and his dialogue 'Oh!', he felt humiliated. There was a time when he was a famous stage actor. He felt that he was being fooled and someone had played a prank on him.	2
(iii)	The traveller told the narrator that he had returned from an antique land. There in a desert he saw two vast legs of a stone belonging to a monument. But they were trunkless. Some distance away a shattered face was lying half sunk in the sand.	2
(iv)	Decius Brutus manages to convince Caesar to go to the Senate-house by appealing to the great leader's vanity and ambition. He finds Calpurnia's dream auspicious and suggests that it means greater glory for Rome and Caesar. He tells Caesar that the Senate had decided to crown him that day and his absence may make members of the Senate change their minds. He also mocks Caesar for listening to his wife and jokes that the Senate would remain closed till Calpurnia has a good dream. This convinced Caesar to leave his house and go to the Capitol.	2
(v)	When the albatross first appeared, the sailors were saved from an icy death. But in one rash moment the Mariner kills the albatross and the sailors are stranded in the middle of the sea without enough provisions to survive. The sailors believe the bird brought good luck and its death brought bad luck. They hold the Mariner solely responsible for the heinous act and hang the albatross around his neck to remind him of his ghastly act. They want him to carry his guilt with him like Jesus who carried the cross which was a symbol of the guilt and sin of humanity.	2
A.10.		
(i)	Julius Caesar is a brave and able leader and is held in high regard by all. But it is this respect that has made him arrogant about his powers. He is	

	<p>ignorant about himself and that he is not as firm as he would like to believe. This is illustrated by his willingness to stay home to allay his wife's fears. He is easily deceived and cannot see the planning going on behind his back among his close friends. He is generous and loyal to Rome and in his will he bequeaths seventy-five drachmas to every Roman and his private gardens to the public. Had he lived without being assassinated he could have been a greater ruler of Rome taking the glories of Rome to new and greater heights.</p>	8
	<p style="text-align: center;">OR</p> <p>(ii) Humans have tagged different animals as domestic and wild. Wild animals are considered dangerous even when they are harmless to us. In this poem, the poet tries to attack the snake mindlessly when the snake had actually come to the water- trough only to quench his thirst and meant no harm to the poet. Even though the snake was a poisonous one, it never tried to bite or harm the poet in any way. We humans consider this earth as our property, and this is wrong. The poet had no right to threaten the existence of the snake. We must remember that even if the snake was capable of harming it, it did not do so. We too must learn that we have no right to interfere in nature's work or try to conquer it.</p>	8
<p>A.11</p>	<p>(A) The Diary of a Young Girl : Anne Frank</p> <p>(i) The very tone of the 'Prospectus and Guide' to the 'Secret Annexe' is light and frolicsome. While conveying the facts, it tickles you and it is all because of the way of its presentation. The use of such a language and the way it is used send the required message amicably. It does not irk anybody and the reader is self-prepared to accept the terms and conditions. The notice is a tonic. The moment one reads it, the shreds of depression evaporate and one feels light and rejuvenated. In our daily life, if we get rules and regulations presented in this manner, their adherence will be automatic. Life will be hassle-free. Rules and regulations are a must but if they are presented in an authoritative way, people flout them and feel happy doing so. This notice reveals the simple-mindedness of its writer and the way she looks at the prevailing conditions. The prospectus is worded in such a way so as to minimise the suffocating circumstances that were prevailing during the Second World War.</p> <p style="text-align: center;">OR</p> <p>(ii) One day, Margot put her book with lovely illustrations on the table and went upstairs. Anne started looking at the pictures. Just then Margot came back. Seeing her book in Anne's hands, she wrinkled her forehead and demanded it back. Anne did not hand over the book to Margot and that made Margot angry. Their mother siding with Margot ordered Anne to give the book back to Margot. Their father came in and saw the injured look on Margot's face. Without knowing anything he asked Anne how she</p>	10

	<p>would feel if her book was taken by Margot. Anne out of disappointment and anger, put the book down and left the room offended. She thought she would have given Margot the book herself and much more quickly if her parents had not interfered. Seeing her parents supporting Margot, she felt very upset. The very thought that her parents gave more preference to Margot pinched her. What hurt her more was the outburst of her father. She wanted equal love and understanding but got nothing. This episode exerted a psychological impact on Anne. The distance between her and her parents increased.</p> <p>A.11 (B) The Story of My Life : Helen Keller</p> <p>(i) Every year Christmas was celebrated in Helen's home. But the Christmas which was celebrated the year Miss Sullivan came was the most thrilling and extraordinary event for Helen. Everyone in the family had prepared surprises for Helen as usual; however, Miss Sullivan and Helen had planned surprises for everybody in the house. This excited Helen to no end. Helen was excited by the mystery surrounding the gifts. She was never so amused in her life. All her friends did everything to excite her curiosity by giving her hints and half spelt sentences. They increased her inquisitiveness by this guessing game. In this way she learnt many new words. This game of guessing and learning taught her more about the use of language. On Christmas Eve she was invited by the school children of Tuscumbia. In the center of the hall was a beautifully decorated Christmas tree glittering in the soft light. It was a moment of supreme happiness and pleasure for her. She danced round the tree in sheer joy. Her joy knew no bounds when she realized that there was gift on the tree for each child. She gave away a gift to each child. This gave her immense joy. Being a child herself, she was excited to receive her own gifts. The excitement for receiving the gifts and opening them was uncontrollable for Helen. She knew that the gifts she had received were not the ones that her friends were enticing her with hints and guess game. She was very excited to know about the hidden gifts. It was really a very Merry Christmas for her. Miss Sullivan had increased her curiosity by telling her that the gifts she was going to receive were much more interesting. This aroused her curiosity for the Christmas Eve. She was unable to contain her curiosity. She also hung up a stocking for the Santa to put the gifts in it. She lay awake for a long time as she was excited to meet Santa. However she fell asleep with a new doll and a white bear in her arms. The next day she woke up the whole family. She found lots of surprises not only in the stocking but also all around the room, on the tables, chairs, at the door or the window-sill; there were so many gifts for her that she could hardly walk without stumbling on a gift.</p>	10
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	<p>However, the best gift for her was what her teacher gifted to her. It was a small yellow canary enclosed in a cage. It was called Tim. Tim was so tame that it would hop on her finger and eat out of her hand. In this way the Christmas when Miss Sullivan arrived in her house was the most memorable for her.</p> <p style="text-align: center;">OR</p> <p>(ii) The visit to the Perkins Institution was one of the most memorable events in Helen's life. She remembers very distinctly the day she reached Boston with her teacher and her mother. Initially she was a little skeptical, but once she started interacting with the children there, she was less nervous. She began making friends with the little children there. She was ecstatic to know that they knew the manual alphabet. By now she had accumulated a lot of vocabulary. She could converse with them in her own language. She did not require an interpreter when she was with them. They understood her completely and she understood their language. This gave her boundless amusement.</p> <p>Slowly she understood that her friends there could not see, like her. She also understood that though they were blind and could read and speak like her were able to hear unlike her. They were blind but not deprived of hearing. As per Helen, as they were lucky enough to hear, she considered that they had a 'second sight'. Even though these children were underprivileged, they were still happy and contented. Being with them for some time, made Helen lose all her pain and bitterness towards life. She learnt to enjoy and feel contented.</p> <p>Even though the children were blind they made her feel very comfortable in the new environment. She understood her new friends very clearly. Till the time she came to Boston she felt like a foreigner as she had to speak with an interpreter all the time. However in the Institution, she had many friends who spoke the same language as her. The children also participated eagerly in her gaiety. She lost the sense of pain through them. In this way she realized that she was in her own country.</p> <p style="text-align: center;">❖❖❖❖❖</p>	<p style="text-align: center;">10</p> <p style="text-align: center;">10</p>
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