

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

SECTION - A		
A.1		
1.1		
	i. the Gunjan Brothers, 1956	1
	ii. Ranger, Razorback, Street Racer, Cyclone like Octane NV, Octane DTB1 and 2 are some of the bicycle models introduced by Rodeo.	1
	iii. The company started in Ludhiana.	1
	iv. Initially, the company produced 25 cycles a day and now it produces 16500 cycles daily.	1
	v. "Success depends on the ability to do better than good-enough."	1
	vi. the saga of teamwork	1
	vii. tenacity.	1
	viii. eventful	1
	ix. 'Ranger'	1
A.2	2.1	
	(i) The passage talks about the three sides of love —compassion, care and sacrifice. Love is incomplete without an amalgamation of these three. The sum total of these sides constitute what is called 'true love'. The passage also describes what these three mean.	2
	(ii) The writer describes compassion as the longest arm of the triangle of love. It springs from the core of the heart. It is the elixir of life and makes life musical. Without compassion, love can never be love. Nor can it be meaningful. A selfless service to the needy is compassion.	2
	(iii) Care is an extension of the arm of compassion. Care for both living and non-living beings is what love stands for. Care is the fulcrum of love. Without care, love ceases to be love.	2
	(iv) Sacrifice is the third side of the triangle of love. Love demands sacrifice and sacrifice sustains love. Just as gold gets extraordinary sheen after it goes through fire, similarly love gets special meaning when it goes through the ordeal of sacrifice.	2
	(v) The greatest service to the Almighty Father is showing compassion to the poor and the underprivileged and serving the marginalised and the lepers.	2
2.2	(i) the ordeal of sacrifice	1
	(ii) selfless service to the needy.	1

2.3	<p>(iii) Mother Teresa.</p> <p>(i) (c) fulcrum (ii) (d) triggered (iii) (b) hymn</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
SECTION - B		
A.3.	<p>(a) 4, Rani Road Ranchi-800003 1st October, 2017.</p> <p>The Editor The Hindustan Times New Delhi-110001</p> <p>Subject : Promoting the Tourism Sector</p> <p>Sir,</p> <p>India is a one stop solution to cater to every need of tourists. Due to diverse culture, heritage, beauty of nature, hospitality, luxury, adventure and a varied climate, India has so much to offer. Unfortunately, in my view, our government has not put in sufficient efforts to promote tourism. We all know the potential of this industry. By developing an area for tourists, we create a better standard of living for the locals too. A lot of jobs thus get created. Moreover, this will generate revenue to boost our economy significantly. It's high time that the general public too awakens to this fact and behave cordially towards the tourists. Citizens should offer the same hospitality that they expect when they visit other nations as tourists.</p> <p>Yours sincerely Himesh</p>	<p>8</p>
OR		
(b)	<p>AB - 36C - 'RAI', Cunningham Road, New Delhi - 11 0004 15th October, 2017.</p> <p>The Manager, Runwal Traders Gandhi Nagar, New Delhi - 110001.</p>	

	<p>Subject : Defective Sansung Refrigerator.</p> <p>Sir,</p> <p>On Sept. 30th, 2017, on Dassera day we bought a 160 ltr. Samsung Refrigerator from your Electronic shop outlet. Hardly after 15days we realized that it is defective. It doesn't seem to be cooling to the required temperature. Fruits as well as dishes do not remain fresh anymore. Could you please send your representative to our place to find out what is wrong, And if necessary, kindly replace the refrigerator with a new one as we are unsatisfied with its performance. We have enclosed herewith a copy of our Bill and our payment receipt. Kindly attend to this matter immediately as it is causing a lot of inconvenience to us. Hoping to hear from you at the earlist,</p> <p>Yours faithfully,</p> <p>Sameer Vaswani.</p>	<p>8</p>
<p>A.4.</p> <p>(a)</p>	<p style="text-align: center;">Babies Day Out</p> <p>Normally senior students are not allowed on the balcony towards the Pre-Primary wing. I had to stay back on that afternoon and heard someone shouting. As I approached the balcony I was shocked to see the scene in front of me. There was a small boy with a monkey. The innocent boy, ignorant of the repercussions, was offering the monkey an orange slice and it would clap on every offer. Upon that the baby would laugh very loudly.</p> <p>I didn't know what to do as now I was scared for the boy and for myself too. Suddenly an idea occurred to me. There was a banana in my bag. As soon as the boy was done with his orange, I showed the banana to the monkey and made it clear that it was his. As he started toward me, I threw it out of the window so that the monkey would leap outside to grab it. Luckily my trick worked and the monkey went out of the window. I immediately closed the window and rushed to the main gate of the school with the boy. I informed the teacher and the security personnel. Later I thanked God for the wonderful idea.</p>	<p>10</p>
<p>(b)</p> <p>A.5.</p>	<p style="text-align: center;">OR</p> <p>No Model Answer</p> <p>(i) came (ii) was (iii) shared (iv) told (v) had attended</p>	<p>10</p> <p>$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$</p>

	(vi) missed		$\frac{1}{2}$
	(vii) helped		$\frac{1}{2}$
	(viii) has decided		$\frac{1}{2}$
	(ix) has got		$\frac{1}{2}$
A.6.	Incorrect	Correct	
	(i) kidnap	kidnapped	$\frac{1}{2}$
	(ii) due to	for	$\frac{1}{2}$
	(iii) inform	informed	$\frac{1}{2}$
	(iv) had	was	$\frac{1}{2}$
	(v) Greater	More	$\frac{1}{2}$
	(vi) resident	residents	$\frac{1}{2}$
	(vii) admit	admitted	$\frac{1}{2}$
	(viii) keeping	kept	$\frac{1}{2}$
	(ix) was	has	$\frac{1}{2}$
A.7.			
	(i) that he thought that he was going mad		$\frac{1}{2}$
	(ii) why he thought so		$\frac{1}{2}$
	(iii) that he had started writing to himself		$\frac{1}{2}$
	(iv) when he had written the last letter		$\frac{1}{2}$
	(v) the day before		$\frac{1}{2}$
	(vi) what he had written		$\frac{1}{2}$
	(vii) that he didn't know		$\frac{1}{2}$
	(viii) he hadn't received it		$\frac{1}{2}$
	(ix) he had never heard		$\frac{1}{2}$
SECTION - C			
A.8.	(a)		
	(a) Sebastian was in 'Jailbreak' game and was on the roof when he spoke these words.		1
	(b) His idea was to escape from the jail using a helicopter and he wanted it to go faster.		1
	(c) The idea was a good one but before they could embark on the helicopter, Sebastian tumbled down trying to save himself from the dogs who were going to attack them. Eventually in the next game 'War Zone' the idea of the helicopter succeeded.		1
	(d) Michal is with Sebastian. He is there on Sebastian's request in a virtual game.		1
OR			

A.8.	(b)	<p>(a) The sailors and the crew members of the ship are referred to as the 'old and young'.</p> <p>(b) They cast evil looks at the Ancient Mariner because he had shot dead the Albatross which had brought them out of their icy troubles.</p> <p>(c) The Albatross was hung around the Mariner's neck to give him a constant reminder of his sin and guilt.</p> <p>(d) The ancient Mariner is speaking these words. He is narrating his sad story to the wedding guest.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
A.9.	<p>(i) Only the magazine owned by Jenkins gave John the opportunity to write his stories. This was not sufficient to make ends meet. Therefore he worked as a bookkeeper in a lumber company. The working hours there forbade him to devote his whole time to writing.</p> <p>(ii) Patol Babu suggested a rehearsal but the director Baren Mullick turned it down. He explained that the scene had to be shot in sunlight but there was a large patch of cloud approaching the sun and if they didn't hurry up the sun would be hidden by the cloud. Mr. Mullick was a very famous director. Being very confident about his job, he probably did not believe in rehearsals. Further he also said that there was a patch of cloud approaching the sun and he wanted to shoot the scene in sunlight for better cinematic effect.</p> <p>(iii) The king's Ozymandias's words seem to boast of great feats he has achieved. He says that the other mighty kings ought to feel inferior. But the irony is that no achievement is seen and only the broken statue of the king is seen. There is desert sand all around with not a trace of a single achievement. The boasting is about something not visible.</p> <p>(iv) Calpurnia dreamt that Caesar's statue had a hundred spouts with blood pouring from them and smiling Romans were bathing their hands in them. She believes this is an omen that Caesar's life is under threat. But Decius Brutus puts a positive spin on the dream and says that the dream is a clear indication of how Rome will rise to greater heights based on Caesar's strength and vigour. He says Caesar's blood would be revered by all citizens as a memento. Here Caesar's blood is used as a metaphor for his spirit of influence.</p> <p>(v) The Ancient Mariner's shipmates are stranded in the middle of the silent sea after the wind dies down. The ship cannot move without blowing wind to power its sail. Therefore sailors are stuck in one place. They finish all the food and water stored on board. The hot sun drains them. They are also unable to speak due to their throats being parched. They are angry at the Mariner for having killed the albatross, a symbol of good fortune for them. They are waiting for death. Many of them also have nightmares that a spirit is following them to avenge the death of the Albatross.</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	

<p>A.10.</p> <p>(a)</p>	<p>Brutus makes a very formal speech. He lays bare the reasons for killing Caesar. He speaks what he believes to be true, that Caesar was ambitious. Brutus appeals to the people's minds. He leaves an impression that Caesar was a tyrant. He does not provide any evidence to his statement. Whereas Mark Antony uses flawless logic, genuine emotional appeal in his masterful oratory. He begins by addressing the mob as "friends". Mark Antony seeks revenge for Caesar's murder so he could plot and instigate the crowd. He claims that Caesar was murdered out of envy. Mark Antony appeals to people's hearts and their feelings. Mark Antony provides evidence for Caesar's humanity and attachment to people. He reads out Caesar's will. He tells the crowd that Caesar had always sympathized with them. Mark Antony is a gifted orator with an ability to stir the common man. He proves himself everywhere. He uses wit, caution and gradual persuasion. He is a complete politician. He uses gestures, skilled rhetoric and his skillful reasoning power to face the situation because he loves his friend Caesar so deeply that he wishes to exact revenge. Brutus acts solely on virtue, and turns a blind eye to his personal concerns. Mark Antony never separates his private affairs from his public actions. He directly appeals to their hearts. His speech is deeply emotional and he believes that people won't listen to reason. Mark Antony humbles himself when he says that he is no orator as Brutus is, thus hinting that Brutus used his strong oratorical skills to deceive the crowd. Mark Antony is extremely tactful and manipulative. He succeeds in inciting the Romans. The mob finds it easier to accept Mark Antony, an emotional and sincere speaker than Brutus who appears arrogant and forceful.</p> <p style="text-align: center;">OR</p> <p>(b) The poet was very sad and unhappy after he threw a log at the snake. He felt bad for hurting a mute animal even though it did not cause the poet any harm. The Snake was clueless about the poet's presence. The poet acted small and stupid by trying to hit the snake when it turned its back. The snake had no intention to cause any harm to the poet. It had arrived at the water-trough because it was a sunny day and it felt thirsty and wanted to quench its thirst. The poet acted ruthlessly and attacked it. The 'educated' mind of the poet stopped him from being generous and advised him to kill the snake because it was poisonous. This provoked the poet to kill him even though it had caused no harm to the poet. After a while, the poet was very sad and displeased because he realized his stupid mistake.</p>	<p>8</p> <p>8</p>
<p>A.11</p> <p>(i)</p>	<p>(A) The Diary of a Young Girl : Anne Frank</p> <p>When the Nazis occupied Holland, they enforced anti-Jewish regulations. The restrictions imposed were inhuman. Anti-Jewish decrees came in quick succession. Some of these restrictions were-One, the Jews must wear a yellow star to distinguish them from others. Two, the Jews were forbidden to drive their own cars and travel by trams. Three, they were</p>	

	<p>required to shop between three and five o'clock and visit only shops bearing the placard 'Jewish shop'. Four, they were forbidden to be out on the streets between eight at night till six in the morning. They could not sit in their gardens after eight at night. Five, they were forbidden to visit theatres, cinemas and other places of entertainment. Six, they could not participate in public sports. Sports grounds and swimming pools were banned for them. Seven, they were forbidden to visit Christians at their homes. Eight, they must go to Jewish schools only.</p> <p>Restrictions were imposed to make their lives difficult. It was an attempt by the Germans to humiliate them and to display that the Germans were the 'chosen' persons by God.</p> <p style="text-align: center;">OR</p> <p>(ii) Anne and Dussel shared a room in the Secret Annexe. One day, she requested him to allow her to use the little table twice a week in the afternoons from four o'clock till half past five as she wanted more time to work on her studies in the room. It was a polite request but Dussel refused to grant her permission. She was furious but she held her temper and asked him to reconsider but he was adamant. He said that the work done by Anne was not work at all. He melodramatically criticized her and her request. She argued that it would be better if he worked in the mornings and she in the afternoons. Dussel snubbed her when she told him that her demand was perfectly reasonable.</p> <p>Dussel asked her not to talk about the rights and duties and called her a troublemaker. He even confirmed that Margot was better than her. Anne called him 'pedantic and small-minded' He called her 'outrageously selfish'. She had a mind to hit his face. Her father had to approach him. Dussel had to give in but he refused to speak to Anne for two whole days. He accommodated her fearing that he would be blamed if she did not fare well in the examination.</p> <p>This verbal fight was because Dussel was a selfish, petty and a mean person.</p>	<p>10</p> <p>10</p>
<p>A.11</p>	<p>(B) The Story of My Life : Helen Keller</p> <p>(i) Helen's aunt had made a doll for her. It was made of old towels and rags. It was an improvised doll. The doll was shapeless, with no nose, mouth, ears, or eyes. No child could imagine the face of the doll. Helen felt it was the most comical shapeless thing. Helen was more affected by the fact that the doll had no eyes. She was not so much affected by the fact that some other features were missing too. But the missing eyes affected Helen. She constantly told others about it but no one seemed to take her seriously. She was saddened by the fact that the doll was also blind.</p> <p>The doll having no eyes broke her heart. And this was very natural for a child to be sensitive towards her toy. She probably identified herself with the doll. She grew restless because of this. She wanted eyes for the doll at any cost. She thought of ideas to do so. One day she found her aunt's cape under a seat and it was trimmed with large beads. She suddenly got an idea. She pulled out two beads from her aunt's cape and gestured her</p>	

aunt to sew them on in place of eyes for her doll. Her aunt raised Helen's hands to her eyes and asked her to which Helen nodded. Thus the beads were sown in place of eyes and her happiness knew no bounds. Thus Helen succeeded in giving eyes to her doll.

A person's actions reflect his behavior. Helen wanted eyes for her doll, and was determined to give her eyes.

This clearly makes us realize that she wanted to have her eyes back and see things around her. She wanted to see the world as before.

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OR

- (ii) As Helen's learning continued, her understanding of the language was increasing slowly. She was becoming more inquisitive to know new words. Her field of inquiry also increased slowly. Her knowledge of things grew and she learnt many more words. One morning she asked her teacher the meaning of the word 'love'. She did not know what love was. Her teacher was unable to show her what love was. She was disappointed by it. Miss Sullivan tried to tell her that it was a feeling, But to Helen it was all Greek and Latin.

Once when she had gifted a few violets to her teacher, Miss Sullivan was touched by her gesture and wanted to kiss her. However, Helen did not like anyone except her mother kissing her. At this time, Miss Sullivan put her arm gentry round her and spelled into Helen's hand, "I love Helen" and pointed to her heart. She realized that the heart beats. Her teacher's words puzzled her because she did not understand anything without touching it then. She asked if if the warm sun shining was love, to which her teacher replied in negative. She never imagined that the sun could not be love. She was disappointed that her teacher could not show her what love was.

One day while they were doing an activity of threading some beads in a particular sequence, Helen was making some repeated mistakes. It was then that her teacher told her to 'think' by touching her forehead. This flashed in her mind that 'think' was an abstract idea. Her teacher very simply explained to her that love is like the cloud, which cannot be touched but still are there. They give rain, and the flowers and fruits grow because of it. In the same way you cannot touch love but you can only feel the joy that comes with love. One cannot be not happy without love.

In this way she clearly understood the meaning of love.

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