

**SUBJECT : ENGLISH**

Candidate's Roll No.

**8931****Time Allowed : 3 Hours****Maximum Marks : 150**

---

---

**QUESTION PAPER SPECIFIC INSTRUCTIONS**

*(Please read each of the following instructions carefully before attempting questions)*

- 1 There are eighteen (18) questions in all.
- 2 Candidate has to attempt any fifteen (15) questions in all.
- 3 Marks assigned to each question/part are given against it.
- 4 Word limit in questions, wherever specified should be adhered to.
- 5 Attempts of questions shall be counted sequential order. Unless struck off, attempt of a question shall be counted even if attempted partly. Any page or portion of the page left blank in the answer booklet must be clearly struck off.
- 6 No extra/additional sheet will be provided.
- 7 Answer must be written in the authorized medium. No marks will be given for answers written in a medium other than the authorized one.

1 Read the following passage and answer the questions given below :

Persuasion is the art of convincing someone to agree with your point of view. According to the ancient Greek philosopher Aristotle, there are three basic tools of persuasion: ethos, pathos, and logos. Ethos is a speaker's way of convincing the audience that she is a credible source. An audience will consider a speaker credible if she seems trustworthy, reliable, and sincere. This can be done in many ways. For example, a speaker can develop ethos by explaining how much experience or education she has in the field. After all, you would be more likely to listen to advice about how to take care of your teeth from a dentist than a firefighter. A speaker can also create ethos by convincing the audience that she is a good person who has their best interests at heart. If an audience cannot trust you, you will not be able to persuade them. Pathos is a speaker's way of connecting with an audience's emotions. For example, a speaker who is trying to convince an audience to vote for him might say that he alone can save the country from a terrible war. These words are intended to fill the audience with fear, thus making them want to vote for him. Similarly, a charity organization that helps animals might show an audience, pictures of injured dogs and cats. These images are intended to fill the viewers with pity. If the audience feels bad for the animals, they will be more likely to donate money. Logos is the use of facts, information, statistics, or other evidence to make your argument more convincing. An audience will be more likely to believe you if you have data to back up your claims. For example, a commercial for soap might tell you that laboratory tests have shown that their soap kills all the seven million bacteria living on your hands right now. This piece of information might make you more likely to buy their brand of soap. Presenting this evidence is much more convincing than simply saying "our soap is the best!" Use of logos can also increase a speaker's ethos; the more facts a speaker includes in his argument, the more likely you are to think that he is educated and trustworthy. Although ethos, pathos, and logos all have their strengths, they are often most effective when they are used together. Indeed, most speakers use a combination of ethos, pathos, and logos to persuade their audiences. The next time you listen to a speech, watch a commercial, or listen to a friend try to convince you to lend him some money, be on the lookout for these ancient Greek tools of persuasion.

- (i) What are the three basic tools of persuasion according to the author ? 2
- (ii) As used in the passage, what is the best synonym for credible ? 2
- |                  |            |
|------------------|------------|
| A. unintelligent | B. boring  |
| C. trustworthy   | D. amazing |

- (iii) Amy is trying to convince her mother to buy her a pair of \$200 shoes. 2  
 She says: "Mom, the shoes I have are really old and ugly. If I don't get these new shoes, everyone at school is going to laugh at me. I will be so embarrassed that I will want to die." What form of persuasion is Amy using here?
- A. pathos B. ethos  
 C. logos D. a combination of ethos, pathos, and logos
- (iv) According to the passage, how can logos build ethos? 2
- (v) According to you, which is the most effective tool of persuasion? 2  
 Give one reason for your choice.

2 Describe any two tools of persuasion with two examples each, other than the ones mentioned in the passage. 5+5=10

3 Read the passage and answer the questions that follow:

One of the books that I used to habitually pick up from my college library and which I recently bought used, is Frances Yates's classic *The Art of Memory*. First published in 1966, it chronicles lost mnemonic techniques, passed down from the ancient orators to the Renaissance humanists: spaces people would conjure in their minds to help them remember all the precious accoutrements of civilized knowledge.

Yates takes us back to the Greeks, who held memory to be the plumbing of one's soul, a vital tether between the sensory world and the eternal form. They knew that Mnemosyne, memory's personification was, by Zeus, the mother of all the muses. The Greeks and then the Romans created imaginary edifices by which they could carry entire speeches, taxonomies and epics in their heads. By the medieval period, this tradition was expressed in Dante's circles of hell and Renaissance polymaths designed and even physically built more elaborate theatres of memory. Shakespeare's Globe Theatre was designed in this way to help the actors remember their lines. Francis Bacon reportedly had a private memory theatre in his home, with painted glass depicting several figures of beast, birds and flower. In those millennia between the advent of knowledge worth clinging to and the invention of the printed word, the western mind had a desperate obsession with memory – or one could say, a sensible concern. The art of memory made possible the health of one's soul, the possessions of one's culture and the means of reaching God.

- (i) How did the Greeks view memory and deal with it? 5  
 (ii) Summarise the ways in which people and groups have managed memory. 5

- 4 Read the following passage and answer the questions in your own words :

Concern about the effects of television on children has centred exclusively upon the contents of the programs which children watch. Social scientists and researchers do complex and ingenious experiments to find out whether watching violent programs makes children behave aggressively. But it is easy to overlook the simple fact that one is always just watching television when sitting in front of the screen rather than having any other experience.

Parents who are deeply troubled about the effects of television upon their children have expressed their concern about the subject matter of the programmes. A group called Action For Children's Television (ACT) was formed in the USA not only to reduce the amount of violence in programmes but also to protest against incessant commercial breaks which encouraged children to crave for fashionable toys and unhealthy foods. But is it the needs of children which are at stake when parents demand better programmes? Surely the fact that young children watch so much television reflects the needs of parents to find a convenient source of amusement for their offspring and a period of quiet for themselves. Their anxieties about the possible ill effects of those hours of passive, quiet viewing are lessened if the time spent at least seems to be educational.

The real needs of young children are quite different. They need opportunities to work out basic family relationships, thereby coming to understand themselves; television only reduces these opportunities. They need to develop initiative, and to find out things for themselves; television provides answers too easily. Children need to acquire fundamental skills of communication; television retards verbal development because the child is silent while watching it. Television discourages the sort of games that enable the young to discover their strengths and weaknesses, with the result that as adults they will be less fulfilled. Unfortunately, if organizations like ACT succeed in improving the quality of programs significantly, the effects on young children will be more harmful because their permitted viewing time will increase, and no matter how good their content, TV programmes are always a poor substitute for other activities.

More subtle is the mistaken belief that the experience that children gain from watching television is the same as the adults watch television, their own past and present experiences come into play, so that they can test the view of the world presented on the small screen against their knowledge of real life.

But young children have very few real-life experiences to set against their viewing, so that for them TV is the primary source of experience; their formative years are spent largely in an unreal, unnatural, second-hand world.

It is also universally assumed that TV is an important source of learning. Like an animated picture book it presents in an easily digested and entertaining way a great deal of information about the natural world, history, current affairs, other countries and so on. But the 'knowledge' of today's television-educated children, spouting words and ideas they do not fully understand and 'facts' whose accuracy they cannot judge from their limited experience, cannot compare with the knowledge acquired by reading or activity. It is then that children use their minds and their bodies, their imaginative and reasoning power, to enrich their lives.

- (i) What are the three reasons given by the author to justify the harmful effect TV has on children? 3
- (ii) What do you understand by the phrase 'second-hand world' and in what context is it used in the passage? 4
- (iii) How does the author differentiate between the knowledge gained by watching TV programmes and that gained by reading? 3

5 Write a Precis for the following passage and give it a suitable title.

(Precis : 8; Title : 2).

A society or a human society is a group of people related to each other through persistent relations such as social status, roles and social networks or a large social grouping that shares the same geographical territory and is subject to the same political authority and dominant cultural expectations. The term society came from the Latin word *societas*, which in turn was derived from the noun *socius* ("comrade, friend and ally") thus used to describe a bond or interaction among parties that are friendly, or at least civil. Human societies are characterized by patterns of relationships (social relations) between individuals sharing a distinctive culture and institutions; a given society may be described as the sum total of such relationships among its constituent members. Used in the sense of an association, a society is a body of individuals outlined by the bounds of functional interdependence, possibly comprising characteristics such as national or cultural identity, social solidarity, language or hierarchical organization.

Like other groupings, a society allows its members to achieve needs or wishes they could not fulfill alone; the social fact can be identified, understood or specified within a circumstance that certain resources, objectives, requirements or results, are needed and utilized in an individual manner and for individual ends, although they can't be achieved, gotten or fulfilled in an individual manner as well, but, on the contrary, they can be gotten only in a collective, collaborative manner; namely, team work becomes the valid functional means, to individual ends which an individual would need to have but isn't able to get.

More broadly, a society is an economic, social or industrial infrastructure, made up of a varied collection of individuals. Members of a society may be from different ethnic groups. A society may be a particular ethnic group, such as the Saxons; a nation state, such as Bhutan; a broader cultural group, such as a Western society. The word society may also refer to an organized voluntary association of people for religious, benevolent, cultural, scientific, political, patriotic, or other purposes. A "society" may even refer to a social organism such as an ant colony or any cooperative aggregate.

- 6 Write a Precis for the following passage. Provide an appropriate title.

(Precis: 8, Title : 2)

The coffee plant, an evergreen shrub or small tree of African origin, begins to produce fruit 3 or 4 years after being planted. The fruit is hand-gathered when it is fully ripe and a reddish purple in colour. The ripened fruits of the coffee shrubs are processed where they are produced to separate the coffee seeds from their covering and from the pulp. Two different techniques are in use: a wet process and a dry process. In the wet process, first the fresh fruit is pulped by a pulping machine. Some pulp still clings to the coffee, however, and this residue is removed by fermentation in tanks. The few remaining traces of pulp are then removed by washing. The coffee seeds are then dried to a moisture content of about 12 per cent either by exposure to the sun or by hot-air driers. If dried in the sun, they must be turned by hand several times a day for even drying. In the dry process, the fruits are immediately placed to dry either in the sun or in hot-air driers. Considerably more time and equipment are needed for drying than in the wet process. When the fruits have been dried to a water content of about 12 per cent, the seeds are mechanically freed from their coverings.

- 7 Write a Speech in about 200 words reflecting on saving our environment by planting more trees. 10
- 8 Write your personal opinion in about 200 words about the need for children to play games on the field. You may base your essay on the following points: 10
- \* Good physical exercise
  - \* Learn to handle both victory and defeat
  - \* Sporting spirit
  - \* Sound body leading to a sound mind
- 9 Debate on the Advantages and Disadvantages of being a Vegetarian and a Non-vegetarian. Base your 200-word essay on the health aspects, nutritional values and the respective cuisines for all ages by providing appropriate examples. 10
- 10 Draft a speech bidding farewell to a colleague in your office who is going abroad to pursue a doctoral degree in an international university. 10
- 11 Elaborate on the problem of untouchability and its social relevance as portrayed in Mulk Raj Anand's novel Untouchable. 10
- 12 Write a critical essay on the major milestones of Indian Writing in English in the Modern Age. 10
- 13 How does R.K. Narayan use the locale in his works ? 10
- 14 In what ways did the age of William Shakespeare change the face of drama in England ? Elaborate. 10
- 15 How do the Romantic Poets visualize the role played by creative imagination in transforming the individual and the society? Explain with examples from any two of their poetry. 10
- 16 What are the main features of Romanticism as a philosophical and literary movement ? 10

17 Transform and rewrite the sentences given below according to the accompanying instructions (1 mark each) : 10

- (i) All the team members were enthusiastic. (Transform to Negative form)
- (ii) There are a few students in the class. (Transform to Negative form)
- (iii) Every citizen participated in the marathon that morning.  
(Transform to Negative form)
- (iv) The mango tastes delicious. (Transform the Voice)
- (v) Throw this pile of garbage! (Transform the Voice)
- (vi) The champion is too sick to run the race.  
(Transform from simple to complex sentence)
- (vii) The lecture was too boring to hold the interest of the students.  
(Transform from simple to complex sentence)
- (viii) The girl said, "Let's not give up. We can do this, my dear college mates!"  
(Transform the Narration)
- (ix) The commanding officer warned the soldiers that no disobedience or discourtesy would be tolerated at any time. (Transform the Narration)
- (x) Haven't you been sitting here for an hour ? (Transform to Assertive)

18 Rewrite the passage after changing to the correct form of the verbs in brackets: 10

Sometimes fate is like a small sandstorm that keeps (change) directions. You (change) direction but the sandstorm (chase) you. You (turn) again, but the storm (adjust). Over and over you (play) this out, like some ominous dance with death just before dawn. Why? Because this storm isn't something that (blow) in from far away, something that has nothing to (do) with you. This storm is you. Something inside of you. So all you can do is (give) in to it, (step) right inside the storm, (close) your eyes and (plug) up your ears so the sand doesn't (get) in, and (walk) through it, step by step. There's no sun there, no moon, no direction, no sense of time. Just fine white sand (swirl) up into the sky like pulverized bones. That's the kind of sandstorm you need to (imagine).