



The Last Lesson; Lost Spring; The Third Level; The Tiger King
Poem : My Mother at Sixty Six; Unseen Passage & Writing Section

General Instructions:

1. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
2. Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.

SECTION A: READING SKILLS (20 MARKS)

I. Read the passage given below.

10

1. Ghost nets aren't supernatural, but they are legitimately scary. A ghost net is fishing net that's been lost or abandoned in the ocean. They are one particularly appalling part of the global ghost fishing problem, which includes fishing gear abandoned in the water. Any net or line left in the ocean can pose a threat to marine life. Just because a net is no longer used by fishers doesn't mean it stops working. These nets continue to trap everything in their path, presenting a major problem for the health of our oceans and marine life.
2. Ghost nets entangle sea turtles, dolphins and porpoises, birds, sharks, seals and more, apart from catching fish. The nets keep animals from moving freely, cause injuries and keep mammals and birds from rising to the surface for air. Since hundreds of animals can be caught in a single net, this threat is monumental. The ghost nets harm coral reefs too—breaking corals, exposing them to disease and even blocking the reefs from needed sunlight.
3. Ghost nets are also a major contributor to the ocean plastics' crisis. Most modern nets are made of nylon or other plastic compounds that can last for centuries. According to a 2018 study in Scientific Reports, ghost nets make up at least 46 percent of the Great Pacific Garbage Patch. Those abandoned fishing lines and nets that do breakdown never go away; they just become smaller pieces of plastic. Marine animals mistake this micro plastic for food and eat it, which can harm internal organs, keep them from eating and expose them to toxic chemicals.
4. Exorcising ghost nets from our oceans will require commitment, cooperation and innovation. Many groups are working to remove ghost nets from the sea and are collaborating with local fishers and governments around the world to identify target areas and remove as many nets as possible. In 2015, a single World Wildlife Fund for Nature (WWF)-led mission in the Baltic Sea hauled up 268 tons of nets, ropes and other material.
5. To stop these nets from becoming ghosts in the first place, conservation organizations advocate for fishing gear that can be traced to its owner so anyone dumping nets can be fined and refundable deposits on nets to encourage returning or recycling rather than littering. Tools like sonar reflectors that can make ghost nets easier to find and working with small-scale fisheries to develop more sustainable fishing gear and practices are other suggestions. It is only by attacking this problem from all sides, together with conservation partners, fishers and supporters, can we this problem from all sides, together with conservation partners, fishers and supporters, can we banish ghost nets and protect our oceans. (437 words)

Based on your understanding of the passage, answer the questions given below.

1x10

- i Complete the sentence by choosing an appropriate option.
Ghost nets have been named so because they
A. cause much harm to the marine life. B. are functional though not in use by fishers.
C. are not owned by anyone. D. act as a snare for all animals in oceans. 1
- ii Comment on the writer's reference to the ghost nets in paragraph one, as a health problem for the oceans. 1

- iii List the two ways being entangled in a ghost net is likely to impact a walrus.
(Clue: Think about the type of animal a walrus is) 1
- iv Select the option that conveys the opposite of 'negligible', from words used in paragraph two.
A. unimpressive B. monumental
C. exposing D. threat 1
- v The writer would agree with the given statements based on paragraph three, EXCEPT:
A. Most ghost nets take a few years to completely disintegrate.
B. Ghost nets contribute to the Great Pacific Garbage Patch.
C. Most ghost nets provide nutrition to marine animals, upon disintegration.
D. Ghost nets can curtail freedom of marine animals. 1
- vi Some records share that fishing nets used to be made of common rope using natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times. 1
- vii Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets? 1
- viii Complete the given sentence with an appropriate inference, with respect to the following:
The writer quotes the example of the WWF-led mission in the Baltic Sea (Paragraph 4),
in order to..... 1
- ix How can the solutions, suggested in paragraph five, best be described?
A. practical B. presentable
C. popular D. prejudice 1
- x Select the most suitable title for the above passage.
A. The Scary Side of Ghost Nets B. Ghost Nets – A Result of Human Dominance
C. Ghost Nets – A Menace to Marine Life D. Ways to Tackle the Problem of Ghost Nets 1

II Read the passage given below.

10

1. It is generally accepted that leadership development should be a part of the education system's responsibility for preparing individuals to participate in a democratic and progressive society. Many schools, colleges and universities, across nations, provide their students with leadership courses, curricular programs and co-curricular programs that are designed to develop students' formal knowledge about leadership as well as opportunities and experiences to develop students as leaders and actually practice leadership. Yet, only a handful of studies have sought to understand leader development from the students' point of view, with students describing their own experiences and what they learned from them in their own words.

2. A 2014 descriptive study sought to understand student leadership with research through key events via the following research questions:

Research Question 1:

What key events do student leaders in college, report as significantly impacting their development as a leader?

Research Question 2:

What lessons do student leaders in college, report learning as a result of the key events they have experienced?

Research Question 3:

Are certain key events more likely to be linked to particular lessons?

Approximately 130 students were contacted and the 72 interested, were interviewed. Two members of the research team were present for each 15–45-minute interview. One member served as the primary interviewer while the second ran the audio equipment.

The results for lessons learned (Table 1), were varied, but there were a few that were frequently quoted

Table 1

Lessons learned	Responses
Identity	
Self Identity	58
Leadership Identity	54
Professionalism	30
Balancing Roles	19
Individual Competencies	
Delegation	17
Decision Making	15
Adaptability/Flexibility	38
Resilience/Persistence/Hard Work	18
Taking Initiative	36
Accountability/Responsibility	29
Big Picture	27
Learning to Teach/Learn	18
Support Systems	
Developing and Using Support Systems	36
Being a Support System	28
Working with Others	
Communication	59
Teamwork	26
Conflict	21
Diversity	32
Inspiring and motivating others	17
Other working with others	30
Getting the job done	
Task skills	55
Environment	34

3. This study described the rich array of leadership lessons that students are learning through their experiences. It revealed that student leaders are learning foundational leadership skills and competencies that have positively impacted how to accomplish work, how to work with others and how to be both supported by and support others. (295 words)

Based on your understanding of the passage, answer the questions given below.

1 x 10

- i Does the following statement agree with the information given in paragraph 1?
The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.
 Select from the following:
 True - if the statement agrees with the information
 False - if the statement contradicts the information
 Not Given - if there is no information on this
- ii Do you think the researchers of the study aimed to change the students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text. 1
- iii Select the option that displays the most likely reason for including Research Question 3 in the 2014 study.
 In order to find out if...
 A. learning opportunities shape students' overall personality.
 B. leadership lessons are the result of the designed learning opportunities.
 C. all learning opportunities cater to a specific lesson.
 D. certain lessons are common in more than one learning opportunity. 1
- iv Complete the sentence based on the following statement.
More than 50% of the identified student respondents were keen to participate in the 2014 study.
 We can say this because

1

- v **Select the option that displays the key event designed with "Balancing Roles" (Table 1) as the objective.**
A. Students will be able to debate the issue at hand, with different teams.
B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.
C. Students will be able to surmount minor problems and focus on the final goal.
D. Students will be able to explain concepts and clarify them for peers. **1**
- vi **Complete the given sentence by selecting the most appropriate option.**
The 2014 study attempts to understand student leadership by focusing on.....
A. experiences that shaped students' overall personality.
B. lessons gained by students as they grew up.
C. relationship of key events with particular lessons.
D. students in leadership roles. **1**
- vii **The lessons for 'Individual competencies' had a range of responses.**
Give one reason why having the least number of responses for 'Decision Making', is a matter that needs attention. **1**
- viii **Complete the given sentence by selecting the most appropriate option.**
The concluding sentence of the text makes a clear case for by listing it as a core competency for student leadership.
A. collaboration **1**
B. flexibility
C. hard work
D. observation
- ix **Complete the sentence appropriately with one/ two words.**
In the context of "Working with Others" in Table 1, the lesson of 'Conflict' refers to..... **1**
- x **Based on the reading of the text, state a point to challenge the given statement.**
When theoretical knowledge about leadership suffices, it is a waste of funds by educational organizations, to organize leadership camps and Programmes. **1**

III SECTION B – CREATIVE WRITING SKILLS (20 MARKS)

All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.

- 1. Attempt ANY ONE from A and B given below. 5**
- A) You are Josely Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.
- OR
- B) Imagine you are Rakshita/Rudraksh, school captain in Army Public School, Jhunjhunu. Your school is going to organize Debate Competition on the topic 'How to make our environment pure and healthy'. Drafts a notice for school notice board inviting the students ask them to take part in this competition.
- 2. Attempt ANY ONE from A and B given below. 5**
- A) You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2023 at 11a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation in about 50 words.
- OR
- B) Your sister Nivedita is going to marry Akhilesh (S/o Mr & Mrs SM. Joshi, Nainital) Your father Mr K.S. Bhardwaj has planned to hold the wedding at Hotel Kunal, New Delhi on 25 May 20XX at 8 p.m. Write a formal invitation on behalf of Mr & Mrs K.S. Bhardwaj inviting guests to the auspicious occasion. Give other details. Do not exceed 50 words.
- 3. Attempt ANY ONE from A and B given below. 5**
- A) Imagine you are Preeti Krishnan inhabitant of C-15, Harsh Vihar, Ghaziabad. You have noticed many stray animals on the road during the busy hours of the day. These animals have caused traffic jam as well as accidents. You have already written to the concerned authorities but no action has been taken so far. So write a letter to the Editor of a leading newspaper telling him about the nuisance created by the stray animals.
- OR
- B) Imagine you are Pratham/Pratima inhabitant of B-15, Anand Vihar, Ajmer. You saw the given advertisement in the newspaper Times of India and wish to apply for the position advertised. Write a job application to apply for the post given in advertisement.

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4. Attempt ANY ONE from A and B given below.

5

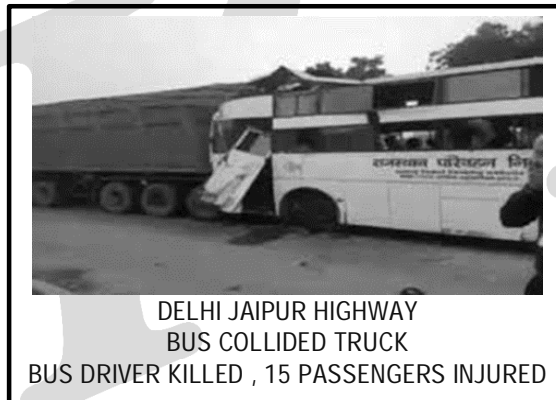
- a) The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries because apart from other causes, stakeholders in this sector tend to ignore safety regulations.

As a columnist for an e-zine, draft an article in about 120-150 words, on the theme of the importance of worker safety in construction zones. Explore possible reasons for the prevailing situation and include suggestions for addressing it. Support your ideas with cues given below.

HEADLINES

- CONSTRUCTION WORKERS RISK OF ACCIDENT DUE TO FATIGUE
- CONSTRUCTION WORK FORCE HEALTH CHALLENGES IN EXTREME WEATHER CONDITIONS
- CONSTRUCTION WORKER FATALITY; BURIED UNDER SOIL HEAP
- ARE CONSTRUCTION MANAGERS FROM MARS AND WORKERS FROM VENUS?
- WILL TRAINING PROGRAMMES REVAMP THE SAFETY STANDARDS?

- b) You are an eye-witness to a road accident resulting in loss of human life and property. As a press reporter of National Herald, write a report in 100-125 words.



SECTION C – LITERATURE (40 MARKS)

IV Read the given extracts to attempt the questions with reference to context.

1. Attempt ANY ONE of two extracts given.

1*6=6

- 1.A *Driving from my parents' home to Cochin last Friday morning,
I saw my mother, beside me, doze, open mouthed, her face
ashen like that of a corpse and realized with pain
that she was as old as she looked but soon
put that thought away, and looked out at Young Trees sprinting,
the merry children spilling out of their homes,*

- i. Name the poetic devices used in the poem.
- | | |
|-----------------|-----------------|
| A) Metaphor | B) Simile |
| C) Alliteration | D) all of these |
- ii. What is the significance of the title My Mother at Sixty Six?
- | | |
|---|-------------------------------|
| A) Poet's fear of losing her old mother | B) Poet's fear of moving fast |
| C) Poet's inability to express her feelings | D) All of these |

- iii. Which poetic device is used in "Trees sprinting-"
A) Metaphor
C) Alliteration
iv. What did the poet realize with pain?
A) Her mother's appearance like a corpse
C) Old age is pleasant
v. Where was the poet driving to? Who was sitting beside her?
vi. Why was her mother's face looked like that of a corpse?
- B) Simile
D) Personification
B) She is inconsiderate
D) She has duties

1.B**but after the airport's security check, standing a few yards away, I looked again at her, wan, pale as a late winter's moon and felt that old familiar ache, my childhood's fear, but all I said was, see you soon, Amma, all I did was smile and smile and smile**

- i. What do the parting words "See you soon Amma" signify?
A) Her carelessness
C) She bids goodbye like this
ii. What does the poet's smile signify in the poem?
A) Her assurance to mother and helplessness inside
B) She has a responsibility
C) She has to do her duty first
D) She is a loving daughter
iii. What worried the poet when she looked at her mother?
A) Her face
C) Her loving words
iv. What did the poet do after the security check?
v. Why did the poet compare her mother's face to a late winter's moon?
vi. What is her childhood fear?
- B) Her optimistic farewell full of cheerfulness
D) She is in a hurry
B) Her broken arm
D) Her declining age
B) She is inconsiderate
D) She has duties

2. Attempt ANY ONE of two extracts given.

4

2.A **Read the extract given below and answer the questions that follow-**

Food is more important for survival than an identity. "If at the end of the day we can feed our families and go to bed without an aching stomach, we would rather live here than in the fields that gave us no grain," say a group of women in tattered saris when I ask them why they left their beautiful land of green fields and rivers. Wherever they find food, they pitch their tents that become transit homes. Children grow up in them, becoming partners in survival. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more.

- (a) The phrase 'transit homes' refers to the dwellings that are
(i) unhygienic (ii) inadequate (iii) fragile (iv) temporary
(b) Identify the figure of speech used in the sentence "Garbage to them is gold".
(i) hyperbole (ii) simile (iii) synecdoche (iv) personification
(c) Choose the term which best matches the statement 'Food is more important for survival than an identity.'
(i) immorality (ii) necessity (iii) obligation (iv) ambition
(d) What does 'acquired the proportions of a fine art' mean?
(i) Rag-picking has regained its lost status. (ii) A segment of ragpickers are skilled in fine arts.
(iii) Rag-picking has attained the position of a skill. (iv) Only a few people are experts in rag-picking.

2.B **Read the extract given below and answer the questions that follow.**

I jumped over the bench and sat down at my desk. Not till then, when I had got a little over my fright, did I see that our teacher had on his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing that surprised me most was to see, on the back benches that were always empty, the village people sitting quietly like ourselves; old Hauser, with his three-cornered hat, the former mayor, the former postmaster, and several others besides.

- (a) Franz was frightened because:
 - (i) he had not learnt the participles. (ii) his teacher was angry. (iii) he was late for school. (iv) both (i) and (iii)
- (b) M. Hamel was dressed in his formals:
 - (i) in honor of the last French lesson. (ii) in a gesture of bidding farewell. (iii) to pay his respect to the village elders who were present. (iv) to show his respect for a country that was not theirs any more.
- (c) The atmosphere prevailing in the whole school on that day was:
 - (i) threatening (ii) trivial (iii) haphazard (iv) grave
- (d) The word 'Strange' means the same as:
 - (i) Queer (ii) Usual (iii) Ordinary (iv) Typical

3. Attempt any one out two given extract:

4

3.A Read the extract given below and answer the questions that follow.

THE presidents of the New York Central and the New York, New Haven and Hartford railroads will swear on a stack of timetables that there are only two. But I say there are three, because I've been on the third level of the Grand Central Station. Yes, I've taken the obvious step: I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central Station, and he said it was a waking dream wish fulfillment. He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station.

But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.' Well, maybe, but my grandfather didn't need any refuge from reality; things were pretty nice and peaceful, in his day, from all I hear, and he started my collection. It's a nice collection too, blocks of four of practically every U.S. issue, first-day covers, and so on. President Roosevelt collected stamps too, you know.

- (i) Does the Third Level really exist at Grand Station?
 - A) Yes
 - B) yes, there were 3 levels
 - C) No, there were only two levels at the station
 - D) None
- (ii) What unusual thing the narrator sees at the Grand Central Station?
 - A) Trees
 - B) motorcars
 - C) Third Level
 - D) All these
- (iii) What does the Third level signify?
 - A) a human tendency to escape from the harsh realities of the present to past happy times
 - B) A third way on Grand Central station
 - C) A third gate on Grand Central Station
 - D) None
- (iv) what does third level to?
 - A) a third tier on the station
 - B) a third storey on the station
 - C) an imaginary discovery of the narrator's mind
 - D) none

3.B Read the following passage and answer the following questions-

THE Maharaja of Pratibandapuram is the hero of this story. He may be identified as His Highness Jamedar-General, Khiledar-Major, Satya Vyaghra Samhari, Maharajadhiraja Visva Bhuvana Samrat, Sir Jilani Jung Jung Bahadur, M.A.D., A.C.T.C., or C.R.C.K. But this name is often shortened to the Tiger King. I have come forward to tell you why he came to be known as Tiger King. I have no intention of pretending to advance only to end in a strategic withdrawal. Even the threat of a Stuka bomber will not throw me off track. The Stuka, if it likes, can beat a hasty retreat from my story. Right at the start, it is imperative to disclose a matter of vital importance about the Tiger King. Everyone who reads of him will experience the natural desire to meet a man of his indomitable courage face-to-face. But there is no chance of its fulfillment. As Bharata said to Rama about Dasaratha, the Tiger King has reached that final abode of all living creatures. In other words, the Tiger King is dead. The manner of his death is a matter of extraordinary interest. It can be revealed only at the end of the tale. The most fantastic aspect of his demise was that as soon as he was born, astrologers had foretold that one day the Tiger King would actually have to die.

- (i) Who is the hero of the story 'The Tiger King'? How may he be identified?
- (ii) What does the author consider imperative right at the start?
- (iii) Which matter about the Tiger King is of extraordinary interest?
- (iv) What does every person feel who read about the The Tiger King?

4. **Answer ANY FIVE of the following in about 40-50 words each.** **12**
- (i) What was Franz expected to be prepared with for school that day? Why was Franz frightened?
 - (ii) What explanations does the author offer for the children not wearing footwear?
 - (iii) Mention the hazards of working in the glass bangles industry?
 - (iv) What could be some of the reason for the migration of people from village to cities?
 - (v) What was fascinating to Franz than the rules for participate?
 - (vi) What is the kind of pain and ache that the poet feels?
5. **Answer ANY TWO of the following in about 40-50 words each.** **4**
- (i) Do you think that the third level was a medium of escape for Charley? Why?
 - (ii) Who is the Tiger King? Why does he get that name?
 - (iii) How did Charley make sure that he was not in the present time?
6. **Answer any one of the following in about 100-125 words-** **5**
- (i) Why does the teacher feel that they have all a great deal to reproach themselves with?
 - (ii) Why should child labour be eliminated and how?
7. **Answer any one of the following in about 100-125 words-** **5**
- (i) What made Charley believe that he was actually standing at the third level?
 - (ii) Can you relate instances of game-hunting among the rich and the powerful in the present times that illustrate the callousness of human beings towards wildlife?