

**EXCLUSIVE  
SSC STUDY COMPANION**

*for Supplementary  
Examination*

**Subject : English (Third Language)**



**State Council of Educational Research and Training,  
Maharashtra, Pune.**



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## Exclusive SSC Study Companion for Supplementary Examination

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## INTRODUCTION

Dear Students,

The previous board examination must have taught you something. This study material will definitely help you to prepare yourself for the supplementary examination.

After comprehensive analysis of the result, the State Council of Educational Research and Training, Maharashtra, Pune thought of taking an initiative for the upliftment of the students who could not even score minimum marks for passing the board examination. It was decided to work for the students who could not even get the minimum marks. It was found that some simple ideas are not clear to the students. Hence, a herculean task to prepare a booklet with the help of Regional Academic Authority, Chh. Sambhajinagar was taken into account.

This document is prepared by experts and valuable tricks are given to solve the activities are given. This study material will help you to boost your confidence and achieve success. This booklet is going to help you to prepare for the supplementary board examination. It will be very supportive and useful for the teachers as well.

This document is intended to assist students who encounter difficulties in passing the SSC Exam. Within its pages, the teacher team offers tricks, tips, and strategies designed to boost students' confidence and help them achieve success in board examination. It includes model questions with their answer keys and solutions, as well as additional examples for practice. It will boost their confidence to appear for the supplementary examination.

### **Instructions for Teachers :**

English teacher must do the following.

- 1) Take a glance of the entire booklet thoroughly.
- 2) A variety of model and practice activities are provided.
- 3) You can use these activities according to the need of the students.
- 4) Provide this booklet to the students as per the instruction.

### **Instructions for Students**

- 1) Students are requested to read all the activities carefully.
- 2) Attempt the questions in sequence
- 3) Initially attempt section A i.e. the simple question
- 4) Follow and use the tricks mentioned in the booklet
- 5) If you have any doubt, consult your subject teacher.
- 6) Solve all the practice activities.
- 7) Answer key is provided at the end.
- 8) We hope you will enjoy all these activities.

**Exclusive SSC Study Companion**  
**Subject : English (Third Language)**

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## Section I : Language Study (08 Marks)

Q.1 A) Do as Directed.

(08 Marks)

1) Complete the words by using correct letters instructions.

(02 Marks)

- 1) In this exercise any four words of at least Textbook will be given. Any one of these letters will be omitted. Complete the word by filling in the correct letter.
- 2) Underlined the filled letters.
- 3) The spellings of the words in the Textbook should be well-remembered for this activity.

सूचना :

- १) या कृतीमध्ये (Coursebook) मधील कंसात पाच अक्षरांचे कोणतेही चार शब्द दिले जातील.
- २) प्रत्येक शब्दातील कोणतेही एक अक्षर गाळलेले असेल.
- ३) अचूक अक्षर भरून तो शब्द पूर्ण करून लिहावा.
- ४) भरलेले अक्षर अधोरेखित करावे. (It can be translated according to different mediums.)

1) i) ma\_ter      ii) S\_ve      iii) Ch\_er      iv) W\_ound

Ans. i) Master      ii) Save      iii) Cheer      iv) wound

2) i) Ca\_ch      ii) No\_be      iii) b\_ave      iv) am\_ng

Ans. i) Catch      ii) noble      iv) brave      iv) among

3) i) gr\_at      ii) fri\_nd      iii) yo\_ng      iv) re\_ard

Ans. i) great      ii) friend      iii) young      iv) regard

Practice :

- 1) i) cam\_us      ii) pra\_er      iii) lan\_ur      iv) ba\_ket
- 2) i) f\_rst      ii) s\_art      iii) fl\_ght      iv) wo\_ld
- 3) i) b\_oke      ii) bro\_n      iii) d\_ing      iv) st\_rt
- 4) i) beg\_ar      ii) les\_on      iii) t\_ach      iv) s\_hool
- 5) i) n\_ture      ii) he\_rt      iii) e\_rly      iv) g\_ntle

Answer Key

- 1) i) campus      ii) prayer      iii) langur      iv) basket
- 2) i) first      ii) smart      iii) flight      iv) world
- 3) i) broke      ii) broon      iii) duing      iv) start
- 4) i) beggar      ii) lesson      iii) teach      iv) school
- 5) i) nature      ii) heart      iii) early      iv) gentle

**Q.1 A) Do as Directed.**

**2) Put the following words in alphabetical order.**

**(02 Marks)**

**Instructions:**

- 1) The words given in this exercise should be arranged in English alphabetical order. Two such groups of 4-4 English words will be given
  - i) Words beginning with different letters of the English alphabet, Identify the first letter of each words in the order order of the English Alphabet and arrange the four words in Order.
  - ii) Since the first letter of the English alphabet starts with the same Letter of all the four words beings with the same letter the second letter of those words should be looked at and according the following words should be written in order keep in mind the order of the alphabet.

**सूचना :**

- १) या कृतीमध्ये दिलेले शब्द इंग्रजी वर्णमालेच्या क्रमाने मांडावे.
- २) ४-४ इंग्रजी शब्दांचे असे दोन गट दिले जातील.
- ३) इंग्रजी वर्णमालेतील वेगवेगळ्या अक्षरांनी सुरु होणारे शब्द.
- ४) या गटातील प्रत्येक शब्दाचे पहिले अक्षर इंग्रजी वर्णमालेच्या क्रमाने ओळखून चारही शब्द क्रमाने मांडावेत.
- ५) इंग्रजी वर्णमालेतील एकाच अक्षराचे सुरु होणारे शब्द
- ६) या गटातील चारही शब्दांचे पहिले अक्षर एकाच अक्षराने सुरु होत असल्यामुळे त्या शब्दांतील दुसरे अक्षर पाहावे व त्यानुसार वर्णमालेतील क्र. लक्षात घेऊन पुढील शब्द क्रमवार लिहावेत.

(These instructions can be translated according to mediums.)

**Activity :**

**Put the following words in alphabetical order.**

- 1) epic, right, able, heart.  
Ans. able, epic, heart, right.
- 2) passion, profound, premier, pain.  
Ans. pain, passion, premier, profound.

**Practice :**

- 1) i) daily, banker, success, heat.  
Ans. banker, daily, heat, success
- ii) thank, teacher, tired, table.  
Ans. table, teacher, thank, tired.

2) i) carry, armour, servant, officer.

Ans. armour, carry, officer, servant.

ii) spirit, suffer, squire, shackle.

Ans. shackle, spirit, squire, suffer.

3) i) heart, place, folks, books.

Ans. books, folks, heart, place.

ii) role, race, real, risk.

Ans. race, real, risk, role.

4) i) survive, leader, discuss, present.

Ans. discuss, leader, present, survive.

ii) light, loyal, luck, large.

Ans. large, light, loyal, luck.

5) i) mind, anger, war king.

Ans. anger, king, mind, war.

ii) bright, battle, boxing, beat.

Ans. battle, beat, boxing, bright.

**Q.1 4) Do as directed.**

**Make, four words (minimum of three letters each) using the letters in the word  
(02 Marks)**

**Instructions:**

- 1) In this activity, a large (Multi-syllabus) word will be given and you are asked to form four meaningful words of three or not more letters with the help of the letters in the word.

**Examples (solved Activity)**

i) intergovernmental

Ans. govern, government, gone, mental

ii) mercilessly

Ans. mercy, mile, less, merciless.

**Practice :**

- 1) Grand daughter
- 2) Benchmark
- 3) unbeatable

- 4) brotherhood.
- 5) representative

**Answer Key**

- 1) grand, daughter, and, heat
- 2) near, make, break, beach.
- 3) beat, unable, neat, table
- 4) brother, other, red, broad.
- 5) present, sent, tent, repent.

**Q.1 5) Do as directed.**

**Write the related words the example.**

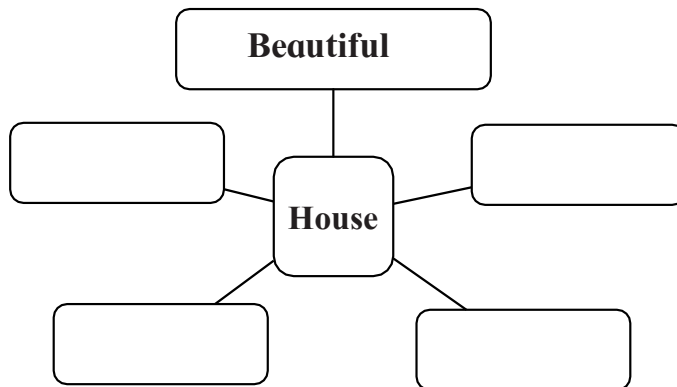
**(02 Marks)**

**Instructions :**

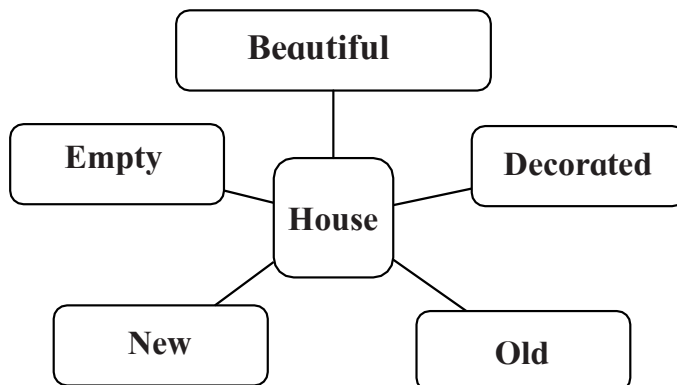
- 1) A word will be given in web. It will have word, pattern with it.
- 2) The word may be noun, Adjective, verb or Adverb.
- 3) So you must write identify the given words patter and write words in other boxes.

**1) Model Activity**

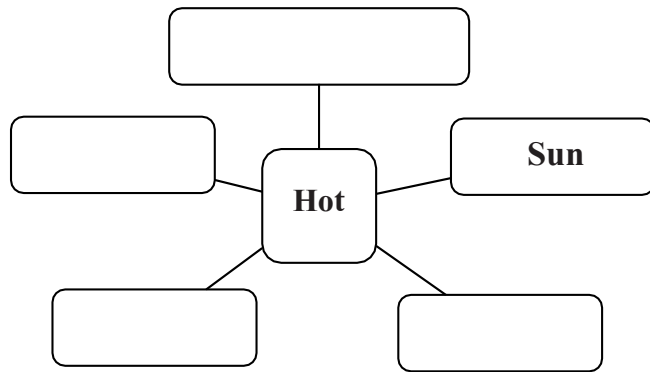
i)



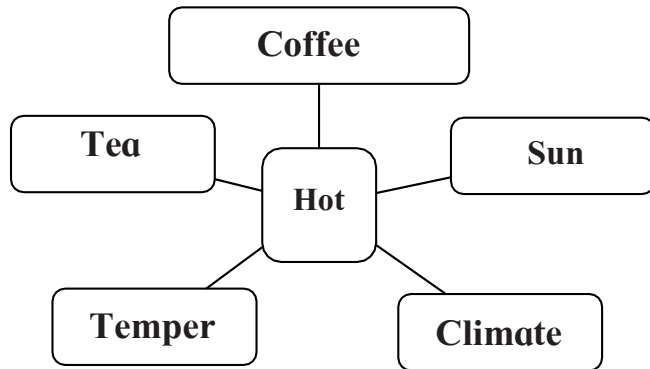
Ans.



ii)

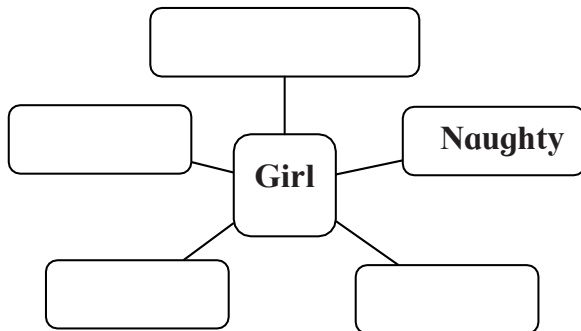


Ans.

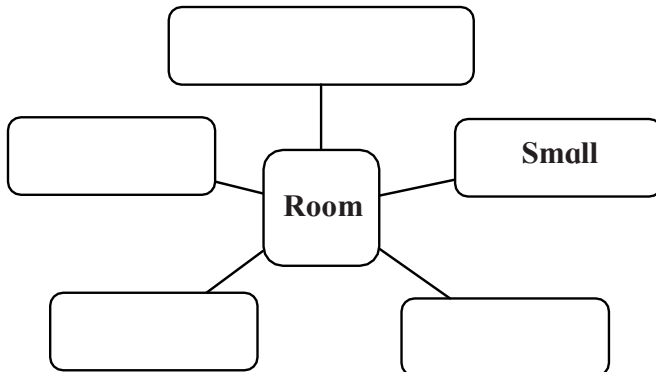


Practice :

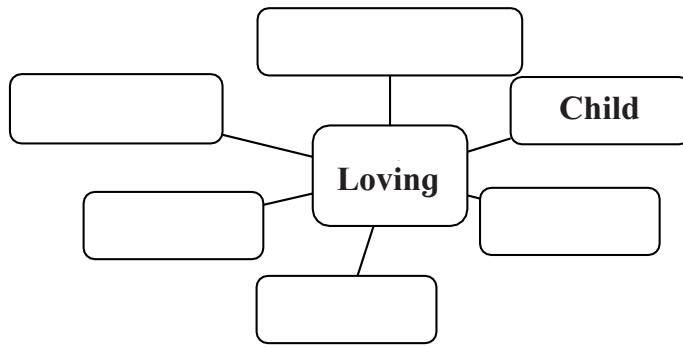
i)



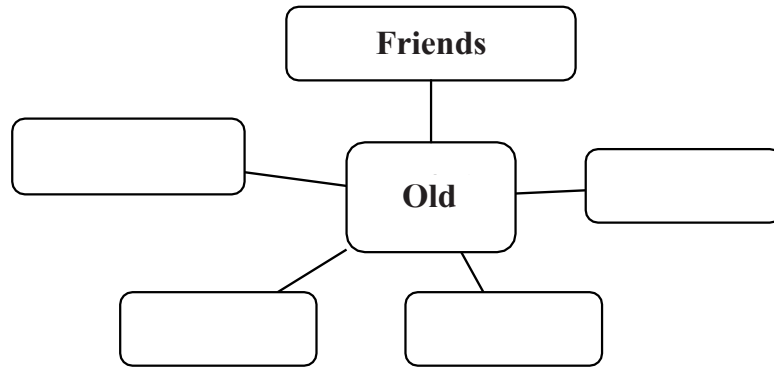
ii)



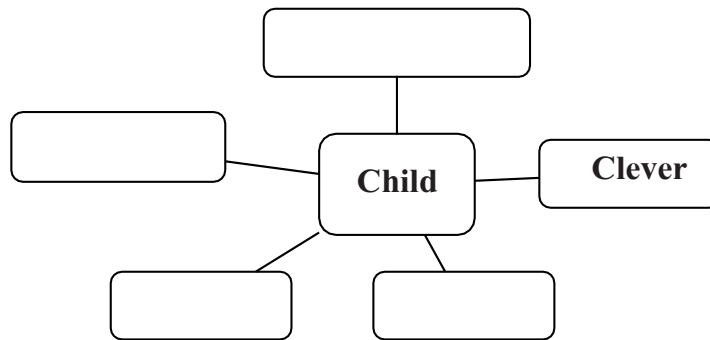
iii)



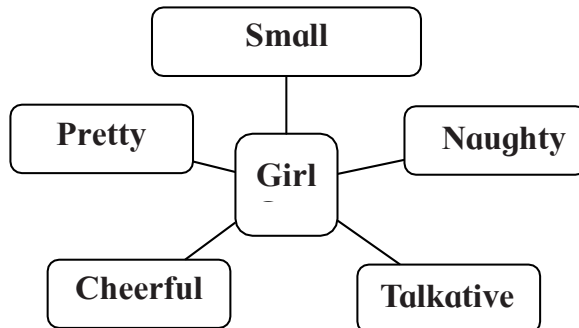
iv)



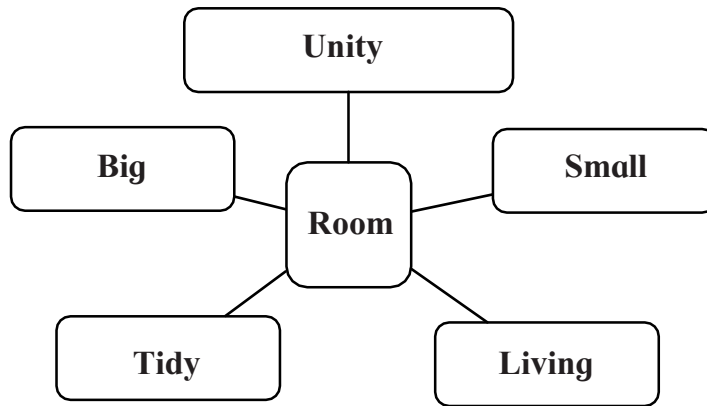
iv)



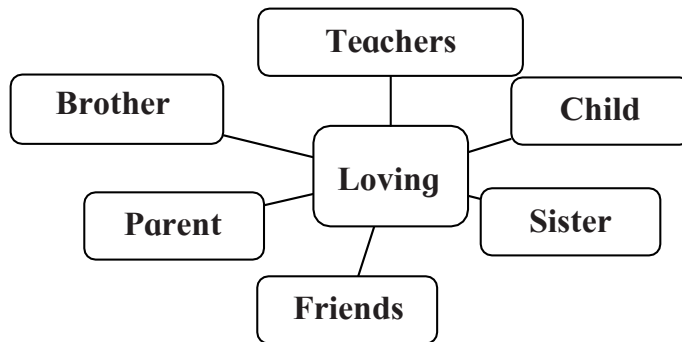
Ans. i)



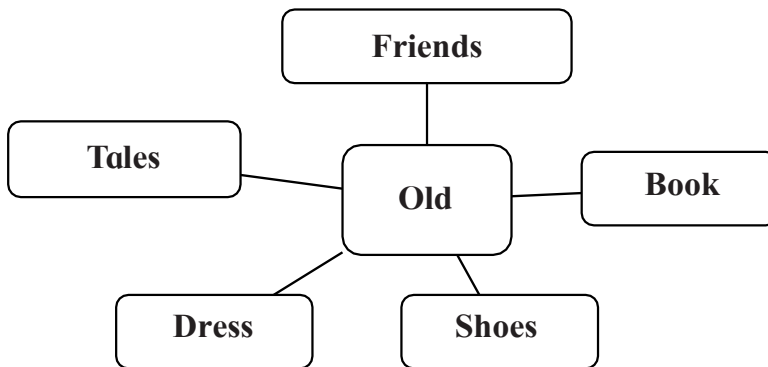
ii)



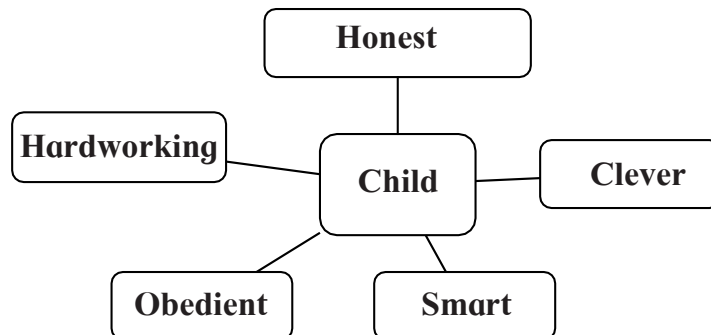
iii)



iv)



v)



**Q.1 6) Do as directed.**

**Complete the word-chain of verbs'. Add four words, each beginning with the last letter of the previous word. (02 Marks)**

**Instructions :**

- 1) This activity contains one word ie Noun, Verb Adjective or Adverb of that given in the question.
- 2) Remember that you have to write a chain of four words of that kind.
- 3) Complete the 4 word chain by writing words of that variety that each begin with the last letter.
- १) या कृतीमध्ये एक शब्द दिलेला असतो. त्या शब्दाची Noun, verb, Adjective, Adverb अशी जात प्रश्नात दिलेले असते. त्या प्रकारच्या (जातीच्या) चार शब्दांची साखळी लिहावी. त्या प्रत्येक शब्दांच्या शेवटच्या अक्षराने सुरु होईल. असे त्या जातीचे शब्द लिहून ४ शब्दांची साखळी पूर्ण करा. (Instructions can be translated according to mediums.)

**Examples :**

- 1) Complete the word-chain of 'verbs'. Add four words, each beginning with the last Letter of the previous words.

i) **think** → ..... → ..... → ..... → .....

**Ans.** think → known → write → expand → dan

ii) **Eat** → ..... → ..... → ..... → .....

**Ans.** eath → teach → help → park → kill

**Practice :**

**1) Complete the word - chain of 'verbs' :**

i) Eat → ..... → ..... → ..... → .....

ii) Accept → ..... → ..... → ..... → .....

iii) Start → ..... → ..... → ..... → .....

**2) Complete the word - chain of 'nouns' :**

i) soldier → ..... → ..... → ..... → .....

ii) Dictionary → ..... → ..... → ..... → .....

iii) Friend → ..... → ..... → ..... → .....



**3) Complete the word - chain of 'adjectives' :**

- i) Dear → ..... → ..... → ..... → .....
- ii) Good → ..... → ..... → ..... → .....
- iii) Stout → ..... → ..... → ..... → .....

**4) Complete the word - chain of 'adverbs' :**

- i) Fast → ..... → ..... → ..... → .....

**Answer Key :**

**Complete the word - chain of 'verbs' :**

**1) Verb :**

- i) Eat → tear → read → defeat → teach
- ii) Accept → take → eat → talk → know
- iii) start → tell → lie → earn → narrate

**2) Nouns :**

- i) Soldier → rose → elephant → tag → gold
- ii) Dictionary → year → rain → neck → kite
- iii) Friend → dog → goat → team → mat

**3) Adjectives :**

- i) Dear → red → deep → pale → eight
- ii) Good → domestic → careful → luck → young
- iii) stout → talkative → electric → candid → dirty

**4) Adverbs :**

- Fast → tamely → yearly → youth.

## Section I : Language Study

**Q.1 B) Do as Directed.**

**(01 Mark)**

**2 (a) Attempt any one.**

**Guidelines :**

Word formation occurs mainly as a result of derivation. Through this process one word is transformed from another.

1) New word could be formed by addition of a group of letters at the beginning of the word is known as prefix. i.e.

be- = friend - befriend

em- = power - empower

en- = courage - encourage

ap- = peace - appease

ac- = company - accompany

ab- = use - abuse

**List of prefixes :** Ir-/un-/super-/ tele-/ trans-/ ultra-/a-/ an-/anti-/ante-/auto-/co-/ circum-/ com-/con-/de-/ contra-/ contro-/ dis-/ en-/ ex-/ extra-/ homo-/ hyper-/ il-/ im-/ in-/ inter-/ intra-/ intro-/ micro-/ mono-/ non-/ omni-/ post-/ pre-/ pro-/ re-/ sub-/ sym-/ syn-/ tri-/ uni-/ up-/

2) New word could be formed by addition of a group of letters after the root word is known as suffixes. i.e.

-ment = arrange – arrangement

-ness = soft – softness

-tion = educate – education

-ful = beautify – beautiful

-ous = danger – dangerous

-able = agree – agreeable

**List of suffixes : Noun suffixes** (-acy/ -al/ -ance/ -ence/ -dom/ -er/ -or/ -ism/ -ist/ -ity/ -ty/ -ment/ -ness/ -ship/ -sion/ -tion/)

Verb suffixes [-ate/ -en/ -ify/ -fy/ -ize/ -ise]

Adjective suffixes [-able/ ible/ -al/ -esque/ -ful/ -ic/ -ical/ -ious/ -ous/ -ish/ -ive/ -less/ -y]

**Model Questions** with elaborations to the support of answer

**Q. Add a prefix or suffix to make new words:**

A] manage [March 2024]

Ans. Management

B] kind [March 2024]

Ans. kindness, kindful, unkind

C] courage [March 2023]

Ans. courageous

D] wonder [March 2023]

Ans. Wonderful

E] Pay [March 2022]

Ans. Payment

F] happy [March 2022]

Ans. Unhappy, happiness

**Practice Questions :**

**Q. Add a prefix or suffix to make new words.**

A] dark [SSC Ques Bank 2021]

B] beautify [SSC Ques Bank 2021]

C] lucky [SSC Ques Bank 2021]

D] possible [SSC Ques Bank 2021]

E] complete [SSC LL Board Training PDF, 2019]

F] nation

G] normal

H] nature

I] dependent

J] link

**Answer Key :**

A] Darkness

B] Beautiful

C] unlucky

- D] impossible
- E] incomplete
- F] national
- G] normally
- H] natural
- I] independent
- J] linking

**OR**

**Q. 2 (b) Make meaningful sentence using the given word.**

**Guidelines :**

- A] Use the sentence structure = S+V+O+Remaining words.
- B] Instead of learning all tenses, focus on few and selected tense like Simple past tense= S+V2+O+R  
Here, student should convert given verb into –ed format generally like talked, walked etc.
- C] Use Simple Future Tense= S+shall/will+V1+O+Remaining words.  
If verb is given in base form, here student need not to change the verb. He could use it as it is.  
**I/We+shall/will+V1+O+ Remaining words.**
- D] Use of Modal Auxiliaries.  
Learn structure of modal auxiliary and use it.  
Subject/Pronoun+ **can/could/may/might/must/should/would+V1+Obj+R.**  
Here student need not to change given verb.
- E] If the given word is noun, it is always better to use to be sentences without action. In such case, student should use given word in place of complement [noun].  
**For this learn the structure of to be**  
Subject/Pronoun+ **am/is/are/was/were/shall be/will be+complement [noun]+R.**
- F] If the given word is adjective, use it before noun to describe it.  
For ex. He is .....person.

**Model Questions** with elaborations to the support of answer.

**Make a meaningful sentence using the word.**

A] manage [**March 2024**]

Ans. I shall manage everything.

[*manage* is a verb, so it is used in simple future tense with the structure i.e:

**S+ shall +V1+ Obj+ R]**

B] happy [**March 2022**]

Ans. He is happy person.

[Happy is an adjective so it is used before a noun to describe it.]

C] courage [**March 2023**]

Ans. He showed great courage.

[Given word courage is a noun. It is used here with Simple past tense [**S+ V2 +O+ R**] structure as object [noun].

**Practice Questions :**

**Make a meaningful sentence by using the word.**

A] kind [**March 2024**]

B] wonder [**March 2023**]

C] pay [**March 2022**]

D] dark [**SSC Ques Bank 2021**]

E] beauty [**SSC Ques Bank 2021**]

F] lucky [**SSC Ques Bank 2021**]

G] possible [**SSC Ques Bank 2021**]

H] complete [**SSC LL Board Training PDF, 2019**]

**Answer Key :**

A] She is a very kind lady.

B] It is wonder that you are here.

C] I shall pay for it.

D] It is much dark outside.

E] It is a great beauty.

F] Birbal was a lucky person.

G] It is possible.

H] It is complete.

**Section II : Textual Passages (Seen Passages) (Q. 2 A)**

**Q.2 A) Read the following passage and complete the activities.**

**A1) Who am I? (Identify the character/place from the passage) (2)**

- i) I am the washerman's son, .....
- ii) I am the sweeper, boy .....
- iii) I am the owner of the Bank .....
- iv) I am the place where you can deposit and withdraw the money .....

Nathu grumbled to himself as he swept the steps of the Pipalnagar Bank, owned by Seth Govind Ram. He used the small broom hurriedly and carelessly, and the dust, after rising in a cloud above his head settled down again on the steps. As Nathu was banging his pan against a dustbin, Sitaram, the washerman's son, passed by.

Sitaram was on his delivery round. He had a bundle of freshly pressed clothes balanced on his head.

'Don't raise such dust!' he called out to Nathu. 'Are you annoyed because they are still refusing to pay you an extra two rupees a month?'

'I don't wish to talk about it,' complained the Sweeper-boy. 'I haven't even received my regular pay. And this is the twentieth of the month. Who would think a bank would hold up a poor man's salary? As soon as I get my money, I'm off! Not another week I work in this place.'

And Nathu banged the pan against the dustbin several times, just to emphasize his point and giving himself confidence. 'Well, I wish you luck,' said Sitaram. 'I'll keep a lookout for any jobs that might suit you.' And he plodded barefoot along the road, the big bundle of clothes hiding most of his head and shoulders.

**A2) Arrange the following statements as per their sequence occurred in the passage: (2)**

- i) Nathu complained about his irregular pay.
- ii) Nathu used the small broom hurriedly.
- iii) Sitaram called out Nathu.
- iv) Nathu grumbled as he swept the steps of the bank.

**Answers :**

**A1) Who am I ? (Identify the character/place from the passage) (2)**

- i) I am the washerman's son **Sitaram**.
- ii) I am the sweeper, boy **Nathu**.
- iii) I am the owner of the Bank **Seth Govind Ram**.
- iv) I am the place where you can deposit and with draw the money **Bank**.

**A2) Arrange the following statements as per their sequence occurred in the passage: (2)**

- i) Nathu grumbled as he swept the step soft he bank.
- ii) Nathu used the small broom hurriedly.
- iii) Sitaram called out Nathu.
- iv) Nathu complained about his irregular pay.

**Questions for practice**

**PASSAGE 1 :**

**A1) State whether the following sentences are true or false: (2)**

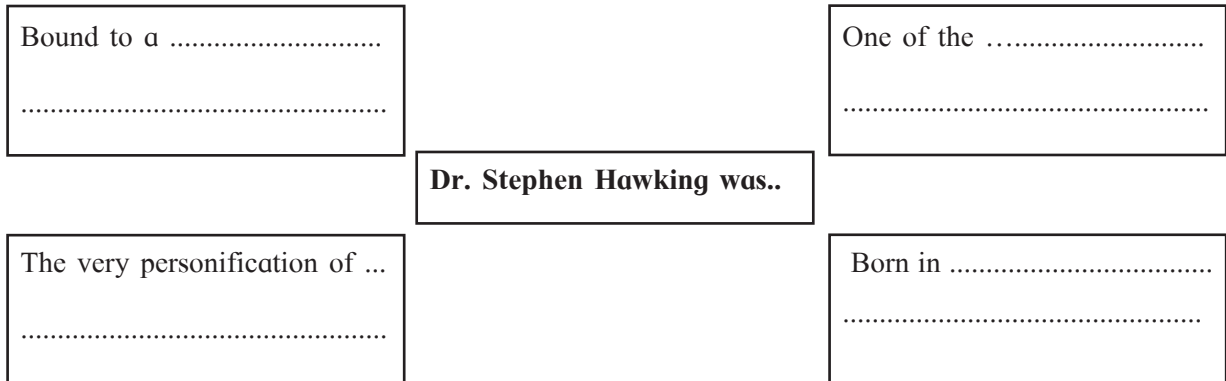
- 1) Dr. Stephen Hawking was born on the eight day of February 1974.
- 2) Dr. Stephen Hawking was a living legend of Biology.
- 3) Courage makes people not lose heart when faced with a great calamity.
- 4) Dr. Stephen Hawking was born before the death of Galileo.

Exactly 300 years after the death of the great scientist Galileo, Dr Stephen Hawking was born in Oxford, London on the eighth day of January 1942. Little did his parents know that one day their little boy would be hailed as one of the greatest scientists of this century.

Neither could anybody imagine that his mind would soar up into space like light. More importantly, none could predict that he would be the very epitome of courage.

Courage is a wonderful thing. It is that quality, which makes people not lose heart when faced with a great calamity. It would not be an exaggeration to say that Dr. Stephen Hawking, a living legend of Cosmology, is the very personification of courage and hope. Except his mind, his whole body is bound to a wheelchair, thanks to a cruel quirk of fate. Yet, he is one of the greatest scientists of this century.

**A2) Complete the following web :**



**PASSAGE 2 :**

**A1) State whether the following sentences are true or false: (2)**

- i) Meena chose beggar as her role model.
- ii) There was traffic on the road.
- iii) The beggar and the young girl taught Meena how to be happy with life as it was.
- iv) The beggar and the young girl were playing on the terrace.

‘However, what I saw from my window surprised me. The beggar and the young girl were playing on the road because there was no traffic. They were laughing, clapping and screaming joyously, as if they were in paradise. Hunger and rain did not matter. They were totally drenched and totally happy. I envied their zest for life.

‘That scene forced me to look at my own life. I realized I had so many comforts, none of which they had. But they had the most important of all assets, one which I lacked. They knew how to be happy with life as it was. I felt ashamed of myself. I even started to make a list of what I had and what I did not have. I found I had more to be grateful for than most people could imagine. That day, I decided to change my attitude towards life, using the beggar as my role model.’

**B2) Complete the following. (2)**

- 1) What did Meena see from her window?
- i) .....
  - ii) .....
  - iii) .....
  - iv) .....



**PASSAGE 3 :**

**A1) Complete the following sentences**

**(2)**

- i) The writer's house was in.....
- ii) The officer's club was.....
- iii) It was a few days into .....
- iv) A group of langurs had even made their den in.....

My father was a medical professional working for a private company in Raniganj in West Bengal. The officers of the company were housed in individual bungalows inside a large campus. Our house was in a corner of the campus. The officer's club was adjacent to the boundary wall of our garden. The compound was luxurious with green grass, colourful flowers and a host of tall and majestic trees. The seasonal vegetables in the kitchen gardens of the households and the magnificent trees constantly attracted squirrels and many species of birds; a group of langurs had even made their den in an aswatha tree nearby. They had all become a part and parcel of our existence and daily life.

A small incident on a Saturday afternoon left a profound effect on me and unfolded before my eyes a whole new dimension to the wonders of God's creation. It was a few days into the Puja vacation. Just like for any other child, the holidays provided an opportunity for me to become engrossed in various magazines and storybooks published specially for children in the festive season.

**A2) Describe the compound and the kitchen gardens of the writer and the household.**

**(2)**

**PASSAGE 4 :**

**A1) Complete the following sentence.**

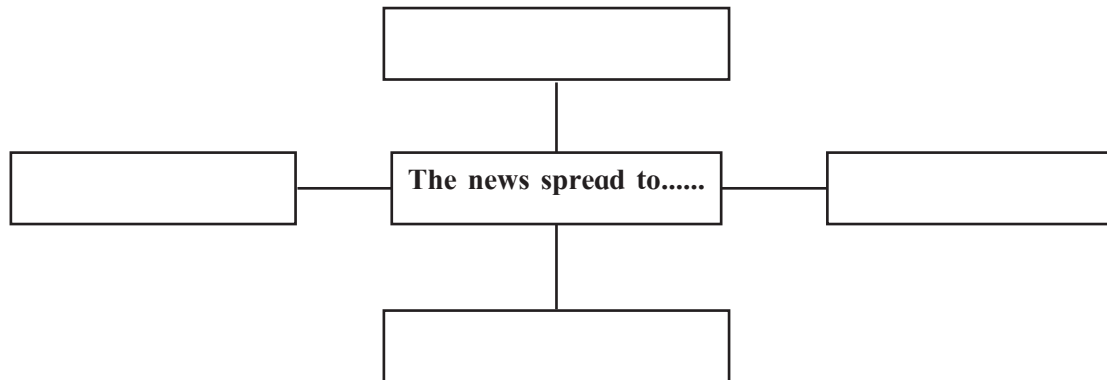
**(2)**

- i) The Seth was holidaying in.....
- ii) The beggar was sitting on the .....
- iii) Deep Chand was cutting .....
- iv) The news spread through .....

Deep Chand who was cutting the hair of an elderly gentleman, was so startled that his hand shook and he nicked his customer's right ear. The customer yelped with pain and distress: pain, because of the cut and distress because of the awful news he had just heard. With one side of his neck still unshaven, he sped across the road to the general merchant's store where there was a telephone. He dialled Seth Govind Ram's number. The Seth was not at home. Where was he, then? The Seth was holidaying in Kashmir. Oh, was that so? The elderly gentleman did not believe it. He hurried back to the barber's shop

and told Deep Chand : 'The bird has flown! Seth Govind Ram has left town. Definitely, it means a collapse.' And then he dashed out of the shop, making a beeline for his office and chequebook. The news spread through the bazaar with the rapidity of forest fire. From the general merchant's it travelled to the shop, circulated amongst the customers, and then spread with them in various directions, to the betel-seller, the tailor, the free vendor, the jeweller, the beggar sitting on the pavement.

**A2) Complete the following web. (2)**



**A2 B) Read the following passage and do the activities. (2)**

**PASSAGE 5 :**

**A1) State whether the following statements are 'True' or 'False': (2)**

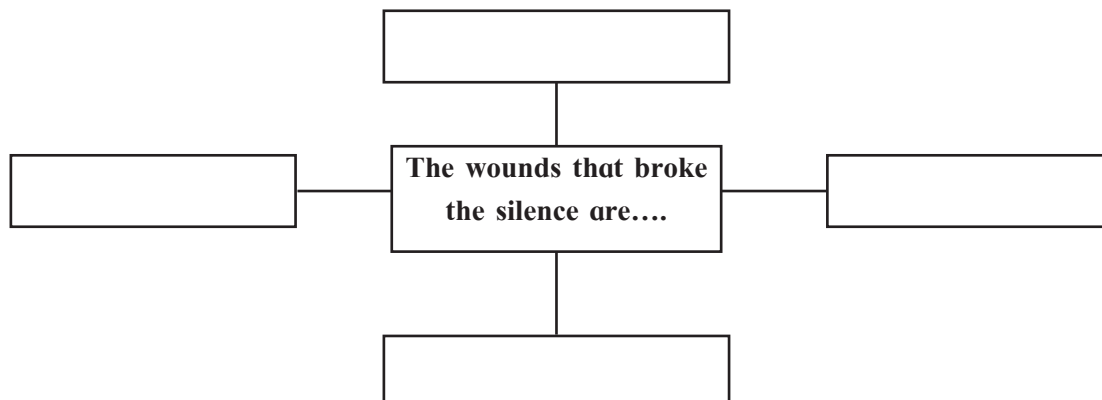
- i) After a hearty lunch, the narrator settled down with a storybook.
- ii) The quiet afternoon presented the perfect backdrop for reading a mysterious story.
- iii) The narrator ignored the commotion at first.
- iv) The narrator rushed to the veranda to see where his family was.

After a hearty lunch, my parents and my younger sisters lay down for an afternoon nap and I settled down with a storybook. The quiet afternoon presented the perfect backdrop for reading an adventure story. The silence was occasionally broken by the sound of my family snoring, the intermittent chirping of house sparrows, the harsh cawing of a crow the shrill call of a kite flying high above the ground. Minutes ticked by. I became deeply absorbed in the book.

Suddenly, I heard a group of street dogs barking furiously in the distance. I chose to ignore the commotion thinking that the pack of dogs might have cornered a hapless pig. But soon, the barking became louder and more aggressive and the alarmed cawing of a flock of crows added to the cacophony. I also heard the disturbance approaching closer. Curiosity got the better of me. Leaving the book aside, I rushed to the veranda to see what was going on.

A2) Complete the following web.

(2)



**PASSAGE 6 :**

A1) Write whether the following sentences are 'True' or 'False' :

(2)

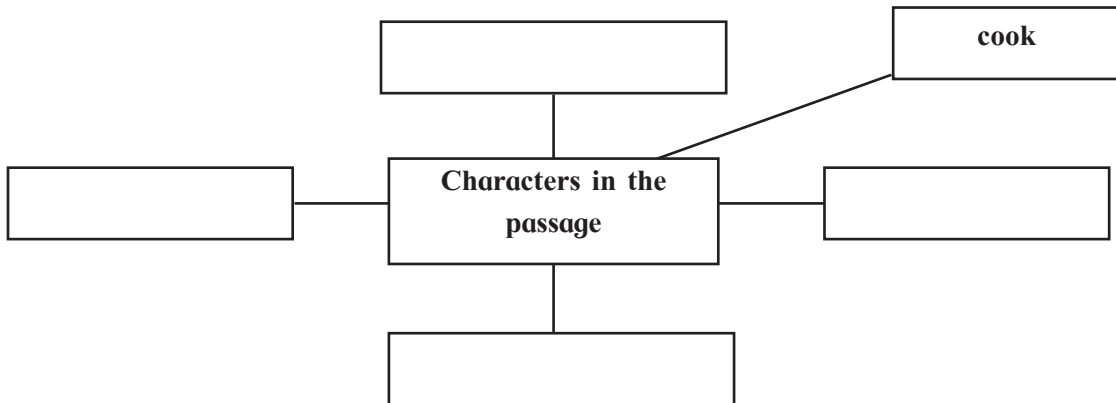
- i) Mrs. Srivastava had to do some shopping.
- ii) A large shady tamarind tree grew at one end of the bazaar.
- iii) Mrs. Bhushan was fanning herself with a small handkerchief.
- iv) Mrs. Srivastava's husband was sitting in front of Kamal Kishor's grocery shop.

Mrs. Srivastava had to do some shopping. She gave instructions to the ayah about looking after the baby, and told the cook not to be late with the mid-day meal. Then she set out for the Pipalnagar market place, to make her customary tour of the cloth shops.

A large shady tamarind tree grew at one end of the bazaar, and it was here that Mrs. Srivastava found her friend Mrs. Bhushan sheltering from the heat. Mrs. Bhushan was fanning herself with a large handkerchief. She complained of the summer, which she affirmed, was definitely the hottest in the history of Pipalnagar. She then showed Mrs. Srivastava a sample of the cloth she was going to buy, and for five minutes they discussed its shade, texture and design. Having exhausted this topic, Mrs. Srivastava said, 'Do you know, my dear, that Seth Govind Ram's bank can't even pay its employees? Only this morning I heard a complaint from their sweeper, who hasn't received his wages for over a month!' 'Shocking!' remarked Mrs. Bhushan. 'If they can't pay the sweeper they must be in a bad way. None of the others could be getting paid either.' She left Mrs. Srivastava at the tamarind tree and went in search of her husband, who was sitting in front of Kamal Kishore's photography shop, talking with the owner.

A2) Complete the following web.

(2)



**PASSAGE 7 :**

B1) Complete the following.

(2)

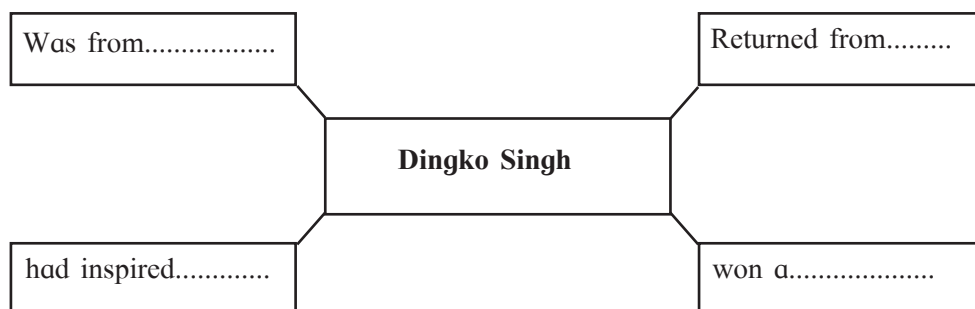
- i) Kom grew up in .....
- ii) She came from .....
- iii) She had an eager interest in .....
- (i) Mary Kom's career started in .....

Kom was born in Kangthei village, Moirang Lamkhai in Churachandpur district of rural Manipur in eastern India. She came from a poor family. Her parents, Mangte Tonpa Kom and Mangte Akham Kom were tenant farmers who worked in jhum fields. Kom grew up in humble surroundings, helping her parents with farm related chores, going to school and learning athletics initially and later boxing simultaneously. Her father was a keen wrestler in his younger age.

She had an eager interest in athletics since childhood and the success of Dingko Singh a fellow Manipuri returned from the 1998 Bangkok Asian games with a gold medal, Kom recalls, had inspired many youngsters in Manipur to try boxing and she too thought of giving it a try.

Mary Kom's career started in 2000 after her victory in the Manipur State women's boxing championship and the regional championship in West Bengal. In 2001, she started competing at international level.

**B2) Complete the following web. (2)**



**Questions for practice**

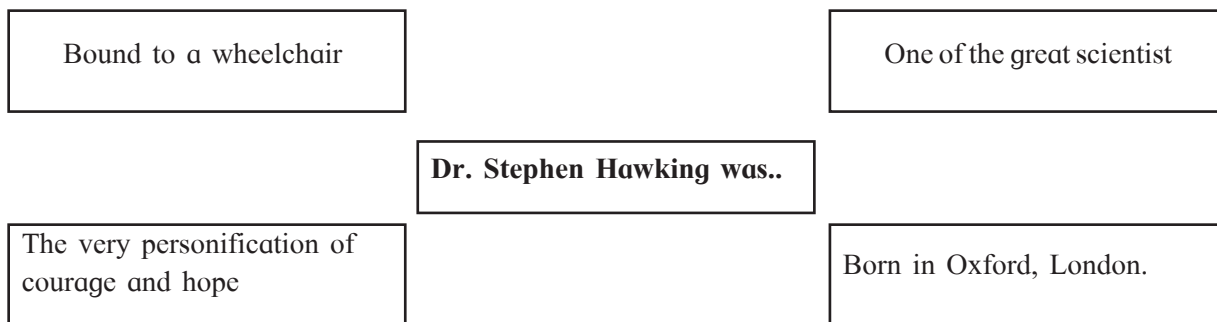
**Answer key**

**PASSAGE 1 :**

**A1) State whether the following sentences are true or false: (2)**

- i) Dr. Stephen Hawking was born on the eight day of February 1974. -False
- ii) Dr. Stephen Hawking was a living legend of Biology. - False
- iii) Courage makes people not lose heart when faced with a great calamity. -True
- iv) Dr. Stephen Hawking was born before the death of Galileo. - False

**A2) Complete the following web :**



**PASSAGE 2 :**

**A1) State whether the following sentences are true or false: (2)**

- i) Meena chose beggar as her role model. - True
- ii) There was traffic on the road. - False
- iii) The beggar and the young girl taught Meena how to be happy with life as it was. - True
- iv) The beggar and the young girl were playing on the terrace. - False

**B2) Complete the following.** (2)

- 1) What did Meena see from her window?
- i) The beggar and the young girl were playing on the road.
  - ii) They were laughing, clapping and screaming joyously.
  - iii) They were totally drenched.
  - iv) They were totally happy.

**PASSAGE 3 :**

**A1) Complete the following sentences** (2)

- i) The writer's house was in a corner of the campus.
- ii) The officer's club was adjacent to the boundary wall of our garden.
- iii) It was a few days into the Puja vacation.
- iv) A group of langurs had even made their den in an aswatha tree nearby.

**A2) Describe the compound and the kitchen gardens of the writer and the household.** (2)

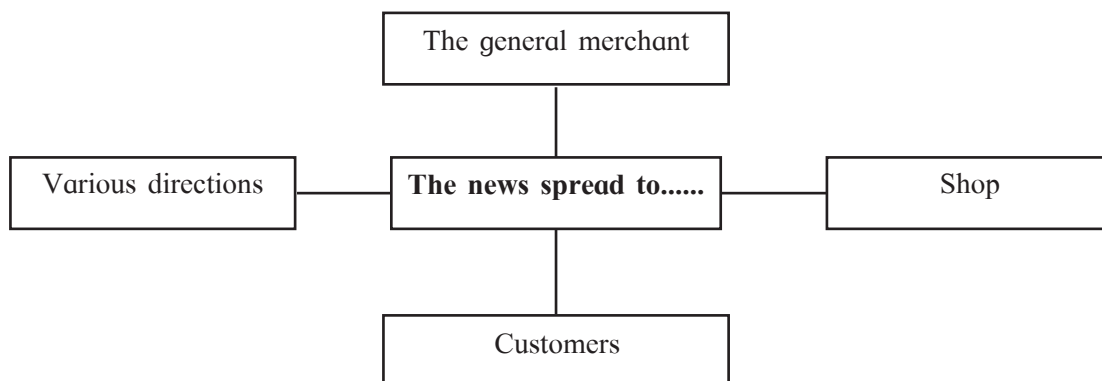
Ans. The compound was luxurious with green grass, colourful flowers and a host of tall and majestic trees. The seasonal vegetables in the kitchen gardens of the households and the magnificent trees constantly attracted squirrels and many species.

**PASSAGE 4 :**

**A1) Complete the following sentence.** (2)

- i) The Seth was holidaying in Kashmir.
- ii) The beggar was sitting on the pavement.
- iii) Deep Chand was cutting the hair of an elderly gentleman.
- iv) The news spread through the bazaar.

**A2) Complete the following web.** (2)



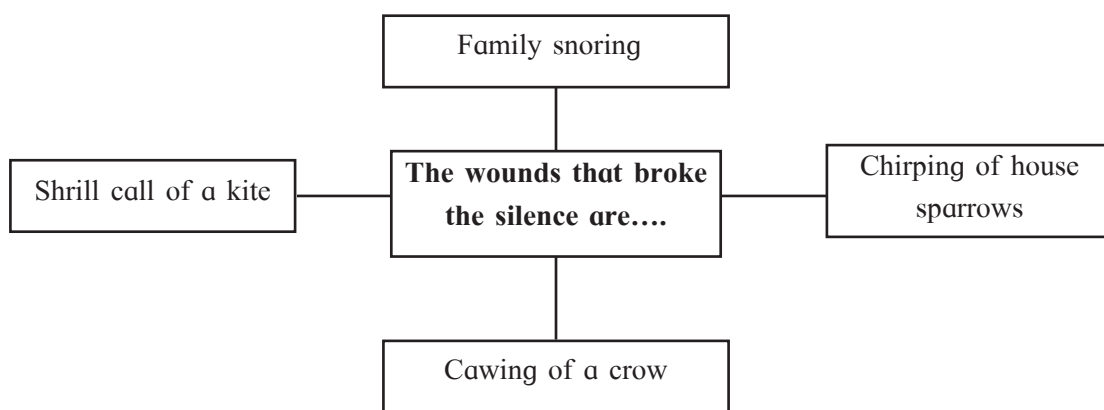
**A2 B) Read the following passage and do the activities. (2)**

**PASSAGE 5 :**

**A1) State whether the following statements are 'True' or 'False': (2)**

- i) After a hearty lunch, the narrator settled down with a storybook. - True
- ii) The quiet afternoon presented the perfect backdrop for reading a mysterious story. - True
- iii) The narrator ignored the commotion at first. - True
- iv) The narrator rushed to the veranda to see where his family was. - False

**A2) Complete the following web.**

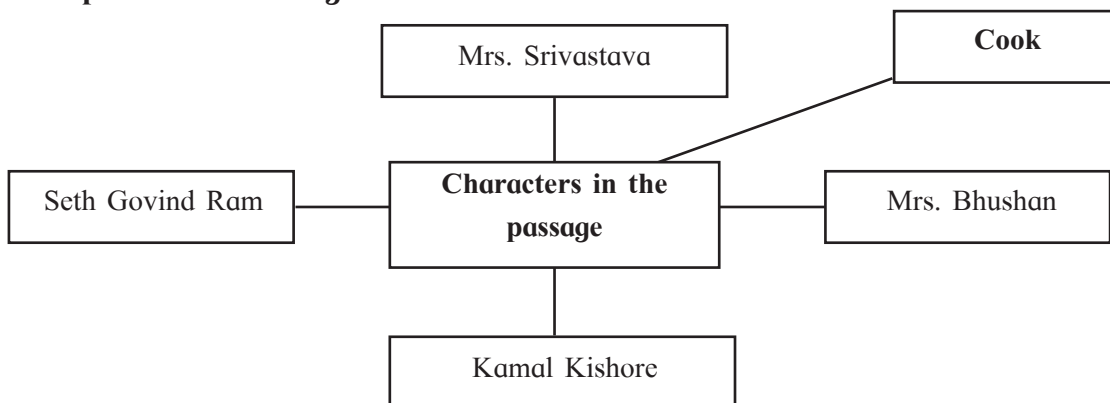


**PASSAGE 6 :**

**A1) Write whether the following sentences are 'True' or 'False': (2)**

- i) Mrs. Srivastava had to do some shopping. - True
- ii) A large shady tamarind tree grew at one end of the bazaar. - True
- iii) Mrs. Bhushan was fanning herself with a small handkerchief. - False
- iv) Mrs. Srivastava's husband was sitting in front of Kamal Kishor's grocery shop. - False

**A2) Complete the following web. (2)**



**PASSAGE 7 :**

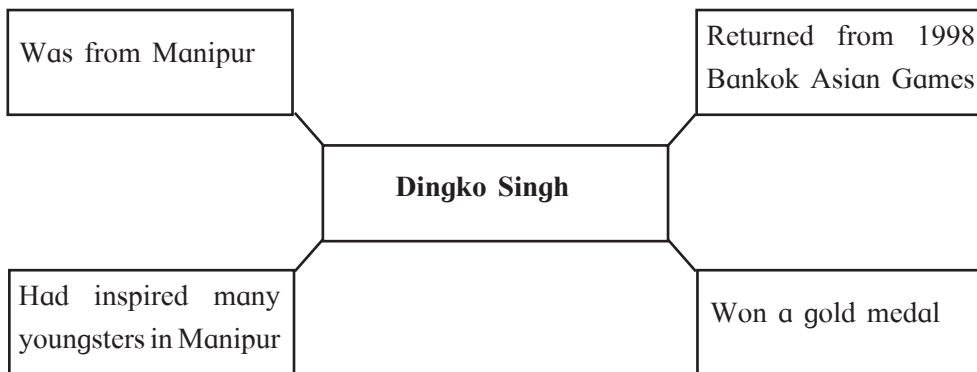
**B1) Complete the following.**

**(2)**

- i) Kom grew up in Kangthei village.
- ii) She came from a poor family.
- iii) She had an eager interest in athletics.
- iv) Mary Kom's career started in 2000

**B2) Complete the following web.**

**(2)**

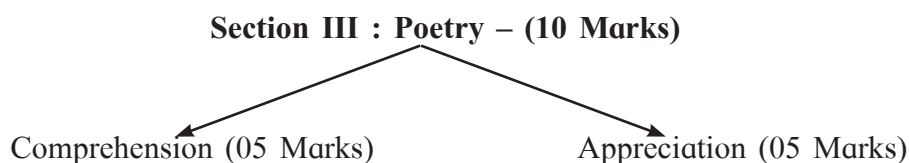




## Section III : Comprehension and appreciation of the poem (Q. 3 A)

**Q.3 A) A comprehension of the poem.**

**Poetry : Comprehension and appreciation of the poem.**



### **Guidelines to do the study of a poem**

- Read the poem multiple times : Read the poem at least two to three times with breaks between each reading. You may find that you connect more with the poem on the second or third reading.
- Consider the poem's structure : Pay attention to the poem's rhythm, and poetic form.
- Consider the poem's meaning : Consider the author's opinion and meaning and who the speaker is.
- Consider the poem's style, including the poem's mood and tone.
- Consider the poem's context : consider the time and location that inspired the poem.
- Consider the poem's genre.

### **Q.3 A) Comprehension of the poem.**

**Marking scheme of the comprehension.**

**Q.3 A) Poem for Comprehension.**

A1. Simple Factual Activity	02 Marks
A2. Complex Factual Activity	02 Marks
A3. Activity based on Poetic Devices	01 Marks

### **Important Notes :**

Question 3 (A) and (B) are from the poetry in the textbook. Q 3. (A) consist of 3 comprehension based activities carrying a total of 5 marks. Try to finish it within 10 minutes.

**Q.3 B)** This section is for writing appreciation of the given poem with the help of the given points. This question carries 5 marks. Try to write appreciation within 8 minutes.

In Q 3. (A) There will be 3 comprehension based activities.

- A1. Simple factual activity
- A2. Complex factual activity
- A3. Activity based on poetic device

**Q.3 A) Read the following stanzas and do the activities. (05 Marks)**

(A1 will be Simple Factual Activity, carrying 2 marks. This activity will be of Objective type like True or False, complete the following, etc. Or an information transfer question, that is in the format of a web, table, tree-diagram, etc.)

**For Example...**

**A1. True or false.**

**State whether the following statements are True or False.**

**02**

- i) The route to the village is dark.
- ii) The child wants moonlight free of charge.
- iii) The people of the child's village go to the city to work.
- iv) The road of the city to village is not dangerous.

When my father returns home  
I am asleep.  
And he goes back early in the morning  
while I am sleeping.  
O moon  
give me a basketful of moonlight  
on loan.  
I want to light the dark route  
so that my father returns early.  
I too want to hear fairy tales  
and stories from him.  
O moon,  
give me a basketful of moonlight.  
I want to sow seeds of moon  
on the sides of the path.

(A2 It is Complex Factual Activity, carrying 2 marks. This question may be based on more than one part of the extract or may require a long answer of more than one sentence. This can be in the form of a Wh-question.)

**For example...**

**A2. Read the extract and complete the following sentences.**

**02**

- i) The child is asleep when.....
- ii) If the road is lighted.....

(A3. Will be Activity based on Poetic Devices, carrying 1 mark. This activity tests various aspects of poetry such as Poetic language, Rhyming words, Rhyme scheme, Figures of Speech, etc. this activity too, will be of the Objective type.)

For example...

**A3. What message do we get from this poem.**

**02**

**Model answers of the given appreciation.**

A1) i) True            ii) False

iii) True            iv) False

A2) i) The child is asleep when his father return home.

ii) If the road is lighted the poet's father return early in the village.

A3)

**Ans :** It is a nature poem, It has a social message that we should understand villager's life. And innocence of the village child, It is the simplicity of the poem.

**Q.3 B) Appreciation of the poem**

**Making scheme of the critical appreciation of the poems.**

Title	$\frac{1}{2}$ Mark
Name of the poet	$\frac{1}{2}$ Mark
Rhyme Scheme	01 Mark
Figures of Speech (Any one)	01 Mark
Theme/Central idea (in 2 to 3 lines)	02 Marks

A poem's critical appreciation is the process of evaluating, comprehending, and interpreting a literary work from a Discerning perspective.

Here are some things to consider when writing an appreciation of a poem :

- **Title and poet** : What is the title of the poem and who is the poet?
- **Rhyme scheme** : What pattern of rhymes is used at the end of each line?
- **Figures of speech** : What words or phrases deviate from ordinary language use to create a rhetorical effect?
- **Central idea** : What is the poem's central idea or message?

(In Q.3(B) an appreciation of a given poem is asked. Points for appreciation will be provided in Activity sheet. You may write appreciation in points format covering all the given points.)

**Q.3 B) Appreciation of the poem.**

**(03 Marks)**

**Read the following poem and write an appreciation of it with the help of the points given below.**

**A Teenager's Prayer**

Each day brings new beginnings,  
Decisions I must make.  
I am the only one to choose  
The road that I will take.  
I can choose to take the road of life,  
That leads to great success  
Or travel down the darkened road,  
That leads to great distress.  
Please open up my eyes, dear Lord,  
That I might clearly see  
Help me stand for what is right,  
Bring out the best in me.  
Help, Lord, to just say "no"  
When temptation comes my way,  
That I might keep my body clean  
And fit for life each day.  
When my teenage years are over,  
I know that I will see  
That life is lived its very best  
With you walking next to me.  
**- J. Morse**

Title	$\frac{1}{2}$ Mark
Name of the poet	$\frac{1}{2}$ Mark
Rhyme scheme	01 Mark
Figures of speech (Any one)	01 Mark

**Model answers of the given appreciation.**

Title : A Teenager's Prayer

Name of the poet : J. Morse

Rhyme scheme : The rhyme scheme of all stanzas are A, b, c, b

Figures of speech : Inversion, Apostrophe, Alliteration, Metaphor.

**Practice Questions (01)**

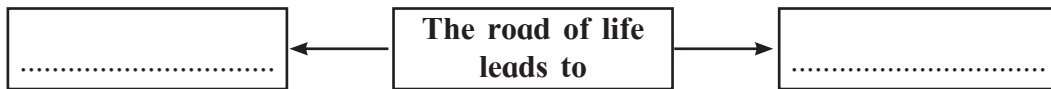
**Q.3 A) Read the following stanzas and do the activities. (05 Marks)**

**A1) Choose the correct alternative and complete the sentences. 02**

- i) According to the poet, ..... are brought by each new day. (new beginnings/  
new endings)
- ii) We must decide to take the road which leads to ..... (great distress/great  
success)

Each day brings new beginnings,  
Decisions I must make.  
I am the only one to choose  
The road that I will take.  
I can choose to take the road of life,  
That leads to great success  
Or travel down the darkened road,  
That leads to great distress.

**A2) Complete the following web. 02**



**A3) Name the figures of speech. 01**

- i) Decisions I must make .....
- ii) Travel down the darkened road .....

**B) Appreciation of the poem.**

**(03 Marks)**

**Read the following poem and write an appreciation of it with the help of the points given below.**

**You Start Dying Slowly...**

You Start Dying Slowly...

If you do not travel,

If you do not read,

If you do not listen to the sounds of life,

If you do not appreciate yourself.

You start dying slowly...

When you kill your self-esteem;

When you do not let others help you.

You start dying slowly...

If you become a slave of your habits,

Walking everyday on the same paths...

If you do not change your routine,

If you do not wear different colours

Or you do not speak to those you don't know.

You start dying slowly...

If you avoid to feel passion

And their turbulent emotions;

Those which make your eyes glisten

And your heart beat fast.

You start dying slowly...

If you do not change your life

when you are not satisfied with your job,

or with your love,

If you do not risk what is safe, for the uncertain,

If you do not go after a dream,

If you do not allow yourself,

At least once in your lifetime,

To run away from sensible advice...

**- Pablo Neruda**

- Title  $\frac{1}{2}$  Mark
- Name of the poet  $\frac{1}{2}$  Mark
- Rhyme scheme 01 Mark
- Figures of speech (Any one) 01 Mark

**Practice Questions (02)**

**Q.3 A) Read the following stanzas and do the activities.**

**(05 Marks)**

Whose woods these are I think I know.  
His house is in the village, though;  
He will not see me stopping here  
To watch his woods fill up with snow.  
My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.  
He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep

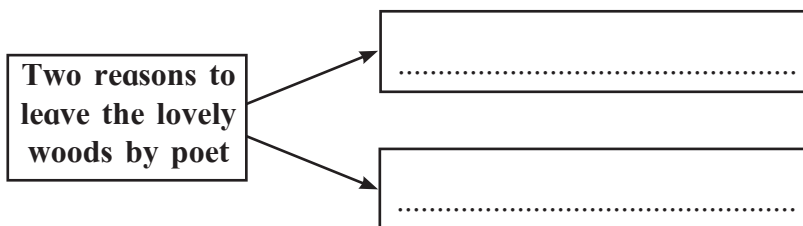
**A1) Say if the following statements are True or False.**

**02**

- i) The speaker stops in the woods.
- ii) Summer season of the year is described in the poem.
- iii) The day described in the poem is afternoon.
- iv) The speaker is riding on his little horse.

**A2) Complete the following web.**

**02**



**A3) Find two pairs of rhyming words from the extract.**

**01**

**Q.3 B) Appreciation of the poem.**

**(03 Marks)**

**Read the following poem and write an appreciation of it with the help of the points given below.**

**The World is Mine**

Today on a bus, I saw a lovely girl with silken hair  
I envied her, she seemed so gay, and I wished I was so fair  
When suddenly she rose to leave,  
I saw her hobble down the aisle  
O God, forgive me when I whine  
I have two legs, the world is mine  
And then I stopped to buy some sweets  
The lad who sold them had such charm  
I talked with him, he seemed so calm,  
and if I were late, it would do no harm,  
And as I left he said to me "I thank you, you have been so kind"  
It's nice to talk with folks like you. You see, I'm blind  
O God forgive me when I whine  
I have two eyes, the world is mine  
- Joy Lovelet Crawford

**Questions for practice**

**Answer key**

**Practice Question - (01)**

- A1) i) According to the poet, new beginnings are brought by each new day. 01  
ii) We must decide to take the road which leads to great success. 01
- A2) 

great success	←	<b>The road of life leads to</b>	→	great distress
---------------	---	--------------------------------------	---	----------------

 02
- A3) i) Decisions, I must make - Inversion  $\frac{1}{2}$   
ii) Travel down the darkened road – Alliteration  $\frac{1}{2}$



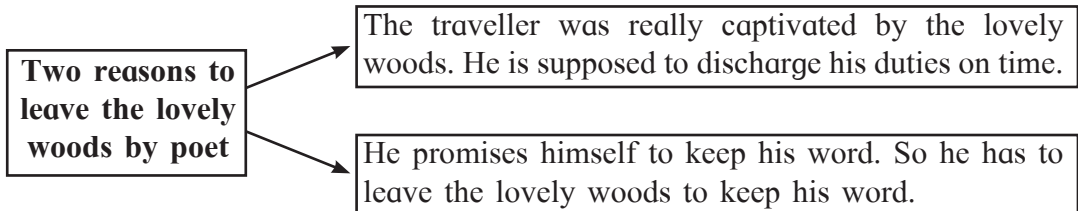
**B) Appreciation of the poem.**

Title	: You start Dying slowly	$\frac{1}{2}$
Poet	: Pablo Neruda	$\frac{1}{2}$
Rhyme scheme	: This poem does not have rhyme scheme. It is written in blank verse forms.	01
Figures of speech	: Antithesis, Hyperbole, Metaphor, Repetition, Tautology.	01

**Practice Question - 02**

**A1)** i) True            ii) False            iii) False            iv) True            **02**

**A2)** **02**



**A3)** i) Know : Snow            **01**  
ii) Near : Year  
iii) Lake : Shake  
iv) Deep : Sleep

**B) Appreciation of the poem.**

Title	: The world is mine.	$\frac{1}{2}$
Poet	: Joy Lovelet crow ford	$\frac{1}{2}$
Rhyme scheme	: The first stanza 'aabcc' The second stanza 'abbccdd'	01
Figures of speech	: Apostrophe, Inversion	01

**Section - IV : Non-Textual Passage (Unseen Passage)**

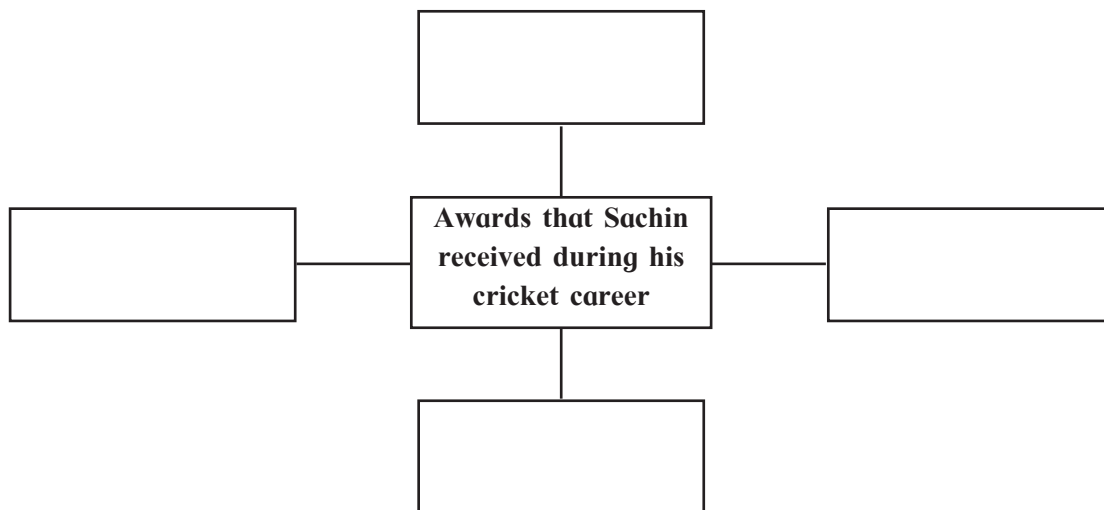
**Q.4 A) Read the following passage and do the activities:**

**A1) Complete the following sentences from the passage: (2)**

- i) Sachin was born on .....
- ii) Sachin is a devotee of.....
- iii) He was trained under the able guidance of.....
- iv) He made his debut on.....

Sachin Ramesh Tendulkar who was born on *24th April 1973* in Mumbai is a former Indian International Cricketer and a former captain of the Indian National Team. He is regarded as one of the greatest batsmen of all time and often referred as the 'God of cricket' by Indian Cricket followers. He made his debut on *15th November, 1989* against Pakistan in Karachi' at the age of sixteen. He is the only player to have scored one hundred international centuries and only player to complete more than 30,000 runs in international cricket. He was trained under the able guidance of Ramakant Achrekar Sir. He received the Arjuna Award in 1994, *Rajiv Gandhi Khel Ratna Award* in 1997, *Padma Shri and Padma Vibhushan Awards* in 1999 and 2008 respectively, fourth and second highest civilian awards of India. He was also awarded the *BharatRatna*, highest civilian award of India in 2013. He is a devotee of the deity *Ganesha*.

**A2) Complete the web diagram: (2)**



**Answers :**

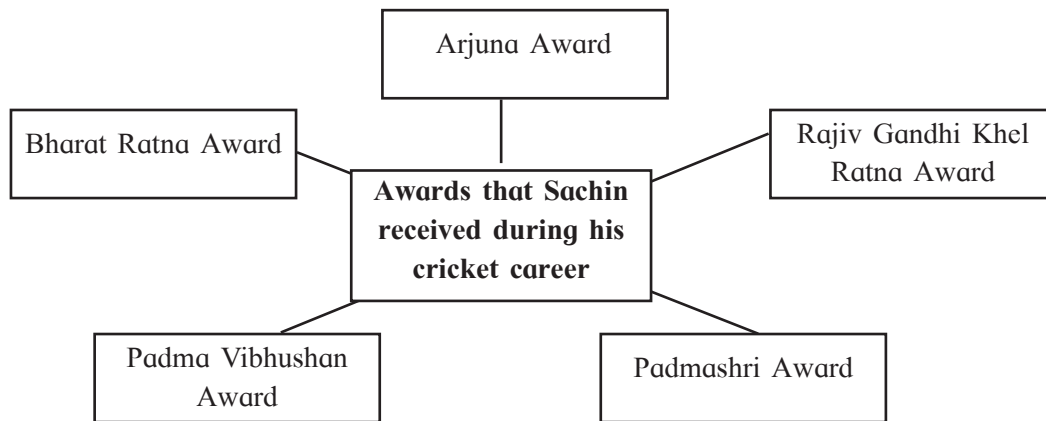
**A1) Complete the following sentences from the passage:**

**(2)**

- i) Sachin was born on 24th April 1973
- ii) Sachin is a devotee of The deity Ganesha.
- iii) He was trained under the able guidance of Ramakant Acharekar
- iv) He made his debut on 15th November 1989.

**A2) Complete the web diagram:**

**(2)**



**Q.4 B) Summary Writing.**

**(05 Marks)**

Read the passage given in Q. No. 4 (A) and write a summary of it.  
Suggest a suitable title to the summary.

**Summary Writing (Summarizing)**

**1) What is summarizing?**

- Presenting the information in gist.
- Brief, giving the main points only.
- Separating relevant points from the irrelevant.
- Precise presentation
- Precise'- restatement in shortened form of the main ideas, points, etc.
- A great aid to advanced study
- A mean of saving time
- A purposeful activity

## 2) How to write summary?

- Read the given passage carefully.  
दिलेला उतारा काळजीपूर्वक वाचा.
- Understand theme/subject of the given passage.  
दिलेल्या उताऱ्याची थीम/विषय समजून घ्या.
- Point out main points/main findings from the passage.  
उताऱ्यातील मुख्य मुद्दे/मुख्य निष्कर्ष दर्शवा.
- Remember the points that you can give subsidiary importance (less important) and things that you may delete. For example, delete comparisons, repetitions, illustrations (examples), figurative language, explanations, literary style, etc.
- Use theme as a title to summary. सारांशासाठी शीर्षक म्हणून आशयानुसार वापरा.  
(Instructions can be translated according to the mediums)

### **Dos and Don'ts of summary writing**

#### **Do's**

- 1) The points relevant for the purpose for the summary are separated from those irrelevant to the purpose.
- 2) The ideas are arranged in the order best suited for the purpose.
- 3) They are presented in clear and simple language.
- 4) The matter is condensed (reduced) in as short a form as possible.

#### **Don'ts**

- 1) Commenting on the passage
- 2) Adding new information
- 3) Giving examples
- 4) Explaining meaning.

#### **Useful Title Words**

Health benefits of jaggery	Dengue – A deadly disease	Usefulness of email
Importance of Garbage management	Dreadful Earthquakes	Mother Teresa
Son of India - Subhash Chandra Bose	Benefits Early rising	Thomas Edison - A great inventor
E-books and their advantages	Importance of Sports	Sports - Key to our Health
Sahara – The wonder of Nature	Nutritional value of....	The Cricket Ratna, Sachin Tendulkar

**Summary of the given passage :**

Sachin Tendulkar - God of cricket'

OR

Sachin Tendulkar : The greatest batsman

Sachin Tendulkar, 'God of cricket', is considered as one of the greatest batsmen of all time. Tendulkar made his debut at the age of sixteen against Pakistan in Karachi. He scored one hundred international centuries and more than 30,000 runs in international cricket. He has received numerous awards including the Bharat Ratna, the highest Indian civilian award. He is a devotee of the deity Ganesha.

**Q.4 A) Read the passage carefully and complete the activities. (March 2019)**

**A1) List the diseases that are caused by houseflies:**

**(2)**

When you think of the most dangerous pests, the housefly probably isn't one of the first that comes to mind. Instead, you probably think of a pest that stings, like a wasp or bee.

It is true that flies rarely bite or sting, but their danger lies in the fact that they often land on dead animals, rotten food, manure and trash. Because they frequent those places, they pick up and spread diseases that are harmful to humans.

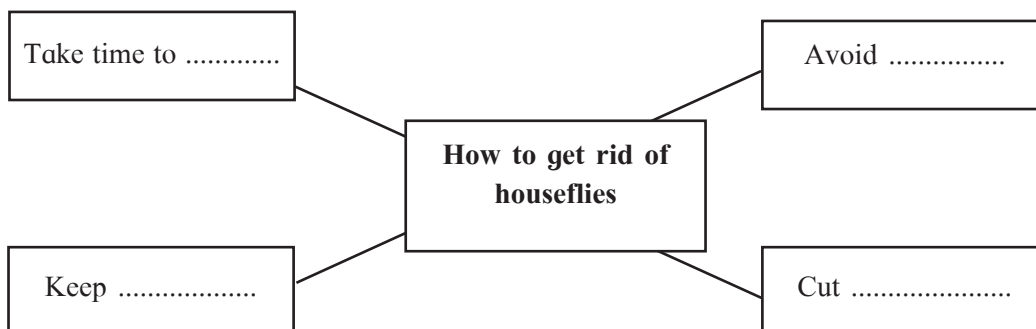
You get typhoid fever when you eat or drink Salmonella typhi bacteria in contaminated food. Cholera is an intestinal infection, and you get it when you ingest bacteria called Vibrio cholera. Dysentery is one of the more common diseases you might catch from the bacteria spread by a housefly.

It gets worse--houseflies can also carry and spread leprosy and anthrax. They even transmit the eggs of parasitic worms!

Fortunately, there are several methods you can use to keep houseflies away so you and your loved ones can avoid catching any of the diseases transmitted by the tiny pests. A yard full of animal waste, grass clippings, and other debris will keep you from getting rid of your house fly problem. So, take the time to keep your yards clean. You should cut the lawns. Flies love to hang out around rotting food, so make sure all trash cans are sealed tightly. Make sure all of your food is covered, and if you have fresh produce, keep it in a bag or sealed container. Also, avoid leaving dirty dishes in your sink. The scent of food leftovers could easily attract house flies.

A2) Complete the following web:

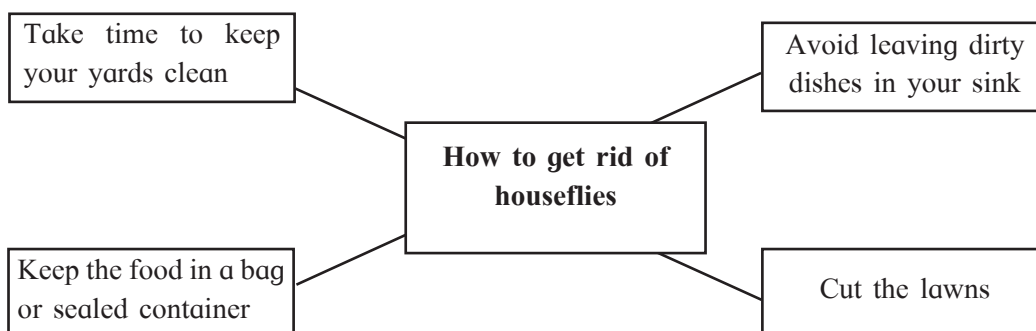
(2)



Answers :

A1) The diseases that are caused by houseflies: Typhoid, Cholera, Dysentery, Leprosy.

A2) Complete the following web:



Q. 4 B) Read the passage given in Q. No. 4 (A) and write a summary of it.

Suggest a suitable title to the summary.

(5)

Answer :

**Vulnerable Flies**  
**OR**  
**Houseflies**

Houseflies are harmful to humans. They pick up and spread diseases that are harmful to humans. We can keep them away cutting lawns, keeping food in a bag or sealed container, clean yards and keep the dishes clean.

**Section V : Writing Skill (Q. 5 B)**

**Q.5 B) -**

**B1) Prepare a dialogue from the jumbled sentences.**

**02**

- i) I selected a Punjabi folk song.
- ii) Have you participated in any cultural event.
- iii) Which song did you select?
- iv) Yes, I have participated in a group dance event.

**Guideline to develop dialogue writing**

- Read all the sentences very carefully given in jumbled order.
- Arrange all sentences in proper logical sequence.
- Trace proper sequence of dialogue.
- Write all sentences in proper sequence.

**Answer Key**

**Ans.** i) Have you participated in any cultural event?  
ii) Yes, I have participated in a group dance event.  
iii) Which song did you select?  
iv) I selected a Paunjabi folk song.

**B) Complete the following dialogue.**

**01**

Mohan: Do you like to watch movies ?  
Sohan : .....  
Mohan: Which is your favorite movies?  
Sohan : .....

**Guidelines to write answer.**

- Read all the sentences very carefully.
- Think what will be the proper response for the given question.
- Read the second question and respond it properly.

**Answer Key**

Mohan : Do you like to watch movies?

Sohan : Yes , I like to watch movie.

Mohan : Which is your favourite movie?

Sohan : My favourite movie is Tare Zamen Par.

**Practice Question Set (01)**

**B1) 1) Prepare a dialogue from the jumbled sentence. 01**

- Yes, what do you want?
- Where are your parents?
- Good Morning.
- They are not at home.

**2) Complete the following dialogues. 01**

A : In which class are you studying?

B : .....

A : Who is your class teacher?

B : .....

**Practice Question Set (02)**

**B1) 1) Prepare a dialogue from the jumbled sentence. 01**

- We are eating pizza.
- Is it tasty one?
- What are you eating?
- Yes of course it is very tasty and delicious.

**2) Complete the following dialogues. 01**

A : Hello Rabiya, where are you going?

B : .....

A : Which book do you like to read?

B : .....



**Questions for practice**

**Answer Key**

**Practice Question Set 1**

- B1) 1)** • Good Morning.
- Yes, what do you want?
  - Where are your parents?
  - They are not at home.
- 2)** A : In which class are you studying?  
B : I am studying in 10<sup>th</sup> class.  
A : Who is your class teacher?  
B : My class teacher is Mr. Shaikh.

**Practice Question Set 2**

- B1) 1)** • We are eating pizza.
- What are you eating?
  - Is it tasty one?
  - Yes of course it is very tasty and delicious.
- 2)** A : Hello Rabiya, where are you going?  
B : Oh, hello I am going to library.  
A : Which book do you like to read?  
B : I like to read story books.

**Information Transfer Q.6 A1 or A2 = 5 marks**

**Q.6 A) -**

**A1) Information transfer.**

Generally, we visit some places play station, schools and offices where we can see some instructional lines and information about the concerned offices.

At various places, we find information in non-verbal and verbal forms.

For the sake of study ,We can divide information into two types verbal and nonverbal information. Now we are going to learn Q-6 A-2)

**Verbal and Non-verbal information.**

**1) Verbal information :** This information refers data communicated through words, letters spoken or written. eg. species, conversation etc.

**2) Non-verbal information :** This information is communicated without complete sentences. It consists of appropriate facial expressions, body language emojis, signs, maps, logos posters,charts,tree diagrams, tables, pie-charts etc.

Non-verbal information is about how we express ourselves without meaningful sentences.

There is one question based on the information transfer from verbal to non-verbal and non-verbal to verbal information.

It is question No. 06.

Let's solve the question no 6A-2 ,Information transfer activity verbal to non-verbal.

**How to solve this question.**

➤ **General guidelines to solve this type of questions.**

- A) Non-verbal is a pictorial, diagrammatic and it can be in a very few words or phrases.
- B) Verbal information is given in complete sentences.
- C) Learners are expected to read given verbal information for conceptual understanding.
- D) After careful observation and reading, learner can transfer verbal information into non-verbal.
- E) Give suitable title.

**Q.6 A)**

**A1) (Non -verbal to Verbal Information)**

**(05 Marks)**

**Marking scheme**

Title	01
Covering all points.	02
Appropriate graphic/layout	01
Overall presentation	01

**Q.6 A) Information transfer.**

**A1. or A2. Do any one of the following activities :**

**A1) Verbal to Non-verbal :**

**(05 Marks)**

**Read the following paragraph and show the information in a chart.**

Letters are broadly divided into two parts :

Informal letters (personal letters) and Formal letters (official letters)

Personal or informal letters are those which we write to our relations and friends. Such letters should be written in an easy, conversational style. When you are writing to a friend, for example you might imagine he/she is sitting before you. You can freely express your personal feelings and sentiments .

Formal letters are quite different in tone. They are written with a practical or official purposes style. Such letters should be clear and to the point. Letters of these types include applications to officers, complaints to the authorities, letters to editors and to business firms, etc. In this letter you can not freely express your personal felling and sentiments. The language is formal and official.

**Guideline to develop dialogue writing**

- 1) Read all information carefully.
- 2) Find out useful and main points.
- 3) Give an appropriate title at the top of writing.
- 4) Write proper relevant information the table.
- 5) Cover all points in writing.

**Answers :**

**Types of Letters**

<b>Types</b>	<b>Informal letter</b>	<b>Formal Letter</b>
<b>Also called as</b>	Personal	Official
<b>Style</b>	<i>Conversational</i>	<i>Practical purpose/official</i>
<b>Scope to expression</b>	<i>Freely express personal thoughts and sentiments</i>	<i>Cannot freely express your personal thought 7 sentiments</i>
<b>Addressed to</b>	<i>Relations and Friends</i>	<i>Officers, Editors</i>

**A1) Verbal to Non-verbal :**

**Read the following paragraph and complete the table.**

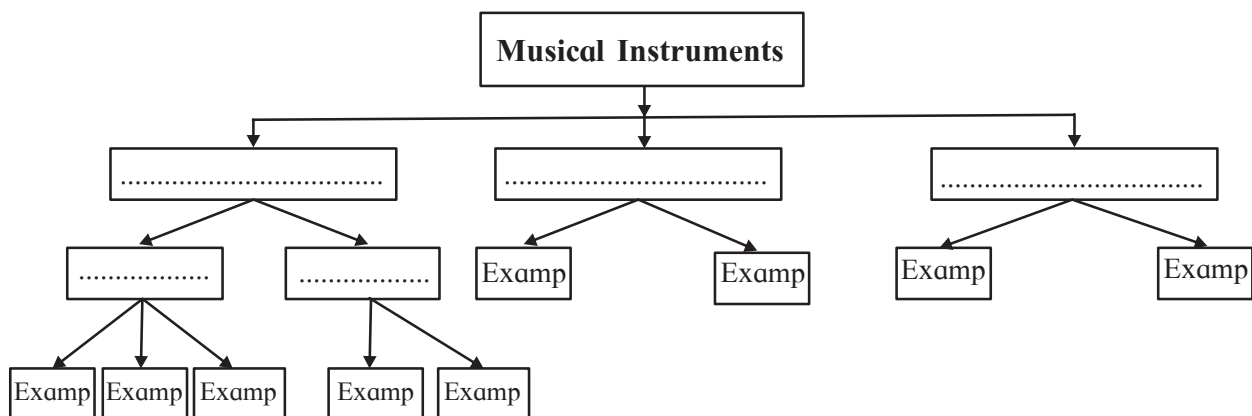
There are in all four types of vitamins : Vitamin A, B, C and D. You will get vitamin A from milk, butter and eggs. Vitamin B is derived from meat and eggs. Fruits and vegetables

will provide you with vitamin C. Vitamin D can be obtained from fish oil and of course sunlight. A lack of any of the above vitamins may cause certain diseases and ailments. Lack of vitamin A may result in blindness. Insufficiency of vitamin B gives rise to disorder of the nervous system. Insufficient supply of vitamin C can cause skin diseases. Bone diseases are likely to occur in the absence of vitamin D. Vitamins.

Vitamins	Their sources	Effects due to their deficiency
1) Vitamin A	.....	.....
2) Vitamin B	.....	.....
3) Vitamin C	.....	.....
4) Vitamin D	.....	.....

**A2) Read the following information about musical instruments. Complete the tree diagram to represent the following:**

There are many different kinds of musical instruments. They are divided into three main classes according to the way that they are played. Some instruments are played by blowing air into them. These are called wind instruments. Some of these are said to be of the woodwind family. Examples of woodwind instruments are the flute, the clarinet and the horn. There are also various other wind instruments such as the mouth-organ and the bagpipes. Some instruments are played by banging or striking them. Instruments like this are called percussion instruments. Examples are Drums, Tabla etc. The last big groups of musical instruments have strings. There are two kinds of stringed instruments. Examples are the harp and the guitar, the violin and the cello



**Section VI : Skill Development (Q. 7 A) = 02 marks**

**Q.7 A) Translation**

**Activity 1 :**

Translate any 4 of the given 6 English words into your medium of instruction.

(For Hindi and Urdu Mediums teachers will guide students separately.) (02 Marks)

Simple Tricks to solve the given activity.

- A) 6 English words from your course book will be given.
- B) Out of them you have to translate any 4 familiar words into medium of instruction i.e. Marathi, Hindi, Urdu.
- C) You are expected to read the words and write correct meaning of the words.
- D) ½ Mark for each correct word.

**Important strategies/techniques :**

- 1) Generally these words are important content words from English course book Std. X.
- 2) Teachers can provide or students can compile topic wise important key words with meaning.

**Model Questions with answer**

1) A) Translate the following words into your medium of instruction (Any 4) (2 Marks)

- |              |           |           |
|--------------|-----------|-----------|
| 1) Moonlight | 2) Action | 3) Forget |
| 4) Start     | 5) Money  | 6) Twins  |

Ans. : 1) चंद्रप्रकाश      2) कृती      3) विसरणे  
4) सुरुवात      5) पैसे      6) जुळे

2) A) Translate the following words into your medium of instruction (Any 4) (2 Marks)

- |           |            |            |
|-----------|------------|------------|
| 1) Prove  | 2) Mistake | 3) Courage |
| 4) Reason | 5) Explain | 6) Truth   |

Ans. : 1) सिद्ध करणे      2) चूक      3) शौर्य/धाडस  
4) कारण      5) स्पष्टीकरण      6) सत्य

3) A) Translate the following words into your medium of instruction (Any 4) (2 Marks)

- |            |             |             |
|------------|-------------|-------------|
| 1) Beggar  | 2) Customer | 3) Paradise |
| 4) Century | 5) Honour   | 6) Flood    |

- Ans. : 1) भिकारी 2) ग्राहक 3) स्वर्ग  
4) शतक 5) मान/सन्मान 6) महापूर.

**Questions for practice**

**Set- 1**

- A) Translate the following words into your medium of instruction (Any 4) (2 Marks)  
1) Magic 2) Value 3) Sensitive  
4) Heritage 5) Dream 6) Distance

**Set- 2**

- A) Translate the following words into your medium of instruction. (Any 4) (2 Marks)  
1) Escape 2) Snowy 3) Poverty  
4) Nature 5) World 6) Childhood.

**Set- 3**

- A) Translate the following words into your medium of instruction. (Any 4) (2 Marks)  
1) Cold 2) Warrior 3) Interview  
4) Strong 5) History 6) Discovery.

**Set- 4**

- A) Translate the following words into your medium of instruction. (Any 4) (2 Marks)  
1) Travel 2) Lunch 3) Fairy  
4) Pretend 5) Habit 6) Complaint.

**Set- 5**

- A) Translate the following words into your medium of instruction (Any 4) (2 Marks)  
1) Tamarind 2) Fool 3) Disease  
4) Improve 5) Mountain 6) Response

**Questions for practice**

**Answer Key**

**Set-1**

- A) Translate the following words into your medium of instruction.  
1) जादू 2) मूल्य/किंमत 3) संवेदनशील  
4) वारसा 5) स्वप्न 6) अंतर

**Set-2**

- A) 1) सुटका 2) बर्फाळ 3) गरिबी  
4) निसर्ग/सुटका 5) जग 6) बालपण

**Set-3**

- A) 1) थंड 2) योद्धा 3) मुलाखत  
4) मजबूत 5) इतिहास 6) शोध

**Set-4**

- A) 1) प्रवास 2) दुपारचे जेवण 3) परी  
4) बहाणा/सोंग करणे 5) सवय 6) तक्रार

**Set-5**

- A) 1) चिंच 2) मूर्ख 3) आजार  
4) सुधारणे 5) पर्वत 6) प्रतिसाद

(Kindly check respective translation of words according to their mediums)



**MODEL ACTIVITY SHEET**

**SECTION I : Language Study**

**Q. 1 A) Do as directed. (Attempt any four) (08 Marks)**

1) Complete the words by using correct letters. (2)

(i) M\_sic (ii) Har\_h (iii) Dr\_nk (iv) Cro\_d

2) Put the words in alphabetical order. (2)

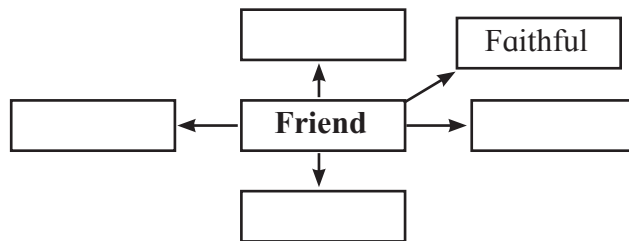
(i) warrior, daughter, unless, attack  
(ii) active, ability, always, account

3) Punctuate the following. (2)

(i) she replied i am working for science  
(ii) bholi, are you crazy shouted ramlal

4) Make four words (minimum 3 letters) using the letters in the word 'UNIVERSITY'. (2)

5) Write the related words as shown in the example. (2)



6) Complete the word chain of noun. Add four words, each beginning with the last letter of the previous word. (2)

School → 1..... → 2..... → 3..... → 4.....

**B) Do as directed. (02 Marks)**

1) Attempt any one :

(a) Make meaningful sentence by using the phrase 'looking for'. (1)

OR

(b) Add a clause to expand the sentence meaningfully. (1)

(1) If you do exercise daily .....



**2) Attempt any one :**

(a) Add a prefix or suffix to make new words: (1)

(1) appear (2) obey

OR

(b) Make a meaningful sentence using any one of the following words.

(1) appear (2) obey

**SECTION II : Textual Passages**

**Q. 2 A) Read the following passage and do the activities. (10 Marks)**

**A1) Complete the following sentences. (02)**

- (i) The writer offered the baby langur.....
- (ii) The baby langur was in state of .....
- (iii) The mother langur was sitting on their .....
- (iv) Splashes of cold water made the baby .....

I took the baby langur to our backyard and gently laid him on the floor in side the poultry coop. His body was full of deep bite marks and scratched. Blood was oozing from some of the wounds. The baby remained motionless. My father provided first aid to clean the wounds and stop the bleeding. I was relieved to find out that the baby was breathing, even though his breaths were shallow.

Splashes of cold water made the baby stir and after a few shaky attempts,he sat up. He was in state of shock and started trembling like a leaf in the wind. His two little twinkling eyes welled up with tears and he started to sob with a muffled cry - just like a human child would after experiencing trauma. I offered him a peeled banana which he accepted with his unsteady hand and began taking hesitant bites.

My attention was fixed on the revival of the baby langur. Suddenly, I had an uncanny feeling of being watched. I turned away from the coop and looked up. There sat the mother langur on our kitchen roof, watching every move I made. She simply sat there quietly, as if convinced that no harm was being done to her child.

**A2) Arrange the following events as per their sequence. (02)**

- (i) Writer's father provided first aid to clean the wounds.
- (ii) After a few shaky attempts, the baby langur sat up.
- (iii) The writer turned away from the coop.
- (iv) The writer took the baby langur to their backyard.

**A3) Match the synonyms.****(02)**

'A' Columns	'B' Columns
(i) trauma	(a) move
(ii) coop	(b) still
(iii) stir	(c) great distress
(iv) motionless	(d) cage for poultry

**A4) Do as directed.****(02)**

(1) The baby remained motionless. (Make negative without changing the meaning.)

(2) She simply sat there quietly. (Choose correct question tag.)

(i) doesn't she?

(ii) didn't she?

(iii) wasn't she?

(iv) don't she?

**A5) How will you help an injured bird / animal?****(02)****B) Read the following passage and do the activities.****(10 Marks)****B1) State whether the following statements are true or false.**

(i) Parents of young seagull guided his brothers and sisters in the art of flying

(ii) The whole family kept taunting young seagull for his cowardice.

(iii) The young seagull mustered up courage to take that plunge.

(iv) The young seagull was with his mother on his ledge.

The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down - miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

That was twenty-four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it,

standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him for his cowardice.

**B2) Describe the attempts made by the seagull to fly.**

**B3) Match the Pairs.**

'A' Columns	Answers	'B' Columns
(i) Upbraiding		(a) a high steep face of a rock
(ii) Devour		(b) utter a shrill cry
(iii) cliff		(c) scolding
(iv) cackle		(d) eat

**B4) Do as directed.**

**Choose the correct options for the following:**

- (i) He could not rise. (Rewrite the sentence using 'unable to')
- (a) He could unable to rise.                      (b) He is unable to rise.  
(c) He unable to rise.                                (d) He was unable to rise.
- (ii) He was tired and weak. (Make it exclamatory)
- (a) How tired and weak he was!                (b) How tired and weak he was.  
(c) What tired and weak he was!                (d) How tired and weak was he!

**B5) Personal Response.**

What is your favourite bird? Why?

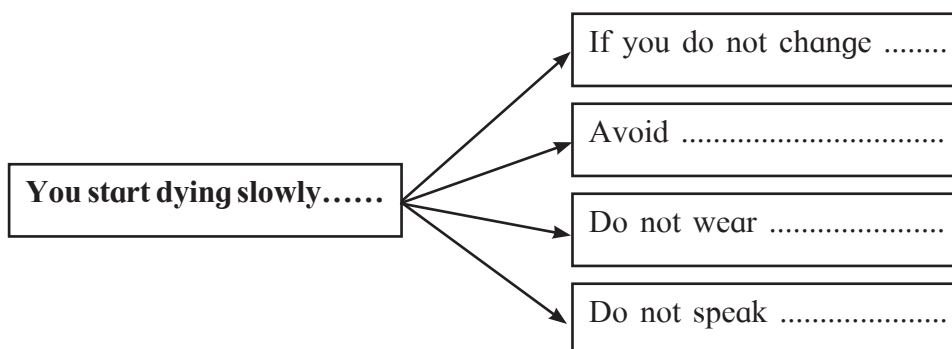
### SECTION III : Poetry

**Q. 3 A) Read the following stanzas and do the activities.**

**(05 Marks)**

**A1) Complete the following web.**

**(02)**



If you become a slave of your habits,  
 Walking everyday on the same paths...  
 If you do not change your routine,  
 If you do not wear different colours  
 Or you do not speak to those you don't know.  
 You start dying slowly.....  
 If you avoid to feel passion  
 And their turbulent emotions;  
 Those which make your eyes glisten  
 And your heart beat fast.  
 You start dying slowly.....

**A2) According to the poet passion and their turbulent emotions do two things. What are they? (02)**

(i) ..... (ii) .....

**A3) Give your own rhyming words for the following. (01)**

(i) eyes - ..... (ii) fast - .....

**B) Appreciation of the poem. (10 Marks)**

Read the following poem and write an appreciation of it with the help of the points given below.

<b>The Twins</b>	
<p><i>In form and feature, face and limb,          I grew so like my brother,          that folks got taking me for him,          And each for one another.          It puzzled all our kith and kin,          It reached a fearful pitch;          for one of us was born a twin,          Yet not a soul knew which.          This fatal likeness even dogged,          My footsteps, when at school,          And I was always getting flogged,          For John turned out a fool,          I put this question, fruitlessly,          To everyone knew,          'What would you do, if you were me,          To prove that you were you ?'</i></p>	<p><i>One day, to make matter worse,          Before our names were fixed,          As we were being washed by nurse,          We got completely mixed; And thus, you          see, by fate's decree,          Or rather nurse's whim,          My brother John got christened me,          And I got christened him.          Our close resemblance turned the tide,          Of my domestic life,          For somehow, my intended bride          Became my brother's wife.          In fact, year after year the same,          Absurd mistakes went on,          And when I died, the neighbours came,          And buried brother John.</i></p>
<i>- Henry Sambrooke Leigh</i>	

**Points :**

- Title of the poem :
- Name of the Poet/ poetess :
- Rhyme Scheme :
- Figure of speech (Any one) :
- Central idea/Theme (in 2 to 3 lines).

**SECTION IV : Non-Textual Passage**

**Q. 4 A) Read the following passage and do the activities. (10 Marks)**

**A1) Choose the correct alternative. (02)**

- (1) Mother Teresa was awarded the Nobel Peace Prize in.....  
(i) 1901                      (ii) 1979                      (iii) 1950                      (iv) 1947
- (2) Mother Teresa gave up her teaching career in.....  
(i) 1901                      (ii) 1979                      (iii) 1950                      (iv) 1947
- (3) The Nobel Peace Prize was instituted in.....  
(i) 1901                      (ii) 1979                      (iii) 1950                      (iv) 1947
- (4) The subject that Mother Teresa taught in a convent school was.....  
(i) English                      (ii) History                      (iii) Geography                      (iv) Sociology

Mother Teresa was awarded the 1979 Nobel Peace Prize in recognition of her good work. The winner, chosen from among fifty-six nominees, including US President Jimmy Carter. She is the sixth woman in the world and the first citizen of India to get this highly esteemed prize since it was instituted in 1901.

Born of Albanian parents in what is now Yugoslavia, Mother Teresa come to India fifty years ago. There she taught Geography in a convent school. In 1947, she gave up her teaching career and moved in to the slums of Kolkata to serve God among the poorest of the poor. Later she became an Indian citizen.

Today, after thirty years of sustained efforts, the order, which is best known for its home, has grown up to be a very big organization - running schools, hospitals, youth centres and orphanages around the world. Mother Teresa is a frail-looking but energetic woman who talks little of herself. She is regarded as a saint by her followers, she always tells them humbly what she does is actually God's work.

A2) Complete the following web. (02)



A3) Match the words in column 'A' with their meanings in column 'B'. (02)

Column 'A'		Column 'B'
(i) weak/thin body		(a) sustained
(ii) disciples		(b) humbly
(iii) politely		(c) followers
(iv) continuous		(d) frail looking

A4) Do as directed. (02)

- (1) She gave up her teaching career.  
(Rewrite the sentence beginning with 'Her teaching career .....')
- (2) She is regarded as a saint.  
(Frame a Wh Type question to get underlined part as an answer.)

(A5) Who is your role model? Why? (02)

Q. 4 B) Summary Writing. (05 Marks)

Read the passage given in Q. 4 (A) and write the summary of it. Suggest a suitable title to your summary.

**SECTION V : Writing Skills**

Q. 5 A) A1 OR A2 Letter Writing : Do any one of the following activities. (05 Marks)

**A1) Sujit/Sujata Walhekar,**  
Rose Villa, Green top society,  
TilakNagar, Pune is writing a  
letter to her/ his sister Sweety  
telling about exam tips. Use the  
points given in the notice and  
add some of your own.

**A2) Sujit /Sujata Walhekar,**  
Rose Villa, Green top society,  
Tilak Nagar, Pune. is writing  
a letter to to the Head Master,  
New English High school, Tilak  
Road, Pune. Thanking him/her  
for the informative notice.

**NEW ENGLISH HIGH SCHOOL, TILAK ROAD, PUNE**

**Examination Tips**

- Enter your block before 15 minutes of paper.
- Use blue pen/black pen for writing answers.
- Draw diagrams, graphs, tables wherever necessary.
- Solve all questions serially.
- Don't write unwanted matter in answer book.
- Write accurate answers.
- Avoid talking to your friends during examination.
- Avoid writing anything on question paper.
- Help your teachers to keep peaceful atmosphere.
- Don't try to cheat or copy.

**- Incharge Exam. Department.**

**B) B1 or B2. Do any one of the following. (5 Marks)**

**B1) Dialogue Writing.**

(1) Prepare a dialogue from the jumbled sentences. (01)

A : Could you finish all the questions in time?

B : Question number 5 and 6 were difficult for me.

A : Which questions were difficult for you?

B : Yes, I could.

(2) Complete the following dialogue. (01)

A : Do you like to hear bedtime stories?

B : .....

A : Which stories do you like to hear the most?

B : .....

(3) Write a dialogue on 'Preparation for the exam' between you and your friend.  
(Minimum 3 meaningful exchanges) (03)

OR

**B2) Speech Writing.**

**(05)**

Imagine that you are the captain of kho-kho team of your school. You are asked to deliver a speech on 'Hard work : A key to success'. Use the following points in your draft.

- Hard work
- Stay motivated
- Proper planning
- Perseverance
- No short cuts for success
- Set a goal
- Consistency

**Q. 6 A) Information Transfer.**

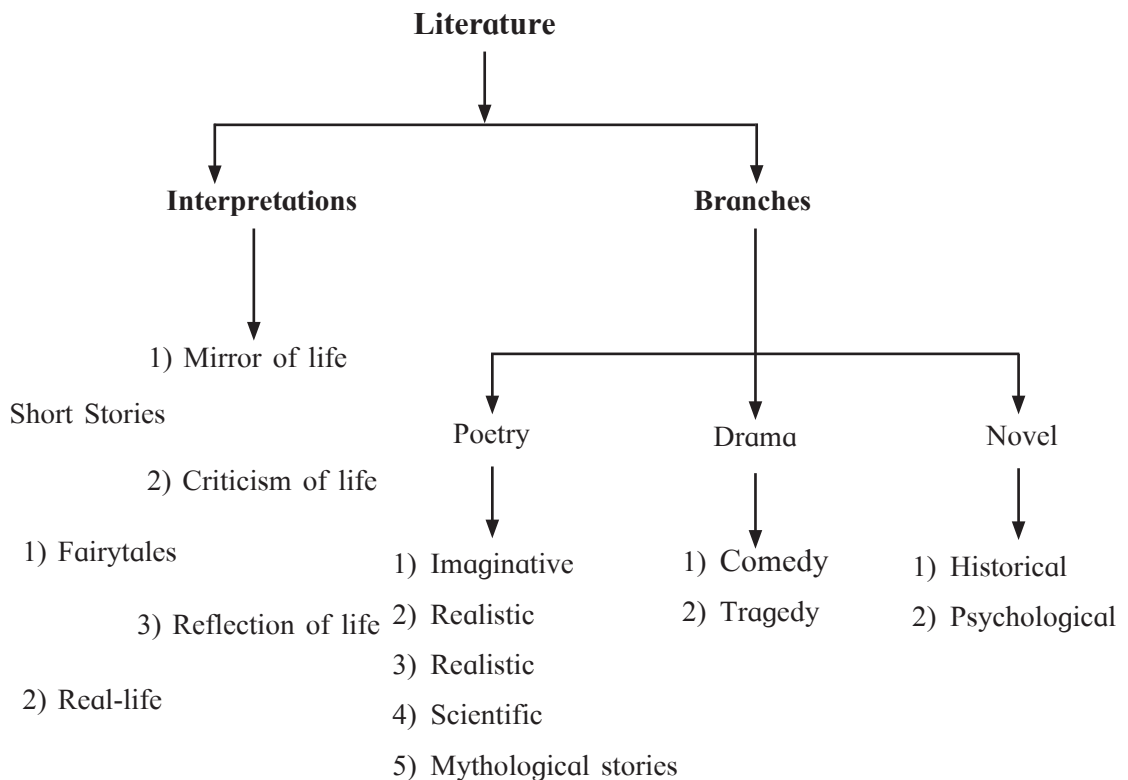
**(05 Marks)**

**A1 OR A2 Do any one of the following.**

**A1) Non-verbal to verbal :**

**(05)**

**Read the information given in the tree-diagram. Write a paragraph based on it. Give a suitable title to it.**



(OR)



**A2) Verbal to Non-verbal :**

**(05)**

**Read the information given below and represent it in the form of table given below. Give a suitable title to it.**

**Mumbai :** Mumbai is the capital city of the Maharashtra. The population of Mumbai is above one crore. Marathi, Hindi, Gujrathi languages are mostly used by the people. The climate of the city is Hot and damp. The cosmopolitan city and centre of textile industry are the special features of Mumbai. But the life is very fast.

**Pune :** Pune is capital of culture and educational activities. The population of Pune is above 25 lack mostly Marathi is spoken in Pune. The climate of the city is warm and cool. Pune is the educational and cultural city. But the life of Pune is very quiet.

<b>Points</b>	<b>Mumbai</b>	<b>Pune</b>
1) Capital city of		
2) Population		
3) Languages		
4) Climate		
5) Special features		

**Q. 6 B) Expand the theme:**

**(05 Marks)**

**B1 or B2 Do any one of the following.**

**B1) News Report :**

**(05)**

Read the following headline and prepare a news report with the help of the given points.

**Abhinav School Celebrates Teacher's Day**

**Make use of the following guidelines :**

- Headline
- Date line
- Lead line
- Body of the report
- Conclusion

OR

**B2) Develop a story to get the following end. Suggest a suitable title. (05)**

..... and finally Prasad found his lost dog. All his anxiety drained out and he was filled with joy with no bounds.

**SECTION VI : Skill Development**

**Q.7) Translation : (05 Marks)**

(a) Translate the following words into your medium of instruction (any four):

- (1) dream      (2) citizen      (3) library  
(4) prayer      (5) heritage      (6) nature

(b) Translate the following sentences into your medium of instruction (any two).

- (1) Drink atleast ten to twelve glasses of water everyday.  
(2) Education is key to success.  
(3) Give respect, take respect.  
(4) Keep our city clean.

(c) Translate the following idioms / proverbs into your medium of instruction. (any one)

- (1) As you sow so shall you reap.  
(2) Cut your coat according to your cloth.

■■■

**MODEL ANSWER SHEET**

**SECTION I : Language Study**

**Q. 1 A) Do as directed. (Attempt any four) (08 Marks)**

**1) Complete the words by using correct letters. (2)**

(i) Music (ii) Harsh (iii) Drink (iv) Crowd

**2) Put the words in alphabetical order. (2)**

(i) attack daughter, unless, warrior  
(ii) ability, account ,active, always

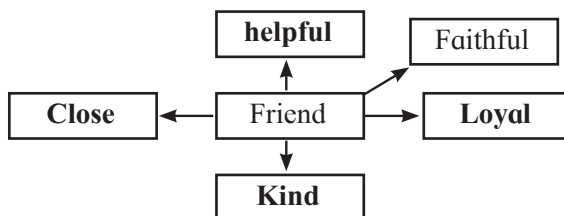
**3) Punctuate the following. (2)**

(i) She replied, "I am working for science."  
(ii) "Bholi, are you crazy?" shouted Ramlal

**4) Make four words (minimum 3 letters) using the letters in the word 'UNIVERSITY'. (2)**

Sit, ten, net, tire, tie, unit, (accept any reasonable answer)

**5) Write the related words as shown in the example. (2)**



(accept any reasonable answer)

**6) Complete the word chain of noun. Add four words, each beginning with the last letter of the previous word. (2)**

School → 1) leaf → 2) flower → 3) rose → 4) engine

(accept any reasonable answer)

**B) Do as directed. (02 Marks)**

**1) Attempt any one :**

(a) Make meaningful sentence by using the phrase 'looking for'. (1)

**Ans. I am looking for my pen (accept any reasonable answer)**

OR

- (b) Add a clause to expand the sentence meaningfully. (1)  
 (1) If you do exercise daily I will be healthy  
 (accept any reasonable answer)

**2) Attempt any one :**

- (a) Add a prefix or suffix to make new words: (1)  
 (1) appear : **disappear** (2) obey : **disobey**

OR

- (b) Make a meaningful sentence using any one of the following words.  
 (1) appear : The angel suddenly **appears** before me  
 (2) obey : I always **obey** the orders of my parent  
 (accept any reasonable answer)

**SECTION II : Textual Passages**

**Q. 2 A) Read the following passage and do the activities. (10 Marks)**

**A1) Complete the following sentences. (02)**

- (i) a peeled banana  
 (ii) in state of shock  
 (iii) on their kitchen roof  
 (iv) baby stir

**A2) Arrange the following events as per their sequence. (02)**

- (i) The writer took the baby langur to their backyard.  
 (ii) After a few shaky attempts, the baby langur sat up.  
 (ii) Writer's father provided first aid to clean the wounds  
 (iv) The writer turned away from the coop.  
 Writer's father provided first aid to clean the wounds.

**A3) Match the synonyms. (02)**

'A' Columns	'B' Columns
(i) trauma	(a) great distress
(ii) coop	(b) cage for poultry
(iii) stir	(c) move
(iv) motionless	(d) cage for poultrystill

**A4) Do as directed. (02)**

- (1) The baby did not any motion.  
 (2) didn't she?

A5) Accept any reasonable answer

(02)

B) Read the following passage and do the activities.

(10 Marks)

B1) State whether the following statements are true or false.

- (i) True
- (ii) True
- (iii) False
- (iv) False

B2) he had taken a little run forward to the brink of the ledge , attempted to flap his wings he became afraid. down. he bent his head and ran away back to the little hole under the ledge,he failed to muster up his courage.

B3) Match the Pairs.

'A' Columns	Answers	'B' Columns
(i) Upbraiding	(c) scolding	(a) a high steep face of a rock
(ii) Devour	(d) eat	(b) utter a shrill cry
(iii) cliff	(a) a high steep face of a rock	(c) scolding
(iv) cackle	(b) utter a shrill cry	(d) eat

B4) Do as directed.

Choose the correct options for the following:

- (i) He was unable to rise.
- (ii) How tired and weak was he!

B5) Personal Response.

Accept any reasonable answer

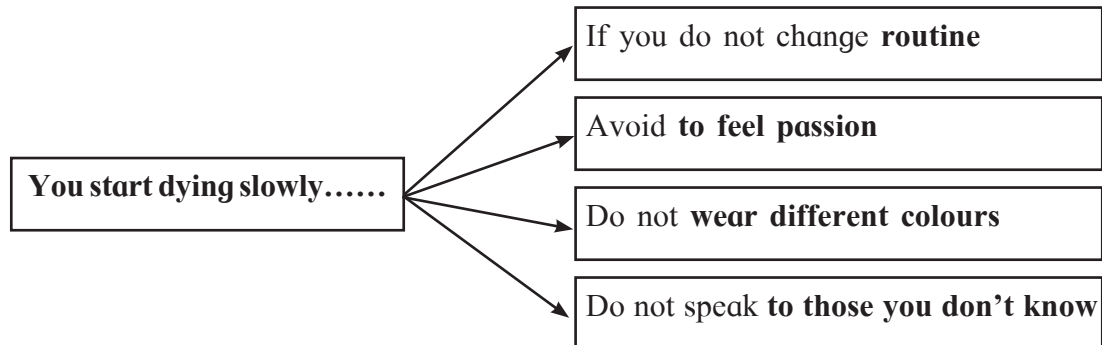
### SECTION III : Poetry

Q. 3 A) Read the following stanzas and do the activities.

(05 Marks)

A1) Complete the following web.

(02)



**A2) According to the poet passion and their turbulent emotions do two things. (02)**

- (i) ...glistering eyes (ii) heart beat fast

**A3) Give your own rhyming words for the following. (01)**

- (i) eyes – wise, lies (ii) fast – last, cast

**B) Appreciation of the poem. (10 Marks)**

Read the following poem and write an appreciation of it with the help of the points given below.

- Points :**
- Title of the poem (½ Mark)
  - Name of the poet (½ Mark)
  - Rhyme scheme (1 Mark)
  - Figure of speech (any one) 1 (1 Mark)
  - Theme/Central idea (in 2 or 3 lines) (2 Mark)
- (Accept any reasonably correct answer)

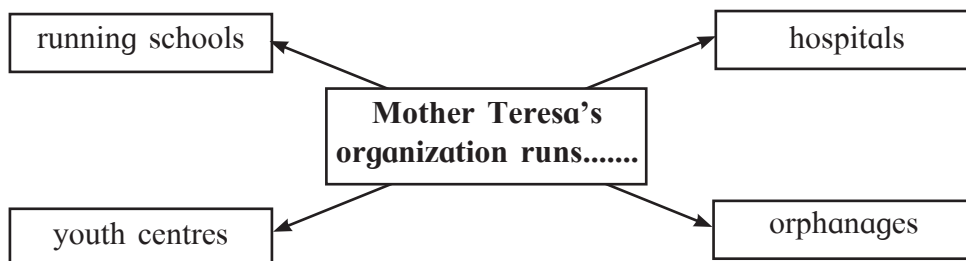
**SECTION IV : Non-Textual Passage**

**Q. 4 A) Read the following passage and do the activities. (10 Marks)**

**A1) Choose the correct alternative. (02)**

- (1) Option No. (ii) 1979
- (2) Option No. (iv) 1947
- (3) Option No. (i) 1901
- (4) Option No. (iii) Geography

**A2) Complete the following web. (02)**



**A3) Match the words in column 'A' with their meanings in column 'B'. (02)**

Column 'A'		Column 'B'
(i) weak/thin body	<b>frail looking</b>	(a) sustained
(ii) disciples	<b>followers</b>	(b) humbly
(iii) politely	<b>humbly</b>	(c) followers
(iv) continuous	<b>sustained</b>	(d) frail looking

**A4) Do as directed. (02)**

(1) Her teaching career was given up by her..

(2) What is she regarded as ?

**(A5) Accept any reasonable answer (02)**

**Q. 4 B) Summary Writing. (05 Marks)**

- Marking scheme for Summary Writing : (5 Marks)
- Suggest/ write a title (1 Mark)
- Central Idea/ Theme (2 Marks)
- Use of appropriate language (2 Marks)

**SECTION V : Writing Skills**

**Q. 5 A) A1 OR A2 Letter Writing : Do any one of the following activities. (05 Marks)**

**A1) Informal Letter Marking Scheme A2) Formal Letter Marking Scheme**

- Sender's address and date (½ Mark)
- Salutation (½ Mark)
- Main Body (2 ½ Marks)
- Closing (½ Mark)
- Grammar (1 Mark)

OR

- Sender's address and date (½ Mark)
- Recipient's address (½ Mark)
- Subject/Salutation (½ Mark)
- Main Body (2 Marks)
- Subscription/Closing (½ Mark)
- Grammar (1 Mark)

**B) B1 or B2. Do any one of the following. (5 Marks)**

**B1) Dialogue Writing.**

**Marking Scheme**

- (i) Appropriate sequence of the given dialogue (1 Mark)
- (ii) Appropriate responses to complete the dialogue (1 Mark)
- (iii) Meaningful, minimum 3 exchanges on the given theme (1 Mark)

OR

**B2) Speech Writing. (05)**

**Marking Scheme**

- (i) Appropriate beginning /Conclusion (1 Mark)

(ii) Body- Use of given points and additional points, (2 Marks)  
Use appropriate language.

(iii) Appropriate sequence and flow of language (1 Mark)

(iv) Use of appropriate grammatical structure (1 Mark)

**Q. 6 A) Information Transfer. (05 Marks)**

**A1) Non-verbal to verbal : (05)**

**Marking Scheme**

- Title (1 Mark)
- Use of given points (2 Marks)
- Grammar (1 Mark)
- Appropriate beginning and conclusion (1 Mark)

OR

**A2) Verbal to Non-verbal : (05)**

**Marking Scheme**

- Title (1 Mark)
- Covering all points (2 Marks)
- Appropriate graphic/layout (1 Mark)
- Overall presentation (1 Mark)

**Q. 6 B) Expand the theme: (05 Marks)**

**B1 or B2 Expand the theme :**

**Marking Scheme**

- Title and beginning (1 Mark)
- Vocabulary and Grammar (1 Mark)
- Use of appropriate points/examples/conveying message (2 Marks)
- Logical order/Conclusion (1 Mark)

**SECTION VI : Skill Development**

**Q.7) Translation : (05 Marks)**

**Marking Scheme**

(a) Accept any reasonably correct translated words (any four)

½ Mark, ½ Mark, ½ Mark, ½ Mark)

(b) Accept any reasonably correct translated sentences (any two) (1 Mark, 1 Mark)

(c) Accept any reasonably correct translated Idiom/Proverb (any one)

■■■



### List of Credit

Sr. No.	Name of Teacher	Designation	School/Office Address
1)	Hemangini Chopade	Asst. Teacher	Baliram Patil Vidyalaya, Cidco, N9, Chha. Sambhajinagar.
2)	Anil Dahatonde	Asst. Teacher	Parth Sainiki School and Jr. College, Kharpudi Road, Jalna.
3)	Amol Kamble	Asst. Teacher	New High School (Thrmal) Parli.V., Dist. Beed.
4)	Mohseen Shaikh	Asst. Teacher	Aurangabad Public High School, Sharif Colony, Roshangate, Chha. Sambhajinagar.
5)	Ashpak Kazi	Asst. Teacher	English School Mangalwedha, Dist. Solapur.
6)	Manoj Naikwadi	Asst. Teacher	S.S.Late Shankarrao Bajirao Davkhare Vidyalay, Pimple Khalsa, Hivare Kumbhar, Tal. Shirur, Dist. Pune.
7)	Dr. Santosh Gaikwad	Senior Secondary Teacher	Zilla Parishad High School and Junior College, Adgaon, Bk. Tal. Telhara, Dist. Akola.
8)	Kiran Deshmukh	Asst. Teacher	Zilla Parishad High School, Pangari Go, Tal. Mantha, Dist. Jalna.
9)	Dr. Shivnanda Mehetre	Asst. Teacher	Zilla Parishad High School (Boys) Jalna.
10)	Avinash Rade	Asst. Teacher	L.B.S. High School and S.S.Y. Chaphekar Junior College, Manor, Tal., Dist. Palghar.





