

This question paper contains 8+4 printed pages]

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S. No. of Question Paper : 3267

Unique Paper Code : 72032801

Name of the Paper : English A

Name of the Course : Ability Enhancement Compulsory  
Course-I

Semester : I

Duration : 3 Hours

Maximum Marks : 75

(Write your Roll No. on the top immediately on receipt of this question paper.)

Answer All questions.

1. Read the passage carefully and answer the questions that follow :

*Is Anybody Inside ?*

[Author and publication details unknown]

The old man pressed his granddaughter's face against his chest. 'Quiet,' he whispered urgently. 'Don't move. If you do, we are lost.'

The mob came rushing down the road, shouting slogans.

P.T.O.



The old man drew his arm protectively around the little girl's shoulders. 'Don't cry,' he whispered. 'They will not find us here.'

Suddenly someone kicked the door open. It banged against the cement wall. Framed in the open doorway, against a red sky, stood two men. Behind them houses burned and the sky was thick with smoke.

'Can you see anyone ?' asked the shorter of the two. 'Not yet,' was the reply.

A torch flashed. Its beam pierced the semi-darkness of the shed. The old man shrank back against the stacks of firewood, hoping that the empty drums in front would hide them from the searching light. Eyes wide with terror, he watched the light sweep over the piles of wood. Probing the piles of charcoal, drawing closer and closer, the powerful beam hit him in the eyes. His eyes caught the face of the tall, dark man. For a moment, their eyes met and held. He knew the man, he knew him very well. His neighbour's son, his friend. But that didn't seem to matter. Not now, not any more. What mattered now was religion. To share the same belief in the same God. The old man closed his eyes, and turned his face away. Trapped ! Caught ! Too late to run.



Too late to pray. Too late for anything. Time to die.

'Do you see anything?' The shorter man pushed past. 'Is anybody inside?'

The old man held his breath. With his eyes shut, his heart thumping wildly under his sweat-stained shirt, he waited. After what seemed an eternity, the tall man's words reached him. They came from far away. 'No, let's go. There is nobody here.' And the shed was plunged into darkness once again.

- (a) At the beginning of the story, what makes the old man feel he and his granddaughter are safe ? 2

*Or*

How does the grandfather comfort his granddaughter ? 2

- (b) In your own words, describe the atmosphere of fear in the story above. 3

*Or*

What is the significance of the 'red sky', burning houses, and a sky that was 'thick with smoke' ? 3



- (c) Why does the old man not feel any relief when he recognizes his best friend, who is also his neighbour's son ? 5

Or

What is the significance of the last paragraph of the story ? What does it suggest about human relations ? 5

- (d) Use any 5 of the words given to write a descriptive paragraph of 50-80 words : 5

Mob, light, eyes, charcoal, powerful, closer, eternity, stained.

2. Read the passage carefully and answer the questions below :

From *A Long Walk for Bina*, by Ruskin Bond (2002)

Bina had been going to school in her own village of Koli, on the other side of the mountain. But it had been a Primary School, finishing at Class Five. Now, in order to study in the Sixth, she would have to walk several miles everyday to Nauti, where there was a High School going up to the Eighth. It had been decided that Sonu, her younger brother, would also shift to the new school, to give Bina company. Prakash, their neighbour in Koli, was already a pupil at the Nauti school. The children spoke often about the fun they would have while walking to and fro.



Prakash had mischievous nature, which sometimes got him into trouble, had resulted in his having to repeat a year. But this didn't seem to bother him. 'What's the hurry ?' he shrugged as he spoke, his tone careless and carefree. He had told his indignant parents. 'You're not sending me to a foreign land when I finish school. And our cows aren't running away, are they ?' They were still angry about what he had said, but his voice rose in amusement as he told Bina about the conversation.

'You would prefer to look after the cows, wouldn't you ?' asked Bina seriously, with concern in her eyes, as they got up to continue their walk.

"Oh, school's all right. But there's more to life... Hey ! Do you know, there's a new teacher this year. Miss Ramola. She's very young, they say, just out of college. Everyone in school is talking about her – I wonder what she'll be like."

Bina looked up, excited at this new piece of information. Her eyes shone as she thought about all the questions she wanted to ask, all the new things she might learn.

Bina walked faster and Sonu had some trouble keeping up with them. She took his hand and helped him along, walking close to him, her hand on his shoulder often. She was thrilled about



the new school and the prospect of different surroundings. She had seldom been outside her own village, with its small school and single ration shop. The day's routine never varied – helping her mother in the fields or with household tasks like fetching water from the spring or cutting grass and fodder for the cattle. Her father, who was a soldier, was away for nine months in the year and Sonu was still too small for the heavier tasks.

As they neared Nauti village, they were joined by other children coming from different directions. Even where there were no major roads, the mountains were full of little lanes and short cuts. Like a game of snakes and ladders, these narrow paths zigzagged around the hills and villages, cutting through fields and crossing narrow ravines until they came together to form a fairly busy road along which mules, cattle and goats joined the throng.

- (a) Find examples of non-verbal communication in this passage. 2

*Or*

Find examples of effective communication by the pitch of the voice in this speech. 2

- (b) Where do we find feedback to the speech in this passage ? What is the feedback ? 2



*Or*

Listening is as important as speaking. List examples from the above passage to show that the children are alert listeners. 2

- (c) Define 'Grapevine' and locate relevant example(s) in the passage. 3

*Or*

Define 'Social Space' and locate relevant example(s) in the passage. 3

- (d) Semantic noise is defined as barrier that is generated within a message, and is caused by factors such as limited vocabulary, cultural differences, and blocked categories. Find an example of semantic noise in the passage and explain why you think it occurs here. 3

*Or*

The 7 Cs of effective communication are Completeness, Conciseness, Consideration, Clarity, Concreteness, Courtesy, and Correctness.

Find examples of any *three* of these in the passage above. 3



Answer any *two* of the 4 questions below based on the passage above :

- (a) Imagine that you are a reporter sent to the village to interview the children Bina, Sonu and Prakash about the hardships they face as rural students. Write an interview based on the information in the passage. You may add details from your imagination if necessary. 10
- (b) You are a journalist who has been sent by your newspaper to interview Miss Ramola about the challenges of teaching in a village. Based on the passage write an interview with her. 10
- (c) If Bina and Prakash had a conversation about the importance of school education, how do you think it would proceed ? Write a dialogue between Bina and Prakash, where Bina tries to convince Prakash to concentrate more on his studies. 10
- (d) Write a public speech about the benefits and necessity of affordable and easily available basic education, specially in rural areas. 10



3. Read the passage carefully and answer the questions that follow :

### Chief Seathl's Letter

In 1855, the Native American Chief Seathl of the Suwamish People wrote a letter to the President of United States of America in response to the President's demand to forcibly buy the tribal land.

How can you buy or sell the sky – the warmth of the land ?

The idea is strange to us. We do not own the freshness of the air or the sparkle of the water. How can you buy them from us ? ... Every part of this earth is sacred to my people. Every shining needle, every sandy shore, every mist in the dark woods, every humming insect is holy in the memory and experience of my people. We know that the white man does not understand our ways. ... The earth is not his brother, but his enemy, and when he has conquered it, he moves on. He leaves his fathers' graves behind and he does not care. He kidnaps the earth from his children. He does not care. His fathers' graves and his children's birthright is forgotten. His appetite will devour the earth and leave behind only a desert.



One thing we know, which the white man may one day discover. Our God is the same God. You may think now that you own him as you wish to own our land. But you cannot. He is the God of all men. This earth is precious to him. And to harm the earth is to heap contempt on its Creator. The whites shall pass – perhaps sooner than other tribes. Continue to contaminate your bed and you will one night suffocate in your own waste. When the buffalo are all slaughtered, the wild horses all tamed, the sacred corner of the forest heavy with scent of many men, and the view of the ripe hills blotted by talking wires, where is the thicket ? Gone. Where is the eagle ? Gone. And what is it to say goodbye to the swift and the hunt – the end of living and the beginning of dying.

Answer any *two* of the 4 questions below :

- (1) **Analyse** the difference between the ideas of the white man and the native/tribal people as seen through Chief Seathl's letter. Can you propose a middle path between the two contrasting views of how the earth should be used ?



- (2) Chief Seathl wrote this letter 165 years ago, using terms and a style that are not used in our time.

**Paraphrase** the above passage in not more than 75 words in contemporary language and style. 10

- (3) **Expository writing** calls for logical analysis. Using material from Chief Seathl's letter, write an expository essay on the following topic : Europeans' (the white men's) idea of development was completely different from that of the tribal people, and it has ultimately led to the destruction of the planet as the Chief predicted. 10

- (4) What kind of person do you think Chief Seathl is based on this letter ? How would you **interpret** his values and goals ? 10

Answer the following question :

- (5) The above passage is an extract from Chief Seathl's letter to the President of the United States. Based on this letter, write a **letter** from Chief Seathl to his children in which he explains to them what will happen to their way of life once their land is gone. 10



*Or*

The President of the United States has asked you to do a survey of Chief Seathl's tribal land to look at opportunities for 'development'. Write a **report** on the findings of your survey, the prospects for development that the President wants, and your own recommendation on whether the land should be bought or not. 10

$$1. 2 + 3 + 5 + 5 = 15$$

$$2. 2 + 2 + 3 + 3 + 10 + 10 = 30$$

$$3. 10 + 10 + 10 = 30$$