

Q.1 Write on ONE of the following topics. (150 – 180 words)

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i. You are the secretary of the School Science Club. You come across an advertisement for a Science Exhibition, 'The Next Hundred Years'; you are interested in organising a group visit. Write a letter to the Principal. Include details:

- Share the details of the programme.
- Explain how it would benefit you and your class fellows.
- Discuss details of arrangement of the visit.

OR

ii. A local school has organised an awareness program to teach people about their responsibilities to save the earth. Write a newspaper report and include the following points.

- Name, agenda and details of the awareness programme.
- Name of the school to which the students belong and efforts made by them.
- What would be its impact on the society?

OR

iii. You have just returned from a three-day outdoor activity camp, which was organized by the Science Faculty of your school. Your principal has asked you to write a report for the school magazine. Include details:

- When and where it took place
- Detail of the arrangements and activities
- The benefits that students gained from the experience.

Directions: Read the passage. Then answer the questions below.

In 1993, Zlata Filipovic published a diary about her childhood in war-torn Bosnia.

Years later, she was asked to write the foreword or introduction, to The Freedom

Writers' Diary, a collection of writings by California students who chronicle poverty,

homelessness, violence, and other problems they face in a large city.

1. When I was asked to write the foreword to 'The Freedom Writers Diary', I was extremely honored and proud, but at the same time I was amazed by how many wonderful things can happen in such a short time.
2. I met the students of Wilson High School in March 1996. When I met them, I was touched by their warmth and kindness. They have an amazing potential to grow into truly great people, leaders, business men, ones who will inspire others.
3. These students and their teacher, Erin Gruwell, were inspired to start writing their own diaries. They had organized themselves and chose to do something different, something memorable, something powerful and humane. They chose to write, to create, to fight stereotypes and live up to the name of true Freedom Writers. I am immensely proud and happy to have had a chance to meet them and to play some role in their "growth" as human beings.
4. I started writing my own diary before the war in Bosnia because I wanted to have a place to record my childhood and create something that I could look back on to laugh, cry and recall. I never imagined that my diary would be published, and certainly didn't expect it to become a war diary.
5. When the Bosnian war started with all its horror and **disrupted** my happy and carefree childhood; my diary became more than a place to record daily events. It became a friend who is always ready and willing to accept anything and everything. It could handle my fear, my questions and my sadness. I discovered the beauty of writing—when one can pour oneself onto a great white emptiness and fill it with emotions, thoughts to leave them there forever. My diary became a type of therapy for dealing with everything that was going on.
6. Life brings good things and bad things. It would be easy to become a victim of our circumstances and continue feeling sad, scared or angry; or instead, we could choose to deal with injustice humanely and break the chains of negative thoughts or energies. We could choose to not let ourselves sink into it. Writing about the things turns a negative experience into something positive and useful.
7. After I left Bosnia, the war continued. The young former Yugoslavians know what a bomb sounds like, what a cellar is and what the absence of water, electricity or home feels like. I just hope that the anger, hate and sadness they have experienced will not remain inside

them. Because if they grow up holding on to such terrible feelings, it could lead to another war, sometime in the future, when the fate of the country would be in their hands. This is why I believe that everything the Freedom Writers have overcome and accomplished, is very important and must be respected; moreover, it has become the positive record in History. The Freedom Writers chose to break this cycle to make their positive experiences a lesson for generations to come.

8. I will always very highly respect and admire the Freedom Writers' **mentor**, their friend and teacher, Erin Gruwell. She was much more than a teacher to the Freedom Writers. She was a parent to those who did not have any. She was also very loyal with them as she shared her education and love with them and made a huge difference in her students' lives. They could have remained the "**underachievers**" they'd been labeled before they arrived in her classroom. In just several years, she made a tremendous difference and created a safe place for them to grow and blossom into amazing people. She made authors and historical figures out of them.
9. Many teachers consider their after-school time to be precious, but Erin gave herself over to her work. She was dedicated to help her students learn, and guided them to the true weapons - a pen, knowledge, a measure of faith, and an unyielding determination- with which they fought intolerance.

Q.3 Answer the following questions.

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- i. Based on the foreword, how would you describe the author's character?
 - A. Sad and resentful.
 - B. Cheerful and excited.
 - C. Doubting and uncertain.
 - D. Thoughtful and optimistic.

- ii. Based on paragraph 2, what is a great advantage that young people have?
 - A. They have few responsibilities.
 - B. Their future is full of possibilities.
 - C. They are naturally talented writers.
 - D. Their parents are still teaching them.

- iii. **What does paragraph 3 suggest about the Freedom Writers?**
- A. They felt their writing should win awards.
 - B. They created a work that was controversial.
 - C. They had many people to help with their efforts.
 - D. They consciously decided to take positive action.
- iv. **What is the main function of paragraph 4?**
- A. It describes the people who influenced the Freedom Writers.
 - B. It explains how Filipovic and the Freedom Writers are changing.
 - C. It contrasts Filipovic's beliefs with those of the Freedom Writers.
 - D. It serves as a transition to a description of Filipovic's experiences.
- v. **According to the foreword, what is the main reason Filipovic started her own diary? (Paragraph 4)**
- A. She was intending to write a book.
 - B. She hoped to document everyday events.
 - C. She was forced to stay home during a war.
 - D. She wanted to copy the work of other writers.
- vi. **Based on paragraph 8, what is the most likely reason the author puts the term "under achievers" in speech marks?**
- A. To show that the term is outdated
 - B. To show that the term is not easy to define
 - C. To show that the term is being spoken out loud
 - D. To show that the term does not apply to the students

vii. Based on the foreword, what does the author suggest when she calls the Freedom Writers "historical figures"?

- A. The Freedom Writers will be remembered for their accomplishments.
- B. The Freedom Writers have grown up since their book was published.
- C. The Freedom Writers based their work on events of long ago.
- D. The Freedom Writers helped record the pain of war.

viii. Read the phrase from paragraph 5 given below and select the words that explains disrupted? "When the Bosnian war started with all its horrors and disrupted my happy and carefree childhood..."

- A. Disturbed
- B. Distracted
- C. Discovered
- D. Discouraged

ix. Based on paragraph 8, a mentor is a person who...

- A. Guides others.
- B. Collects diaries.
- C. Fights injustice
- D. Overcomes difficulties.

Q.4 Based on the foreword, explain why Fillpovic believes keeping a diary or journal is valuable. Support your answer with important and specific details from the foreword.

[3]

Q.5 How did Erin Gruwell, help the refugees? Also interpret her relation with the displaced children. [/3]

Q.6 Fill in the gaps with appropriate words that have the same contextual meanings in the passage. [/5]

- i. A cool breeze touched the _____ of her cheeks. (Paragraph 2)
- ii. Jane hoped to defy _____ by having a busy career and also being a great mother to her children. (Paragraph 3)
- iii. We have _____ a lot, and are proud of our efforts. (Paragraph 7)
- iv. Mr. Vining is a _____ worker; he is the true spirit behind the success of his company. (Paragraph 9)
- v. Each shelf was _____, the books were alphabetized by shelf, and each one perfectly perched on the edge. (Paragraph 8)

Q.7 Complete the selected clauses from the passage using similes.

Hint: Create similes for the bold words. [/5]

- i. This is why I believe that everything the Freedom Writers have overcome and accomplished, is very **important**

- ii. I was extremely honored and **proud**

iii. Many teachers consider their after-school time to be **precious**

iv. I am immensely proud and **happy** _____ to have had a chance to meet them.

v. All I can say is that, it makes me terribly **sad**

Read the following passage and answer the questions given below.

[25]

At first it was difficult to tell just what had changed—it all looked the same and it all smelled the same—but, for some reason, nothing sounded the same.

"I wonder what's happened?" said Milo. At least that's what he tried to say, for, although his lips moved, not a sound came from his mouth. And suddenly he realized what it was, for Tock was no longer ticking. The wind no longer rustled the leaves, the car no longer squeaked, and the insects no longer buzzed in the fields.

"HAVE YOU COME TO HELP US?" asked one of them, stepping forward with his question.

Milo tried **desperately** to say who he was and where he was going, but to no avail.

After a while two of them held up a large blackboard, a third, writing as fast as he could, explained why there was nothing but quiet in the Valley of Sound.

"At a place in the valley not far from here," he began, "where the echoes used to gather and the winds came to rest, there is a great stone fortress, and in it lives the Soundkeeper, who rules this land. When the old king of Wisdom drove the demons into the distant mountains, he appointed her guardian of all sounds and noises, past, present, and future. For years she ruled as a wise and beloved **monarch**, each morning at sunrise releasing the day's new sounds, to be borne by the winds throughout the kingdom, and each night at moonset gathering in the old sounds, to be catalogued and filed in the vast storage vaults below. Everyone lived in peace, and the valley flourished as the happy home of sound. But then things began to change," he completed.

"Slowly at first, and then in a rush, more people came to settle here and brought with them new ways and new sounds, some very beautiful and some less so. But everyone was so busy with the things that had to be done that they **scarcely** had time to listen at all. And, as you know, a sound which is not heard disappears forever and is not to be found again, he added. He again cleared the blackboard, "The Soundkeeper grew worried and **disconsolate**. Each day there were fewer sounds to be collected, and most of those were hardly worth keeping. The general consensus of opinion held that the trouble began at the time that Rhyme and Reason were banished. But, no matter what the cause, no one knew what to do.

The Soundkeeper became furious, and then issued the following decree:

'FROM THIS DAY FORWARD THE VALLEY OF SOUND SHALL BE SILENT. SINCE SOUND IS NO LONGER APPRECIATED, I HEREBY ABOLISH IT. PLEASE RETURN ALL UNUSED AMOUNTS TO THE FORTRESS IMMEDIATELY.'

"Now you see," continued the writer, "why you must help us attack the fortress and free sound."

"What can I do?" wrote Milo.

"You must visit the Soundkeeper and bring from the fortress one sound, no matter how small, with which to load our cannons. For, if we can reach the walls with the slightest noise,

they will collapse and free the rest. It won't be easy, for she is hard to **deceive**, but you must try."

Milo thought for just a moment and then, with a resolute "I shall," volunteered to go.

Q.8 Answer the following questions.

i. What was the Soundkeeper's duty given by the King?

[/1]

ii. Why did people stop using sounds?

[/2]

iii. Why did the Soundkeeper start to collect sounds? Also explain what the decree said.

[/3]

iv. How did the people of Sound Valley communicate with Milo? Also explain what did they appeal for?

[/3]
