

Time: 3 Hrs.

Marks : 80

SECTION I : LANGUAGE STUDY

Q.1 A) Do as directed. (Attempt any four) [8]

A1) Fill in the missing letters to complete the words. 2

- i) spe\_ial ii) th\_ughts iii) par\_nts iv) co\_rage

A2) Put the words in alphabetical order. 2

- i) specially, gray, check, draft ii) business, begin, birth, beat

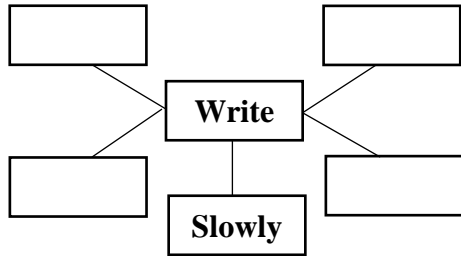
A3) Punctuate the following. 2

- i) sushants new house is in pune ii) she asked me are you coming to the party

A4) Make four words (minimum 3 letters) using the letters in the word. 2

‘incomprehensible’

A5) Write related words as shown in the example. 2



A6) Complete the word chain of verbs. Add four words, each beginning with the last letter of the previous word. 2

Walk, 1 \_\_\_\_\_, 2 \_\_\_\_\_, 3 \_\_\_\_\_, 4 \_\_\_\_\_

Q.1 B) Do as directed. [2]

B1. Attempt any one of the following

a) Make a meaningful sentence using ‘used to’ 1

OR

b) Add a clause to expand the sentence meaningfully.

a) They started laughing

B2. Attempt any one of the following 1

a) Add a prefix or suffix to make new words. (2 words)

- i) happy ii) respect

OR

b) Use any one of the following words in your own sentence.

- i) happy ii) respect

## SECTION II : TEXTUAL PASSAGES

**Q.2 A) Read the following passage and carry out the activities.** [10]

**A1) Arranged the following actions according to the order in which they took place.** 2

- i) They did not like the sound.
- ii) They started shouting.
- iii) People were turned back.
- iv) They gathered outside, on the steps of the bank.

People were turned back from the counters and told to return the following day. They did not like the sound of that. And so they gathered outside, on the steps of the bank shouting 'Give us our money or we'll break in! and 'Fetch the Seth, we know he's hiding in a safe deposit locker!' Mischief makers who didn't have a paisa in the bank, joined the crowd and aggravated their mood. The manager stood at the door and tried to placate them. He declared that the bank had plenty of money but no immediate means of collecting it; he urged them to go home and come back the next day.

'We want it now!' chanted some of the crowd. 'Now, now, now!'

And a brick hurtled through the air and crashed through the plate glass window of the Pipalnagar Bank.

**A2) Why was the manager unable to pay money to the people?** 2

**A3) Give the noun forms of –** 2

- i) gather -                      ii) crashed -                      iii) shouting -                      iv) collecting -

**A4) Do as directed** 2

(a) People were turned back from the counters. (Choose the correct passive form)

- i) People were back from the counters.
- ii) They turned back from the counters.
- iii) They turned the people back from the counters.

(b) Use the following word as a noun in your own sentence - Counter.

**A5) How would you feel if you lose all the money kept in your bank account?** 2

**Q.2 B) Read the following passage and carry out the activities.** [10]

**B1) State whether following statements are true or false** 2

- i) Meena stayed alone in an apartment in Delhi.
- ii) Meena was the second child of her parents.
- iii) The author spotted Meena at Bombay's flora fountain.
- iv) Everybody wanted to visit Meena.

That was Meena. She stayed alone in an apartment as her parents lived in Delhi. She was an only child and had the habit of complaining about anything and everything. Naturally, she wasn't a very pleasant company and nobody wanted to visit her. Then one day, Meena was transferred to Bombay and soon we all forgot about her.

Many years later, I found myself caught in the rain at Bombay's Flora Fountain. It was pouring and I didn't have an umbrella. I was standing near Akbarallays, a popular department store, waiting for the rain to subside. Suddenly, I spotted Meena. My first reaction was to turn, even in that pouring rain. I was anxious to avoid being seen by her, having to listen to her never ending complaints. However, I couldn't escape. She had already seen me and caught hold of my hand warmly. What's more, she was very cheerful.

'Hey! I am really excited. It's nice to meet old friends. What are you doing here?'

I explained that I was in Bombay on an official work.

'Then stay with me tonight,' she said. 'Let's chat. Do you know that, old friends and memories are precious and rare?'

**B2) When the writer spotted Meena, why does she want to turn and escape?** 2

**B3) Match the following.**

2

'A'	'B'
1) old	a) department
2) popular	b) complaints
3) never – ending	c) company
4) pleasant	d) friends

**B4) Do as directed**

2

- i) I couldn't escape. (Rewrite using 'unable to')
- ii) I explained that I was in Bombay on an official work.  
(Identify the subordinate clause and name it)

**B5) What is the difference between an optimistic person and pessimistic person?**

2

### SECTION III : POETRY

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

[5]

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

2

- 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) What decisions does the speaker have to take?**

2

**A3) Find and write down two rhyming pairs.**

1

**Q.3 B) Read the following poem and write critical appreciation of the poem with the help of following points.**

[5]

#### If

If you can keep your head when all about you  
Are losing theirs and blaming it on you;  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or, being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:

If you can dream and not make dreams your master;  
If you can think and not make thoughts, your aim;  
If you can meet with Triumph and Disaster  
And treat those two imposters just the same;  
If you can bear to hear the truth, you've spoken,  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools:

If you can talk with crowds and keep your virtue,  
 Or walk with Kings, nor lose the common touch;  
 If neither foes nor loving friends can hurt you,  
 If all men count with you, but none too much;  
 If you can fill the unforgiving minute  
 With sixty seconds' worth of distance run,  
 Yours is the Earth and everything that's in it,  
 And which is more you'll be a Man, my son!

- **Rudyard Kipling**

- |                                  |     |
|----------------------------------|-----|
| 1) Title -                       | 1/2 |
| 2) Poet -                        | 1/2 |
| 3) Rhyme scheme -                | 1   |
| 4) Figures of speech (any one) - | 1   |
| 5) Theme / Central idea -        | 2   |

**SECTION IV : NON TEXTUAL PASSAGE**

**Q.4 A) Read the passage and carry out the activities.** **[10]**

**A1) Match the following.** **2**

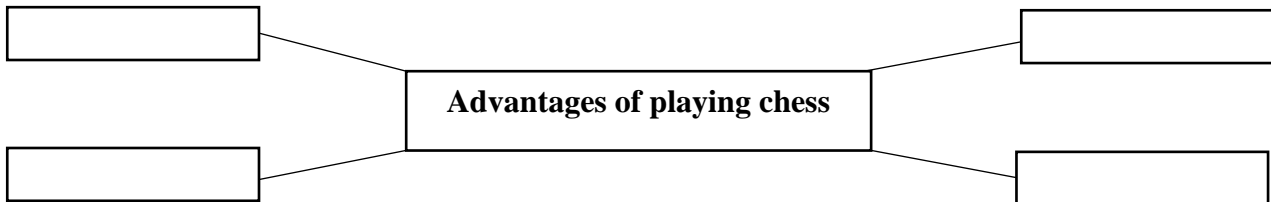
	Column 'A'		Column 'B'
1)	Bobby Fischer	a)	Ideal time to introduce chess
2)	Second grade	b)	Cognitive and communication skills
3)	Moving chess pieces	c)	Chess is life
4)	Mental effort	d)	Motor skill

Grandmaster and world chess champion Bobby Fischer is famously quoted as saying, "Chess is life." But can this two - player game, consisting of a square checkered board and playing pieces that are moved in different ways depending on their royal or military designation, benefit your mental and physical health? The answer is yes. Playing chess has many health advantages.

A child who is introduced to chess at a young age is likely to do better in school for years to come. Research shows that playing chess improves a child's thinking, problem solving, reading, and math scores. Educators and chess experts generally agree the second grade is the ideal time to introduce children to chess, although some as young as four or five may be ready to learn and play.

Chess exercises both sides of the brain. It improves children's thinking and problem - solving skills. Moving chess piece across the board can help develop and fine tune a child's motor skill. The mental effort required to play the game can improve cognitive and communication skills. Playing chess is also helps to keep attention focused on a task. It improves power of concentration. It builds confidence. What is more, chess also helps to prevent Alzheimer's disease!

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



**A3) i) Fill in the blanks.** **2**

\_\_\_\_\_ (positive degree), better, \_\_\_\_\_ (superlative degree)

ii) Find two compound words from the passage.

**A4) Do as directed** **2**

i) Bobby Fischer said, "Chess is life." (Rewrite the sentence in indirect speech)

ii) Chess is life. (Choose the correct question tag)

a) Is it?                                      b) Isn't it?                                      c) Should it?

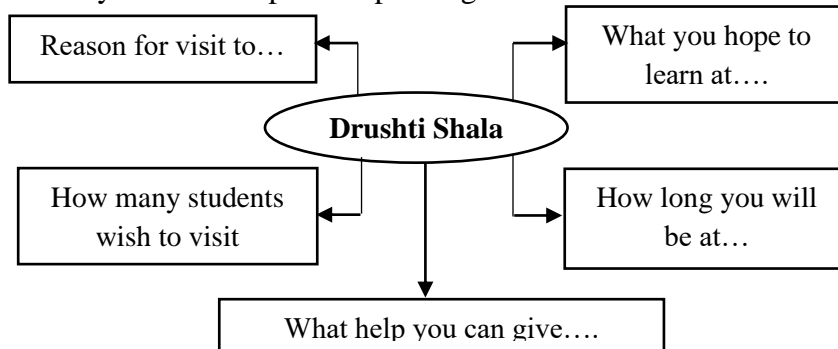
**A5) Read the passage and explain how you can benefit by playing chess. You may add some points from your own experience.** **2**

**Q.4 B) Write a summary of the passage given Q.4 (A) and suggest a suitable title for it. [5]**

**SECTION V : WRITING SKILL**

**Q.5 A) Letter Writing : Attempt any one of the following activities [5]**  
An elderly person in your neighbourhood hands you the following leaflet:

You may take the help of the points given in the web below :



You may add a few points of your own.

**A1) Informal letter:**

You would like to visit the school with some of your friends. Write a letter to your friend inviting him to visit Drushti Shala with you.

**A2) Formal letter :**

You and some of your friends wish to visit this school for the blind. Write to the Headmaster of the school asking for permission.

**Q.5 B) Dialogue writing/Speech writing: Attempt any of the following activities. [5]**

**B1) (a) Prepare a dialogue by arranging the given sentences in proper order. 1**

- Certainly. We accept either cash or cheque.
- Sure. Please fill up this form.
- Good morning. I wish to become a member of this library.
- I have filled in all the details. Can I make the payment by cheque?

**(b) Complete the following dialogues. 1**

i) I want to deposit a cheque.

\_\_\_\_\_

ii) Where is the drop box?

**(c) Write the dialogue on the given theme 3**

**Write a six line dialogue between an interviewer and the candidate who is applying for the job.**

**OR**

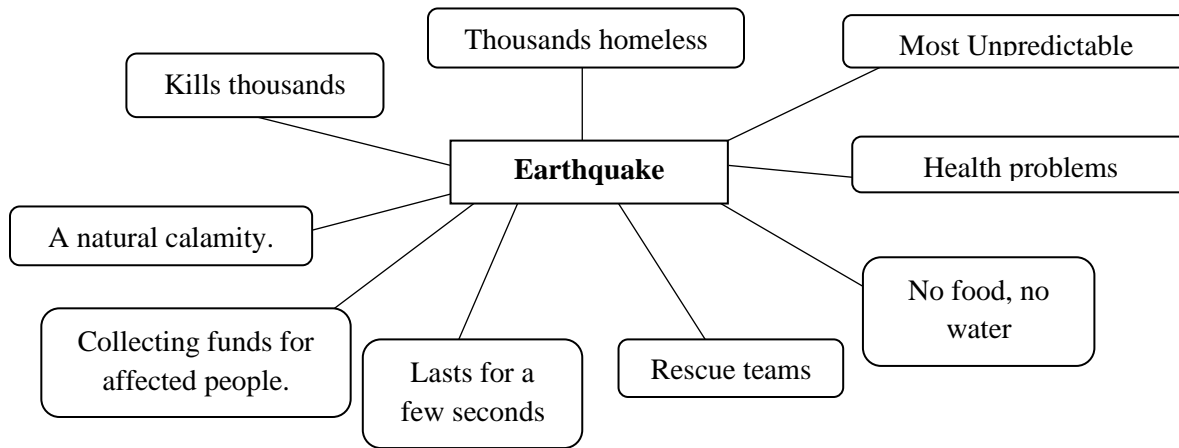
**B2) Speech Writing.**

Write a short speech on “Dr.A.P.J.Abdul Kalam - My Role Model.” Write how Dr. Kalam’s life story has inspired you.

**Q.6 A) Information transfer: Attempt any one of the following activities [5]**

**A1) Non Verbal to Verbal:**

**Write a paragraph in about 80 words using the web given below:**



**A2) Verbal to Non Verbal:**

**Read the following paragraph and draw a table comparing you and your friend.**

Hari is my friend. He is just two months older than I. He is older than me but I am taller than him. Yes, he weighs two kilograms more than me. I am fairer than him but he has longer hair. Both of us have four members in our families. My favourite subjects are English and Mathematics, But he likes science and social studies. He does better than me in those subjects Hari is the cleverest student in the class. He gets almost 85% in the exam. I get a little over 70% my hobby is reading while his hobby is collecting stamps. I am a great cricket fan, whereas his favorite game is badminton.

**Q.6 B) Expand the theme: Attempt any one of the following activities.**

[5]

**B1) Report Writing-**

Write a news report based on the given headline.

‘School students helped flood affected areas.’

Make use of the following guideline:

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

**OR**

**B2) Story writing-**

Write a short story beginning with the following sentence.

‘It was summer afternoon. The bus stand was filled with a crowd eager to get on a bus and.....’

**SECTION VI :Skill development**

**Q.7 Translation.**

**[5]**

**(a) Translate the following words into Marathi. (Any four)**

**2**

1. Change
2. Neighbours
3. Suddenly
4. Direction
5. Safe
6. memory

**(b) Translate the following sentences into Marathi. (Any two)**

**2**

1. My father helps me while doing my homework.
2. Indrajit walks to school everyday.
3. We reached London twenty-four hours ago.
4. There has been a robbery in our house.

**(c) Translate the following idiom/ proverbs into Marathi.(Any one)**

**1**

1. A bad workman always blames his tools.
2. Action speaks louder than words.