

[This question paper contains 10 printed pages.]

Your Roll No.....

Sr. No. of Question Paper : 3269 J
Unique Paper Code : 72032806 27/11/2019
Name of the Paper : Ability Enhancement
Compulsory Course - I
Name of the Course : English C
Semester : I
Duration : 3 Hours Maximum Marks : 75

Instructions for Candidates

1. Write your Roll No. on the top immediately on receipt of this question paper.
 2. Answer all questions.
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1. Read the passage carefully and answer the questions that follow :

Where the Mind Is Without Fear

by Rabindranath Tagore

[Tagore (1861-1941) is considered the greatest writer in modern Indian literature. He was a Bengali poet, novelist, educator, and won the Nobel Prize for Literature in 1913.]

P.T.O

Where the mind is without fear and the head is held high
Where knowledge is free
Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards
perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country
awake.

- (a) In the first line what does Tagore want the mind to be free of?

OR

Where should our words come from? (2)

- (b) What is the world broken up into?

OR

What kind of walls break up the world? (3)

(c) Who should lead our minds forward? Why?

OR

What does Tagore mean by 'heaven of freedom'?

(5)

(d) Write short sentences using any 5 of the following words :

Mind, fear, head, walls, narrow, stream, desert, reason, truth, habit, action.

(5)

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

Lafcadio, The Lion Who Shot Back (1963)

by Shel Silverstein

[The author is known for his poems and stories for children. This story has been shortened for this exam.]

There was such a loud sound (of the hunters' guns) that all the lions woke up and jumped straight up in the air. And they started to run. There was one lion that did not run.

He said, 'Hey, why is everybody running?'

P.T.O.

And an old lion who was running by said, 'Run, kid, the hunters are coming.'

[But] the young lion...hid in the tall grass, and soon he could see the hunters coming and they all...carried funny sticks that made loud noises. The young lion liked their looks so when he saw a nice hunter, he stood up.

'Hi, hunter,' he said.

'Good heavens,' cried the hunter, 'a ferocious lion, a dangerous lion, a roaring, bloodthirsty man-eating lion.'

'I am not a man-eating lion,' said the young lion. 'I eat rabbits and blackberries.'

'No excuses,' said the hunter. 'I am going to shoot you.'

'But I give up,' said the young lion, and he put up his paws in the air.

'Don't be silly,' said the hunter, 'Who ever heard of a lion giving up? Lions don't give up, lions fight to the end. Lions eat up hunters!... I have never heard of a lion giving up. I am going to shoot you now and that is that.' And he put his funny stick up to his shoulder.

'But why?' said the young lion.

'Because I am, that is why,' said the hunter, and he pulled the trigger. And the stick went click. 'What was that, click?' said the young lion. 'Am I shot?'

The hunter was very embarrassed about this and his face turned as red as his cap.

'I'm afraid I forgot to load my gun,' he said. 'But if you will just excuse me for a moment, I will put a bullet in.'

'No,' said the young lion, 'I don't think I will. I don't think I will let you put a bullet in. I don't think I will let you shoot me.... I don't think you are a very nice hunter after all and I think I am going to eat you up.'

'But why?' said the hunter.

'Because I am, that's why,' said the young lion.

And he did...he tried to eat up the funny stick and the bullets, but he couldn't chew them, so he said, 'Well, I guess I will keep these as a souvenir,' and he picked them up in his teeth and he carried them back to the other lions.

- (a) In the first line when the young lion asks why everyone is running, what is the feedback he gets from the old lion?

OR

Does the first paragraph describe interpersonal or intrapersonal communication? (2)

- (b) The passage starts with audio communication. What is it?

OR

What is the reaction of the other lions to the audio communication in the first part of the story? (2)

- (c) The young lion puts his paws up in the air to communicate non-verbally. What is the verbal communication that he makes at the same time?

OR

Why does the lion communicate verbally and non-verbally at the same time? (3)

- (d) In the last line the lion says he will keep the gun as a souvenir. Who is he talking to? What kind of communication is that?

OR

In the end the young lion eats up the hunter instead of continuing to communicate with him. Why is their communication not successful? (3)

Answer any **TWO** of the following questions :

- (e) You have been asked to interview the young lion about his bravery. Write 3 questions you would like to ask him. (10)
- (f) You have been asked to interview the hunter about why he likes hunting lions. Write 3 questions you would like to ask him. (10)
- (g) Write a very short dialogue between the young lion and the other lions about what happened between the young lion and the hunter. (10)
- (h) You are making a public speech about why hunters should not shoot lions. Write a brief public speech. (10)

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

Education for Girls

[Malala Yousafzai is a Pakistani activist for female education and the youngest Nobel Peace Prize winner. She received the Prize when she was 17 years old. This is an excerpt from her interview with *UN News*]

***UN News:* What can men do to help achieve education for girls?**

Malala Yousafzai: Well I think men have to do a lot. My father is an inspiration because his five sisters could not go to school. So, he decided he would allow his own daughter to go to school, to get her education, and then to raise her voice. When we started campaigning in Swat Valley, when terrorism started and girl's education was banned, there were many other girls who wanted to speak out but their parents, their brothers did not allow them. My father was the one who did not stop me.

We have to believe in girls, we have to believe in our sisters, in our daughters and allow them to be who they want to be. As my father says, you do not have to do something, just do not clip their wings, just let them fly and let them achieve their dreams. So men have to come forward, they have to support women. It's better for the whole economy, better for each

and every one of us. It will help the economy to grow even faster, it will improve the standards of living of each and every one of us, it would improve health. It also benefits the children because when women are educated, they are more likely to take care of their children, and their education, and their future.

Answer any **TWO** of the following 4 questions :

- (a) **Summarise** the following line from Malala's interview: 'there were many other girls who wanted to speak out but their parents, their brothers did not allow them'. (10)
- (b) Carefully read the last sentence of the interview. How will women's education benefit the health of their children? **Paraphrase** the sentence. (10)
- (c) **Analyse** the ways in which father's can help their daughters. (10)
- (d) **Interpret** the following phrase: 'just let them fly'. (10)

Answer any **ONE** of the 2 questions below :

- (e) Write a **letter** to your brother, explaining how men can support their sisters in their efforts to be educated. (10)

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10

OR

(f) Write a report to be read to your class, explaining the benefits of women's education. (10)