

PVG'S
Mukangan English School & Jr. College, Pune -9
Terminal Exam (2024-25)
STANDARD – XI

Subject – English
Date –18/10/2024

Marks -50
Time – 9.00 am – 11.30 am

Section A: Prose

Q1 A. Read the following extract and complete the activities given below. 10

The next thing Moru Dada wanted to do was spray some pesticide on the plants. He claimed that it would give a higher yield. This was something we did not want to do. We were clear that we would not use any chemicals and tried to explain it to him. He reacted as if we had suggested hara-kiri. It took a lot of convincing to ensure that Moru Dada and his friends did not use any chemicals on the farm. They refused cutting open yo to understand how crops could grow without sprays. Contrary to what everyone had told us, nature did her job and she needed no bribes to get the work done. Soon it was harvest time and we managed a respectable 300 kilograms. An awful lot of moong and with it a lot of confidence. Now I was certain the land was fertile and that it was possible to grow crops without chemicals. It was a major morale booster.

The first year I was late for the rice-sowing season and had to resort to growing the GR4 variety that was short term and recommended by the agricultural officers at Kosbad. The next year we decided that we would start early and try to find some good traditional variety of rice to grow. We had read about traditional varieties of rice and knew that they did not require very high inputs of fertilizers. These varieties were also quite strong and resisted pests. We were sure that it was this type of rice that would grow well in our farm where we did not use any chemicals at all. Our previous year's experience and low yield had taught let us a lesson and we were sure we would not plant hybrids this year. In April 2005, we started to look for a good variety of traditional rice. It was one of our neighbours in the village, a businessman from Mumbai who owned land, who suggested that we plant a local scented variety of rice. Most of the farmers in and around the village of Peth had switched over to hybrids. The younger generation of farmers thought I was crazy to ask for the 'desi' variety, as they called it. My regular visits to the villages around searching for a good traditional variety also did not yield any results and we were almost giving up hope. I decided to give it one last try and spoke to Baban's father and some other elders. After many meaningful conversations, they mentioned the name of Kasbai.

A1. Global Understanding. (2)

Rewrite the following statements and state whether they are true or false.

- 1) Most of the farmers used hybrid seeds for sowing.
- 2) The writer needed traditional variety of rice.

3) The land of the narrator was not fertile.

4) The writer agreed to spray pesticides on the crop.

A2. Complex Factual (2)

Mention any two changes that have occurred in farming of rice.

A3. Inference (2)

The writer almost gave up hope finding the desi variety of rice. Give reasons.

A4. Personal Response (2)

Frame any four questions for an interview of a farmer.

A5. Vocabulary (2)

Write the antonyms of the following words from the given extract.

i. Accept

ii. Modern

iii. Global

iv. Wise

Q.1.B. Do as Directed. 2

1. It was a major morale booster.

(The correct transformation of this sentence into rhetorical question is)

i) It was a major morale booster, wasn't it?

ii) What a major morale booster it was?

iii) Was it a major morale booster?

iv) Wasn't it a major morale Booster?

2. The first year I was late for the rice sowing season.

(Make the sentence negative without changing its meaning)

Q.2.A. Read the following extract and complete the activities given below. 8

I have mentioned the names of the great ones of those times. One of the greatest of these I have not yet mentioned. His name was Socrates. He was a philosopher, always searching for truth. To him the only thing worth having was truth and often discussed difficult questions with his friends and acquaintances, so that out of the discussions truth might emerge. He had many disciples or chelas, and the greatest of these was Plato. Plato wrote many books which have come down to us, and it is from these books that we know a great deal of his master, Socrates. Evidently government do not like people who are always trying to find out things: they do not like the search for truth. The Athenian Government, this was just after the time of Pericles, did not like methods of Socrates, and they held a trial and condemned him to death. They told him that if he

promised to give up his discussions with people and changed his ways they would let him off. But he refused to do so and preferred the cup of poison, which brought him death, to giving up what he considered his duty.

A1. Global Understanding (2)

Complete the sentence with information from the extract.

The Athenian Government condemned Socrates because

a)

b)

A2. Analysis/ Interpretation (2)

What qualities of Socrates does the extract reveal?

A3. Personal Response (2)

How would have you reacted to the death of Socrates, if you had been one of his disciples?

A4. Language Study (2)

1.They held a trial. It condemned him to death.

(Rewrite the sentences by using 'which')

2.Plato wrote many books.

(Rewrite the sentence using present perfect tense)

Q.2.B. Write the blog on the topic self defence. 4

Section B: Poetry

Q.3.A. Read the following extract and complete the activities given below. 10

The Sower

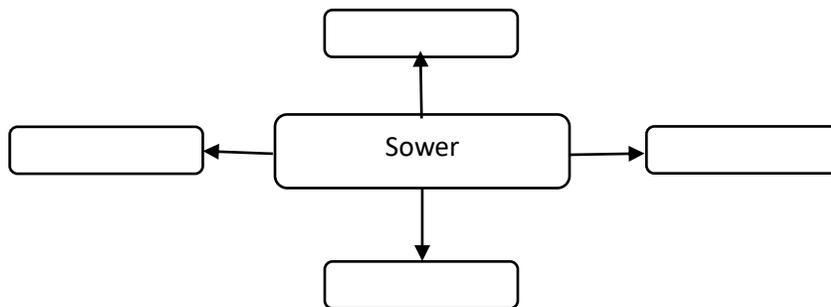
Sitting in a porchway cool,
Fades the ruddy sunlight fast,
Twilight hastens on to rule--
Working hours are wellnigh past
Shadows shoot across the lands;
But one sower lingers still,
Old, in rags, he patient stands,--

Looking on, I feel a thrill.
 Black and high his silhouette
 Dominates the furrows deep!
 Now to sow the task is set,
 Soon shall come a time to reap.
 Marches he along the plain,
 To and fro, and scatters wide
 From his hands the precious grain;
 Moody, I, to see him stride.
 Darkness deepens. Gone the light.
 Now his gestures to mine eyes
 Are august; and strange--his height
 Seems to touch the starry skies.

A1. Global Understanding

(2)

Complete the web that brings out the qualities of the sower.



A2. Inference/ Analysis

(2)

Explain the poet's feelings as he watches the Sower.

A3. Personal response

(2)

What do you learn from the Sower? Justify your answer.

A4. Poetic device

(2)

Find the rhyme scheme and pick up the rhyming words from the lines of the poem.

A5. Creativity

(2)

Create a poem of four lines to express your appreciation for your father. Use a proper rhyme-scheme.

Q.3.B. Write an appreciation of the extract with the help of following points. 4

Eight years have passed
Since I placed my cherry seed in the grass.
"Must have a tree of my own," I said,
And watered it once and went to bed
And forgot; but cherries have a way of growing,
Though no one's caring very much or knowing.
And suddenly that summer near the end of May,
I found a tree had come to stay.
It was very small, five months child,
Lost in the tall grass running wild.
Goats ate the leaves, the grass cutter scythe
Split it apart and a monsoon blight
Shrivelled the slender stem..... Even so,
Next spring I watched three new shoots grow,
The young tree struggle, upward thrust
Its arms in a fresh fierce lust
For light and air and sun.
I could only wait, as one
Who watched, wandering, while Time and the rain
Made a miracle from green growing pain.....
I went away next year-
Spent a season in Kashmir-
Came back thinner, rather poor,
But richer by a cherry tree at my door.
Six feet high my own dark cherry,
And I could scarcely believe it-a berry.
Ripened and jeweled in the sun,

Hung from a branch-just one!
And next year there were blossoms small
Pink, fragile, quick to fall
At the merest breath, the sleepest breeze.

1. About the Poem, Poet and title
2. Theme
3. Poetic style, language and poetic devices
4. Message from the poem
5. Your opinion

Section C: Writing Skills

Q.4.A. Expand the following idea in about 150-200 words. 4

All is well that ends well.

Q.4.B. Write an application for leave of a week to your school principal to participate in the National Level Literary Competition. 4

Section D: Drama

Q.5.A. Choose the correct chronological order. 2

- a) Modern Period
- b) Restoration Period
- c) Medieval Period
- d) Victorian Period

Q.5.B. Explain any two elements of drama in detail. 2
