

**STUDY**  
*mate*   
helps excel in boards  
**Sample Paper**  
(2018-19)

Date : \_\_\_\_\_  
Duration : 3 Hrs.  
Max. Marks : 80

**English**  
(Set-1)

**Class**  
**XI**

**Instructions:**

1. All questions are compulsory.
2. Do not write anything on the question paper.
3. Strictly adhere to the word limit given with each question. Marks will be deducted for exceeding the word limit.

**Section A - Reading**

**1. Read the passage given below and answer the questions that follow :**

- (1) The chain reaction spreads out like a rapidly burning forest fire. It gives rise to a vast amount of energy. If this chain reaction is allowed to go on at its natural speed, the result is an explosion. This is how the atomic bomb works. But if we slow down the chain reaction, we get a great deal of heat at a controlled rate and we can use it.
- (2) When we burn something, the heat comes from the changes in the way its atoms are joined to other atoms. But the atoms themselves remain the same. In fission, the splitting atoms give energy millions of times greater, and the atoms themselves change. An orange sized piece of uranium will explode with as much force as 20000 tons of ordinary high explosive and lay waste an entire city. Used for peaceful purposes, a piece of uranium can give as much energy as 47000 times its weight of coal.
- (3) Nuclear reactors are built to control the chain reaction for peaceful purposes. A nuclear reactor has rods of uranium. These rods are separated from each other by a substance called the moderator. This substance is usually graphite (pencil lead) or special kind of water called heavy water. The moderator controls the spread of the neutrons from the splitting uranium atoms in the rods. By controlling the spread of the neutrons we can keep the chain reaction going at a steady rate.
- (4) Some special control rods are also used in a reactor. These rods stop some neutrons altogether. Usually these rods are made of boron or cadmium, both of which are metals. By moving the control rods in and out of a reactor, we can control the number of atoms that are splitting. In this way, we can control the amount of heat that is produced.
- (5) In an ordinary electric power station we burn fuel to get heat. In a nuclear power station, we get this heat from a nuclear reactor. Nuclear power stations are now in use in several countries, particularly, America, Britain and Russia. India has three nuclear reactors at Bombay Island. These are being used for research. India has also built three nuclear power stations at Tarapur near Mumbai, at Rana Pratap Sagar in Rajasthan and at Kalpakkam in Tamil Nadu.
- (6) We can also use another metal called thorium to give us nuclear power. When thorium is put into a reactor and hit by neutrons from uranium, thorium changes into uranium. Thus a reactor can be made to produce more uranium than it uses. Such a reactor is called a breeder reactor. There are larger quantities of thorium than uranium in the earth's crust. Thus the breeder reactor opens the way to still larger supplies of nuclear power. India and West Africa are the richest in thorium.
- (7) The energy needs of the modern world have increased much. We can meet these needs with the help of nuclear power. There is enough uranium and thorium in the world to give us all the energy we need. We can make a better world for everyone by taming the atom.

**I. Answer the following Questions choosing the most appropriate options : [1×6=6]**

- (a) The chain reaction, slowed down, we get a lot of \_\_\_\_\_.
- heat and energy at a controlled rate and we can use it
  - heat that can destroy
  - energy that is wasted
  - heat that may become intolerable
- (b) By controlling the spread of the neutrons, we can \_\_\_\_\_.
- stop the chain reaction
  - use its effects in cooking
  - keep the chain-reaction going at a steady rate
  - help the world from getting destroyed
- (c) The three nuclear reactors at Trombay Island are being used for \_\_\_\_\_.
- |                      |                            |
|----------------------|----------------------------|
| (i) generating heat  | (ii) training the students |
| (iii) doing research | (iv) using energy          |
- (d) We can make a better world by \_\_\_\_\_.
- |                        |                              |
|------------------------|------------------------------|
| (i) splitting the atom | (ii) using uranium           |
| (iii) taming the atom  | (iv) inventing more reactors |
- (e) Find a word in the passage which means opposite of 'slowly'.
- |              |                 |
|--------------|-----------------|
| (i) rashly   | (ii) recklessly |
| (iii) enrich | (iv) richer     |

**II. Answer the following questions briefly : [1×4=4]**

- What happens if we allow the chain reaction to go on?
- When we burn something, what happens? What is the condition of the atoms?
- What is fission?
- Describe the chain reaction for peaceful purposes (one sentence only). What is moderator?

**III. Find a word in the passage that has a meaning similar to the following expression :****[1×2=2]**

- 'Bursting with a loud sound' (para 1)
- 'Disintegrating' (para 4)

**2. Read the passage given below and answer the questions that follow : [8]**

More than a century ago, some countries had no proper police force. Local leaders devised their own method of ensuring that their orders were carried out and fulfilled. The offender was not given a second chance to repeat his mistake for he was either killed or hunted out of district.

In England, the modern police force grew largely from an unofficial body gathered together by a London magistrate. He found that it was practically impossible to apprehend any of the criminals in his area unless he deployed some men secretly to detect and hunt the culprits. These unofficial constables had to patrol one large district. They looked upon their position largely as an honorary one and had very little power. Worse still they were sometimes corrupt men themselves for they would conveniently look the other way round in times of trouble, like theft, hooliganism and vandalism.

Magistrate Fielding enrolled a few men whom he could explicitly trust and employed them to catch the thieves and other undesirable persons. Their remuneration was poor, their work was dangerous and they were unpopular. The majority of the people resented what they thought was a threat to their liberties, intrusion on their privacies and above all spying on them. They maintained that they should have every right to drink themselves to death with any form of alcohol, as so many of them did. They thought, too, that they should be allowed to quarrel, to fight and even to kill amongst themselves. The situation was made worse by the fact that the penalties for offences were very heavy in those distant days and a man could be hanged for the theft of some unimportant thing. Arrest by the magistrate's men could bring disastrous results.

Contrary to general feeling, the authorities gradually admitted that these early policemen were vitally necessary. After much discussion, argument and persuasion, the government secretly agreed to re-imburse the magistrate for the men he employed. This step was not made public lest it should be thought that the government was planting spies amidst its people. Eventually the public came to look upon the police with a more friendly spirit as the benefits became more noticeable. At long last, men and women could walk along the streets by day and even by night without fear of robbery and other acts of violence, Hitherto, the people were free to do practically anything — good or bad, irrespective of the possible consequences. As the police force was built up, the people gave up their freedom to commit evil deeds so that they might have a greater freedom to do good so as to enable one and all to enjoy life peacefully and harmoniously.

- (a) On the basis of your reading of the above passage make notes on it in points only using abbreviations wherever necessary. Supply a suitable title also. [5]
- (b) Write a summary of the above passage in 80 words using the notes made. [3]

### Section B – Writing Skills and Grammar

3. The Students' Council of your school has organised an excursion to Goa for the students of Class XI during the Autumn Break. As the President of the Council, write a notice in about 50 words, informing the students about this excursion. Sign yourself as Ravi/Raveena. [4]

OR

You are Mani/Mona, an engineer who has just returned from the USA to settle in India. Draft a suitable advertisement in not more than 50 words to be inserted in the classified Columns of a local daily seeking a suitable job for you anywhere in India, giving all the necessary details such as qualifications and experience. You are living at 15, Krishan Kunj, Delhi.

4. In its bid to educate people about the harmful effects of cigarette smoking, the Government of India has been taking serious steps to prevent it. A few years ago it ordered all cigarette manufacturing units to insert a statutory warning on cigarette packs. Now it is considering censorship of all cigarette smoking scenes in Indian cinema. Write a letter to the editor of a national daily giving your own views. Sign yourself as Mohit.

OR

Write a letter to the Manager, Book World, Chennai, complaining about the delay in the supply of Class VII textbooks for the current academic year, giving necessary details. Highlight the inconvenience caused due to it and seek an immediate supply of books. You are Rajani/Rajan, Manager, Book Store, Good Shepherd High School, Trichy.

5. You are Sujay, a staff reporter of 'The Delhi Herald'. Write a report in 100-125 words covering the Book Fair organised in New Delhi in the month of January by the leading publishers of the country.

OR

You are Bala, a social worker and freelance writer, much concerned about the discriminatory treatment given to females right from their birth in the Indian society. Write an article in 150-200 words throwing light on this problem and giving suggestions for putting an end to it.

6. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. The first one is done as an example. Don't forget to underline the missing word. [ $\frac{1}{2} \times 8 = 4$ ]

|                                       | <b>Before</b>       | <b>Missing word</b> | <b>After</b> |
|---------------------------------------|---------------------|---------------------|--------------|
| Ten months I decided to leave         | e.g., <u>months</u> | <u>ago</u>          | <u>I</u>     |
| my native country and went the United | (a) _____           | _____               | _____        |
| States of America. When reached there | (b) _____           | _____               | _____        |
| I suddenly found labelled             | (c) _____           | _____               | _____        |
| as foreign student. Gradually         | (d) _____           | _____               | _____        |

I discovered a foreign student (e) \_\_\_\_\_  
 had problems whether he was Japan (f) \_\_\_\_\_  
 like me or from other country. A (g) \_\_\_\_\_  
 foreign student had to work twice  
 as hard an American to succeed in college (h) \_\_\_\_\_

**7. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet as given below against the correct balance number. [½×8=4]**

|   | <b>Incorrect</b> | <b>Correct</b> |
|---|------------------|----------------|
| When I am camping I wanted to eat       | <u>wanted</u>    | <u>want</u>    |
| as well when I do at home. But I        | (a) _____        | _____          |
| don't want to buy food in               | (b) _____        | _____          |
| a dusting little general store          | (c) _____        | _____          |
| or from an unfamiliar restaurants. So I | (d) _____        | _____          |
| stock my camp bag by plenty of supplies | (e) _____        | _____          |
| from the supermarket after the trip.    | (f) _____        | _____          |
| I even prepared stew at home            | (g) _____        | _____          |
| to storing in the camp's freezer.       | (h) _____        | _____          |

**8. Rearrange the following words or phrases to form meaningful sentences : [1×2=2]**

- (a) of/a/week/planning/a/group/our/40/students/school/is/Shimla/to/to/for/about/take  
 (b) teachers/students/+ /forty-five/will/be/we/in/all/20 girls/+ /5/20 boys

**Section C - Textbooks and Long Reading Texts**

**9. Read the extract given below and answer any three the questions that follow: [1×3 = 3]**

*Now she s been dead nearly as many years  
 As that girl lived. And of this circumstance  
 There is nothing to say at all  
 Its silence silences.*

- (a) Who is the person referred to in the above lines ?  
 (b) What does 'this circumstance' refer to ?  
 (c) What is meant by "Its silence silences" ?  
 (d) What does the stanza reflect about the poet's state of mind ?

**OR**

*Silence surrounds us. I would have  
 Him prodigal, returning to  
 His father's house, the home he knew,  
 Rather than see him make and move  
 His world. I would forgive him too,  
 Shaping from sorrow a new love.*

- (a) Where are these lines from and who is the composer ?  
 (b) Who is this I and 'him' and why does 'silence' surround them ?  
 (c) How was father's 'house' when the son lived earlier ?  
 (d) Who was wasteful and extravagant and why would the father forgive him ?

**10. Answer any three of the following questions in 30-40 words : [3×3 = 9]**

- (a) How do you know that the grandmother was a kind person ? ('The Portrait of the Lady')  
 (b) How can 'Green Movement' help this ailing planet ?  
 (c) What truth dawned upon Aram after his first horse-ride ?

---

(d) What horrified the author on her second visit to Mrs. Dorling's house ?

**11. Answer any one of the following questions in about 120-150 words: [6]**

Which story does the author tell about the 15th century from his native land Antwerp and why?

**OR**

Describe the difference in perceptions of archaeology between the time of Carter and the time of Zahi Hawass.

**12. Answer any one of the following questions in about 120-150 words : [6]**

“The Address’ exposes the sordid side of war. How does the chapter throw light on it?

**OR**

There is a passionate and nostalgic yearning in Shahid's heart for his home that is Kashmir. How do you come to know this?

**OR**

The accounts of exotic places and their reality are very different. How does the author highlight this gap between reality and accounts of the same?



## Hints/Solutions to Sample Paper (2018-19)

**Date :** \_\_\_\_\_  
**Duration :** 3 Hrs.  
**Max. Marks :** 80

**English**  
(Set-1)

**Class**  
**XI**

- 1. I.** (a) (i) (b) (ii) (c) (iii) (d) (iii)  
(e) (iv) (f) (iii)
- II.** (a) If the chain reaction is allowed to go on at its natural speed, the result is an explosion.  
(b) When we burn something, the heat comes from the changes in the way its atoms are joined to other atoms but the atoms do not change.  
(c) In fission, the splitting atoms give millions of times greater energy and the atoms themselves change.  
(d) To control the chain reaction for peaceful purposes nuclear reactors are built. A moderator separates the rods of uranium which are inside a nuclear reactor.
- III.** (i) explosion (ii) splitting
- 2.** (a) **Notes:**  
1. Ab. a cent, ago - no pro. police force (a) offender - not given a chance (b) killed or hunted out of dist.  
2. Modern pol. force in England  
(a) secret, unofficial constables - deployed by London Magistrate  
(i) patrolled a large area (ii) empl. to catch offenders  
(iii) poorly paid & unpopular (iv) work - dangerous  
(b) People's reactions  
(i) considered pol. a threat to priv. & freedom (ii) resented heavy penalties
3. Gradual change in the scene  
(a) authorities admitted - pol. men necessary  
(b) public noticed benefits  
(i) people - secure & free to move ab. (ii) they gave up free, to do evil  
(iii) had greater free, to do good (iv) lived peacefully

**Key to Abbreviations and Symbols**

|       |   |         |       |   |          |
|-------|---|---------|-------|---|----------|
| AB    | - | About   | Cent  | - | century  |
| pro.  | - | proper  | dist. | - | district |
| pol.  | - | police  | empl. | - | employed |
| &     | - | and     | priv  | - | privacy  |
| free. | - | freedom |       |   |          |

**Title : Growth of the Police Force**

- (b) **Summary :** About a century ago, there was no proper police force in some countries. The offender was not given a chance and was killed or hunted out of district. In England, modern police force came up when a London magistrate deployed secret, unofficial constables to catch offenders. They patrolled a large area. Their work was dangerous and they were poorly paid and were unpopular. People considered the police a threat to their privacy and freedom and they resented heavy penalties for offences. Gradually, the authorities admitted that policemen were necessary. Even the public started noticing its benefits. People felt secure and free to move about. They gave up freedom to do evil and had greater freedom to do good. Thus, they lived peacefully.

**3.**

**B.L. SENIOR SECONDARY SCHOOL, NEW DELHI**

**NOTICE**

This is to inform that the Students' Council of the school has organised an excursion to Goa for the students of Class XI during the Autumn Break. It is going to be a 5 days trip from 10th October to 14th October and the total expense per head is Rs. 8,000/- which includes food and stay. Parents' permission required. Interested students may give their names to their class teacher latest by 5th September, 20... For further details please contact the undersigned.

**Raveena**

(President, Students Council)

**SITUATION WANTED**

An engineer with a B.E. degree and an experience of having worked in a reputed company in the USA for two years, seeks a suitable job as a mechanical engineer (Production) somewhere in India in a good firm. Special interests : Reading computers, travelling. Those interested may contact-

**Mani 27721536 or e-mail : mani163@gmail.com**

4. B-21, Nizsmuddin West  
New Delhi  
12 March, 20...

The Editor  
The Times of India  
Bahadur Shah Zafar marg  
New Delhi  
Sir/Madam

**Subject :** Cigarette Smoking in Indian Cinema

Please allow me to use some space in your esteemed daily to express my views on the recent news item that the Government of India is considering censorship of all cigarette smoking scenes in Indian cinema.

There is no denying the fact that the cigarette smoking has harmful effects on the health and well being of the people. Besides affecting our nervous system, lungs and heart, smoking causes many fatal diseases like cancer, heart attack, asthma and loss of appetite. Smoking, no doubt, is a slow but sure gateway to death.

Obviously, some very effective steps need to be taken to mitigate the terrible and deadly effects of cigarette smoking. A few measures have been adopted at both government and non-governmental level so as to make people realise the damage this habit can cause.

As part of this drive against smoking, the government is thinking of putting a censor on all smoking scenes in Indian cinema. To me, this kind of censor will take us nowhere. It will only curb the freedom of expression that is the essential part of making cinema. Art of any kind be it cinema, theatre, painting, sculpture, is a reflection of life itself. In a film, the society as it exists with all its ills has to be shown to let the viewers decide for themselves as to what is finally right for them. Banning smoking on screen is surely no answer to the problem.

If smoking has to be stopped, it can be done only by closing down the cigarette manufacturing units and by putting a ban on tobacco-production. Censoring some scenes will be like touching the tip of the iceberg.

Yours Truly  
Mohit

helps excel in boards

**OR**

Book Store  
Good Shepherd High School  
Trichy  
14 July, 2019

The Manager  
Book World  
Chennai

**Subject:** Delay in the Supply of Books

Sir

We had placed an order with you for Class VII textbooks for the current academic year on 1st July, 2019.

This is to state with regret that we have not yet received the consignment. It is already two weeks since we placed the order. The current academic session is in full swing and the delay in the delivery of the textbooks is causing a lot of inconvenience to the students of Class VII who can't carry on with their studies and are thus losing on a lot of time.

Please send the following textbooks of Class VII at your earliest :

- |   |           |           |
|---|-----------|-----------|
| 1. Social Studies for Class VII (NCERT Publication)         | 60 Copies |           |
| 2. English Literature for Class VII (Maria Publications)    | 50 Copies |           |
| 3. Work Book (English) for Class VII                        |           | 60 Copies |
| 4. Mathematics – The Easy Way (Part VII)                    |           | 70 Copies |
| 5. Environmental Studies for Class VII (NCERT Publications) |           | 60 Copies |

Your Truly  
Rajni  
(Manager, Book Store)

**5. A Book Fair With A Difference - A Report**

— by Sujay, a Staff Reporter 'The Delhi Herald' New Delhi  
10 January, 20...

The Delhi Book Fair was inaugurated on 2nd January by the Chairman of Children's Book Trust, Dr Kumar. The venue of the Book Fair was Pragati Maidan. Well-known publishers of the capital and surrounding areas like Noida and Gurgaon participated in the Fair. The theme of this year's fair was 'Illustrated Works of Children'. Every publishing house displayed their old as well as latest works of children.

The display and range of books was very impressive and tempting. Children with parents and groups of children from different schools in their school uniforms had thronged most of the interesting stalls. One of the stalls had educational toys for children and illustrative educational aids for the teachers to use while teaching in the classrooms. The most colourful was the stall put up by "Scholastics". Some authors were also seen at a few stalls. They autographed their books which had been sold out to some of the children there. Some children had some exciting conversation with Ruskin Bond specially about his books on ghosts. On the whole, it was colourful and vibrant show of a unique kind.

**OR**

**Why Gender Discrimination?**

For ages, it has been a male-dominated world. In the past, women were treated no better than slaves. They were denied all sorts of freedom and they had no rights.

No doubt, the condition in the country appear to have changed to a large extent. The constitution of free India has given equal rights to woman thereby putting her at par with man socially; politically, economically. But women continue to be treated in many respects in the same old way, specially in rural areas. A girl in the family is still an unwanted burden and in some cases she is even denied the right to live. It has been both shocking and disturbing to know that at some places, female infanticide is practised with no qualms whatsoever. Be it south or north of India, the gender discrimination is rampant all over. Very often she is discriminated against her more privileged brother at home, in school she is treated as 'weak' by her male classmates. As she grows old and goes out to work, she suffers discrimination and harassment of all kinds. In spite of all the so called 'rights' given to women, she is not free to go out alone after evening as the crimes against women have been consistently on the increase.

No country can progress if its women are not given their participation or are devalued in any way. There is absolutely no reason why a 'girl' should be treated as inferior. It has to start right from birth. Urgent steps need to be taken to make parents and society aware of the equal importance of girls everywhere. Healthy public opinion must be created in the society against gender discrimination and all the undesirable activities that it gives birth to.

What is most required is compulsory education of girls so that they develop into self-sufficient and self-respecting individuals. Laws made to protect the rights of women must be implemented with honesty and efficiency. They should not simply stay on paper. If we want our country to grow and prosper, the females have to be given their due place.

- 6.**
- |     | <b>Before</b> | <b>Missing word</b> | <b>After</b> |     | <b>Before</b> | <b>Missing word</b> | <b>After</b> |
|-----|---------------|---------------------|--------------|-----|---------------|---------------------|--------------|
| (a) | went          | <u>to</u>           | the          | (b) | When          | <u>I</u>            | reached      |
| (c) | found         | <u>myself</u>       | labelled     | (d) | as            | <u>a</u>            | foreign      |
| (e) | discovered    | <u>that</u>         | a            | (f) | was           | <u>from</u>         | Japan        |
| (g) | from          | <u>any</u>          | other        | (h) | hard          | <u>as</u>           | an           |
- 7.**
- |     | <b>Incorrect</b> | <b>Correct</b> |     | <b>Incorrect</b> | <b>Correct</b> |
|-----|------------------|----------------|-----|------------------|----------------|
| (a) | when             | as             | (b) | in               | from           |
| (c) | dusting          | dusty          | (d) | restaurants      | restaurant     |
| (e) | by               | with           | (f) | after            | before         |
| (g) | prepared         | prepare        | (h) | storing          | store          |
- 8.**
- (a) Our school is planning to take a group of 40 students to Shimla for about a week.  
(b) We will be forty-five in all 20 boys + 20 girls students + 5 teachers.
- 9.**
- (a) The person referred to as being dead in the above lines is the poet's mother.  
(b) 'This circumstance' refers to the sea holiday, enjoyed by the poet's mother many years ago when she was twelve years old.  
(c) The silence of the photograph is about happy times spent in the past. The mother is now gone forever so it silences all kinds of questions.  
(d) It reflects that the poet has reconciled herself to the deep loss of her mother's passing away.

**OR**

- (a) These lines are from the poem 'Father to Son' and the composer is Elizabeth Jennings.  
(b) These 'I' and 'him' refer to the father and the son respectively. Silence surrounds them because they have not spoken to each other for ages.  
(c) The father's 'house' was a 'home' which was full of warmth of the family and loves for each other when his son lived in it, with him.  
(d) The son was wasteful and extravagant but the father wants to forgive him now by leaving the bitterness of the past, behind. The reason is that he is feeling lonely and depressed without his son.
- 10.**
- (a) The grandmother was a kind person because she loved birds and fed them regularly. When she was in the village, she fed the dogs. Those animals and birds were not at all scared of her because she had a very gentle personality. All this shows that the grandmother was kind not only to humans but also to other living beings.

- (b) The four biological systems which give sustenance to the human beings, have been degraded by humans only, in a had way. Man's demands on Its resources without any renewal is going to have serious Implications. 'Given Movement would help afforestation and renewal of the degraded environment
- (c) When Mourad told Aram that they would have to halo the horse until the next morn: it dawned upon him that Mourad could have stolen it. This is why he was taking early morning rides. Then he asked him for how long he had stolen the horse. Mourad replied that it was that morning only.
- (d) The author felt 'horrified' suddenly at Mrs Dorling's house bemuse she did not realise that the house was full of her own mother's belonging's. The things bad been arranged in a very tasteless manner and it gave her a depressed feeling. These things were once hers but now somebody else had forcibly possessed them.

11. The story is about a master blacksmith known as Quinten Met.sys, in the fifteenth century. He fell in love with a painter's daughter. This alliance was unacceptable to the painter because Quinten was a blacksmith. So, Quinten sneaked into the painter's studio and painted a fly, on his latest panel, with such delicate realism that the painter took if to be real and tried to swat it away before he realised what had happened, Quinten was immediately taken in as an apprentice into his studio. He married his beloved and in future became a very famous artist. By narrating this story the author wants to convey what each art form, whether it is Western painting or Eastern, is trying to achieve, This story shows the significance of illusionistic likeness' which a Western painting depicts. Western painting is figurative and has realism in it. In it one has to follow the painters eye. There is a specific angle and dimension to it.

OR

Archaeology had changed substantially from Howard Carter's (1922) time to Aahi Hawass's time i.e., the modern time. Earlier when people raised the tombs they had an intention of robbing it of its precious burial treasure. In the past, plenty of Egyption tombs were dug out and the treasure was ransacked and taken away by the looters. Zahi Hawass is the Secretary.

General of Egypt's Supreme Council of Antiquities and he realised that the mummies in Egypt suffered a bad fate. Even King Tut's mummy was not treated with gentleness by Howard Carter's team. But now the historians and archaeologists dig out a mummy to do research in history after investigations by special modern techniques. The perception has changed now. It has changed from looting to researching for the sake of solving historical mysteries.

12. The story deals with a war situation where human relations have got adversely affected. The author describes the time when she was very happy as a family. Then came the trauma of war which results in poverty and misery for countless number of people. A large number of people are displaced and have to constantly move about for safety. People suffer emotionally and physically. The cunning and selfish, prey on the insecurity of others. Mrs Dorling is an example of this. On the pretext of safeguarding the author's mother's precious items, till they returned, after war, she took them away. She had thought that the author and her mother would perish in the war and the items would be hers for good. So when the author came to claim them she, deliberately, refused to recognise her. The author was thus left with no option but to move on with life, leaving the past behind. But, Alas! War is a very unfortunate human tragedy, it had not only displaced her, but had taken away all the things associated with the memories of her mother from her, too.

OR

Agha Shahid Ali, a Kashmiri Muslim, was settled in the US. His parents, however, stayed on in Kashmir. Shahid has a passionate yearning for his homeland Kashmir because his personality and being, both are rooted deeply into it. In his poem 'A Country Without a Post Office', he describes how he comes to a fallen minaret which signifies how shattered he was as a Kashmiri and also as Shahid i.e., a martyr, who had an inevitable fate and was about to die. The destiny of Kashmir and his own life are connected inextricably. Shahid had a special fondness for Kashmiri food 'in the Pandit style'. He felt sad that all the Pandits had left the valley along with their food. He made a mention of this fact repeatedly in his poems. He was deeply pained to see the increasing violence in Kashmir from the late 1980s onwards. It was in his writing of Kashmir that he produced his finest work. He wanted to spend the last days of his life in Kashmir only. This shows his love for it.

13. Taplow's assessment of his teacher Crocker-Harris is full of benign humour. He finds him, 'hardly human' and a strict disciplinarian. Children are petrified of him. Taplow also is very scared to move from there no matter what anyone says. Although on being encouraged by Frank he is making candid statement about his feeling towards Crocker but he knows he has to follow rules. Taplow also calls him a 'shrivelled up nut' who does like people liking him. He is very cut and dry about rules and students and he means business with them. He also cracks classical jokes in the class which no one understands and which, like Taplow, anyone pretends to understand, is been taken for a task. Thus Taplow describes him as funny and of eccentric nature. His name also has been distorted as 'a man who crocks'.

OR

The author had gone through the accounts of a Japanese monk, Ekai Kawaguchi who had come to Hor in 1900. He was so moved by the sanctity of the lake that he burst into tears. A couple of years later, the hallowed waters had similar effect on a Swede, Seven Hedin. But when the author reached Hor, he was taken aback by the filth that lay around. It was a grim and miserable place, with no vegetation and only dust and rocks. It was strewn with years of accumulated refuse. It was very unfortunate because Hor was situated on the shores of holy.

Manasarovar Lake. Hindu and Buddhist cosmology consider Manasarovar as the source of four major holy rivers; the Ganges, the Indus, the Sutlej and the Brahmaputra. It appeared that the activity of human beings had begun to defile the purity of Nature there and not enough efforts were made to clean the rubbish. Thus, the pure beauty of all these holy places is slowly getting eroded. They were probably beautiful some hundred years ago, not any more!

