

English Language [Official]
CISCE
ISC
Academic Year: 2023-2024
Date & Time: 12th February 2024, 2:00 pm

Duration: 3h

Marks: 80

1. Candidates are allowed an additional 15 minutes for only reading the paper.
2. They must NOT start writing during this time.
3. Attempt all four questions.
4. The intended marks for questions or parts of questions are given in brackets [].
5. You are advised to spend not more than 45 minutes on Question 1, 55 minutes on Question 2, 30 minutes on Question 3 and 50 minutes on Question 4.
6. You should begin each answer on a fresh page.

SECTION A - 14 MARKS

Q1. Write a composition (in approximately 400-450 words) on any one of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of matter, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

1.1. Write a composition (in approximately 400-450 words) of the following subject:

Recently you attended the wedding of a close relative. It was the first family gathering after the pandemic. Describe the excitement of meeting all the family members, the venue of the wedding, the food that was served and the celebrations that followed.

Solution

Months of endless cooped-in at home. Not even visiting friends, no public events or social gatherings! She was just HELL! Just the mobiles and other technical tools provided gateways to the outer world. Fear seized every heart and sent words like Corona, co-morbidities, masking, hand washing, and lockdowns flying. The dread of the unknown. No companies of friends; no educational institution. Online courses and working from home become the daily grind. Luckily, several immunisations and

other activities meant to boost immunity fit the circumstances and gradually things started to get better. A day later, the doorbell rang. There was a family invitation to a wedding. The first born of my uncle's sons was getting married! As we got ready to see our extended family, there was an obvious thrill. As we enthusiastically chose our clothes and accessories, my father's approval was clear-cut. It seemed like a fresh start, a breath of fresh air following months of restriction.

The delight was contagious. Nearly all arrived sporting their finest smiles and attire. To my ears, the music, the laughter, the politeness shared were manna! A long time later, a true get-together! Reminding us of the value of family relationships, grandparents gracefully and warmly oversaw the event. Their lovely words and gentle hugs brought back my missing of them. Realising how crucial it is to be in touch, cousins from various states and countries made it a point to show up for the event. All hugged, laughed, and even shed a few maudlin tears, quite naturally. We sat for a feast for the first time in many months. There was no mask, no social separation, no sterilising agent. One had a fresh sensation of freedom. The food was first-rate, including all the classic fare, supplied in plenty. As a large family sitting together and savouring the gay banter among one another, we loved every one of them.

Tummies are satisfied, and the marriage function was over. Now was the time for fun. Parents of the bride and the groom gave embarrassing speeches. There were guffas and "giggles," all in excellent spirits, which would not let me wish the night over. Indeed, dance existed. As the young and the aged matched their feet, the DJ played hit tunes with all foot tapping rhythms. Indeed, it was a most unforgettable event and all the more enjoyable as life seemed to follow its usual rhythm.

1.2. Write a composition (in approximately 400-450 words) on the following subject:

During the summer break, you joined a group of young people who read to the elderly at a senior citizens home. Narrate your experience of reading to the elderly and the interactions you had with them. How did this experience impact you?

Solution

Exam tension had at last disappeared over the summer break, allowing space for fun and relaxation. Typical way to relax in my days was games, films and social events: Still, a moment of reflection really hit me. Realising I was living just for myself and not thinking about the wellbeing of others, I wondered why. This insight set off an irresistible need to do social service. Luckily, I came onto a group committed to visiting an elderly home. Inspired by this, I choose to help by reading to the elderly.

I was told I read really brilliantly. I could control my voice and clearly express myself. Characters would come alive and events would become poignantly charged when I read. Snap then made the decision! Reading and recounting it was fantastic.

Thrice in a week, I would visit the old age home and chat to the residents. After that, I would start rereading my best story books with wonderful feeling and sweep them out. I would like to fit the characters by changing my voice and bring life into them. Day by day, more and more individuals came to enjoy listening to me; they would eagerly await my visits. This motivated me to search for fresh, significant dramas with plenty of conflict.

It was a shocker how much the elderly desired company and how much they loved someone spending important events with them. My heart went to an octogenarian who kept a young zeal when it came to mystery stories with lots of suspense, turns and twists. He would tell tales from long ago. He used to be quite a devotee of Agatha Christie's Sherlock Holmes and Hercules Poirot. Given the chances to interact with the children, I came to see they shed their hopelessness and started to enjoy their time with us.

I count my reading times as a gift. This was a moving reminder that the elderly search for compassion, time, a listening ear, and a loving heart rather than worldly pleasures. This encounter has helped me to realise the value of giving our time and attention to people in need instead of wasting it on pointless hobbies.

Remember that ultimately, we shall all be in the position of the old, maybe depending on others for different reasons. When that moment comes, we will most certainly value the company, communication, and empathy just as much as they do now. Interacting with the elderly not only improves their quality of life but also helps us to be ready for the future and promotes mutual support and community.

1.3. Write a composition (in approximately 400-450 words) on the following subject:

Cooking should be made a compulsory subject in the higher classes. Argue either FOR or AGAINST the given statement.

Solution

For the Motion:

Cooking is a need as well as an art. You might like the cooking or gripe and cook. In both respects it fulfils a need. But early scientific awareness of cooking can have a big

impact on one's attitude to this vital ability. The best forum for such learning is found in schools. Age-old is the case against making cookery a required course of study in the curriculum of the schools. Critics point out the difficulty of scheduling time from courses judged more important for professional development, the seeming simplicity of cooking that purportedly does not call for formal education, and the necessity of hiring more faculty members. However, I strongly feel that, among other disciplines, the science and art of cuisine are as vital and rich of opportunities.

Cooking is a branch of science. All things can be learnt categorically from school lessons: what ingredients to use in the proper method, what procedures preserve the maximum nutrients, the correct amount of heat to the right food stuff, and which type of food is better eaten- raw or unprocessed? For the newbie, learning under a professional who has perfected the science of culinary art will be invaluable. Add to this the enjoyment group learning offers.

Cooking also provides aesthetic pleasure. Table setup, knife arrangement, and deft garnishing can improve the meal experience and inspire more conscious and pleasurable eating practices. These elements of cooking, stressing the gastronomic and artistic experience, ought to be taught in schools naturally. Moreover, cooking presents work possibilities. Unlike conventional disciplines like physics, chemistry, or mathematics, which are seen as better, home science has become a popular and esteemed field allowing several job paths. Highly sought-after cooks abound in the gastronomic scene whose knowledge not only commands great pay but also improves their social position. This emphasises the need of taste in the enjoyment of life.

One should realise that not all cooking techniques are acquired at home. Many, especially in societies where cooking is not expected of boys, may never walk into the kitchen without official education. Thus, a mandatory cooking curriculum in schools is rather beneficial since it offers fundamental information and skills that everyone may use. Ultimately, requiring cooking as a mandatory course for higher classes would help to not only improve the quality of life for pupils by imparting necessary life skills but also create new job routes and promote a more inclusive and skillful society. I lay my case and salute the motion.

Against the Motion:

Making any topic required sometimes reduces the enjoyment of learning. Cooking is not something to approach like rocket science. It is a precise mathematical activity

without requiring complex methods or significant computation to be accurate. It calls for imagination, feelings, and some common sense. And what better approach than to learn from our seniors in the comfort of our homes instead of following the grind of a boring and mandated activity in a school? Offering it as an optional topic is better suitable for individuals really interested in the finer points of cooking. In upper courses, science and humanities are options; so, insisting on mandatory cookery education seems to be an unduly burden for students. Let pupils pursue cooking as a hobby and you will greatly improve their educational process. A better approach of learning than following theory is tasting, adding, tempering, and garnishing in line with one's taste.

Regarding the career opportunities in cookery, students have the choice to follow hotel management and related studies even after they graduate from their university. There is little significance of a school-level cooking course for admittance in these sectors. Many acclaimed chefs worldwide never taught cooking as a required course of instruction in their schools. Their entrance into the gastronomic scene was either accidental or deliberate, without negative effects for their careers or capacity for creativity. Natural reaction to imposition is resistance. Cooking is intrinsically distinct, even if mandatory education in math, languages, physics, and humanities justifies their broad educational value, which may be difficult for some to appreciate independently. Driven by creativity and mood, it involves our senses-taste, smell, touch-in the making of a food.

Cooking is an art to be appreciated, not a set formula to be adopted everywhere. For those who are passionate about it, it should remain an optional topic rather than a forced one. Let's keep cooking optional in the curriculum so that we may preserve the delight and personal connection it offers.

1.4. Write a composition (in approximately 400-450 words) on the following subject:

Music

Solution

One of the Shakespearian characters advises, "If music is the food of love; play on". It is the manna meant to close the space separating hearts. It provides tremors of feeling; some terrible, some joyful, some sublime, some throbbing with the simple pleasure of life. Whatever the type, it rejuvenates hearts and cleans spirits.

Music cuts beyond boundaries of geography and time. For instance, Beethoven's exquisite notes captured listeners and made them devoted to his symphonies. His symphonies were so powerful that they waited for the strains to seep into every cell of their bodies.

With their vocals, which inspired blessings from the divine and resonated in places of devotion, figures like Tansen and Bhimsen delighted both royal and common audiences. Nature and everything in it reacts to music with pure heart. Rivers hum, the breezes perform their lyres, and birds sing in unison. The cuckoo's rhapsody and the skylark's delight make us very happy; the gentle cadences of the waves take us to a spiritual world. Even the sound of the storm and the turbulence of the waves provide signals that excite our souls. Many tormented souls have found comfort in the science known as music therapy. Arid people also find peace in its hug. Music profoundly affects our emotional condition, from quiet tunes lulling the elderly to ballads calming crying babies to sleep.

Not only does it appeal to our ears, but instrumental music also compliments vocal ones. The veenas, sitars, violins, and percussion instruments create magic right into our existence. Whether Western or Oriental, the beat of music forces us to clap our feet and swing in enjoyment. Classical or folk, very sophisticated or ethnic tones, resound with the same feeling since music expresses the spirit. Every great event in our life is accompanied by music. Birth, marriage, festivals all come alive with singing. When music is playing, even death and failures seem to lose their sting. It treats lost hopes and broken hearts. Life devoid of music is boring.

With its universal language and peace, delight, and transcendence, music communicates to the depths of our being. Its ongoing relevance in human experience is demonstrated by its ability to arouse feelings and unite hearts over time and distance.

1.5. Write a composition (in approximately 400-450 words) on the following subject:

A person should be judged by the way they treat their subordinates. Present your reflections on this statement.

Solution

One should consider someone's behaviour towards their subordinates to define them. Indeed, a reasonable saying! One's behaviour towards other people reveals one's nobility of nature. From the divine perspective, everything is equal. A mistake is

hierarchy enforced by selfish brains. Beyond themselves, they cannot see. Sadly, some people believe they are better because of their social rank or job position, which leads to arrogance in their contacts with subordinates and neglect of human rights, efficiency, and reputation. None of us live alone; our successes are entwined with the people who support us. Whether a president, minister, general, business magnate, or otherwise, none acts in a vacuum.

Human resources are what organisations, companies, and countries live on. Therefore, our treatment of individuals is quite important. Good relationships help to promote good behaviour. The contributions of a happy and fulfilled subordinate to common goals multiply. He does not have to labour under pressure or with force. People management is mostly responsible for the success of any company. The leader who says "Let's go" instead of "Follow me!" shows great people management abilities and goes a great further in obtaining real commitment instead of only compliance motivated by fear.

Respecting the subordinates, acknowledging the work done and rewarding it, providing clear channels of communication, going beyond to understand, and supporting and backing them up in some circumstances would help and earn their cooperation and appreciation.

Mahatma Gandhi is a shining example of this strategy; he inspires by example and lets room for personal participation. Together with setting an example, a common vision promotes teamwork and project success. We are what our subordinates create of us; and we are what they see. The manner one treats people who are guided determines one's degree of character and the level one teaches.

1.6. Write an original short story that begins with the following words:

She was still on the phone giving out instructions when...

Solution

She was still on the phone issuing directions when someone yelled from outside.

From the street outside the police station, loud tunes blared while cracked broke through. IPS Sapna Kshirsagar strode quickly towards the gate. A gunshot zipped passed a few inches above her head.

She quickly looked up and saw a flash of metal from a window up in the five-story building across. She understood the shouting outside and the music were meant to entice her from her office. Up there meant business, whoever was there.

Ever since Sapna led precision strikes against insurgents, the terrorists have been monitoring her. She had stopped rebel attacks at the border and diffused many efforts at government project sabotage of key sites. For all the lawbreakers under her purview, Sapna had become into a headache.

Under her breath, the lady officer called two of her constables and mumbled. A few minutes later the constables showed along carrying a handcuffed, scruffy young lad. He had his face down. Mumbled "Kali Somasundaram," when asked his name. She urged the lad to study her features. Declaring, "I don't want to see your face, you murderer," he turned away.

His speech carried a great deal of resentment. Demand one of the constables, "What are you talking about?" She did indeed murder my brother. She shot my brother dead and set him up in a bogus lawsuit. His voice was sharp with rage. At this point he glanced up. She recalled the Somasundaram who perished inadvertently while polishing his rifle. He was a pawn under terrorists' hands. She intended not to murder him, but fate had other ideas.

Constable Hariram detailedly narrated the sad occurrence he recalled. Though the youngster glanced at her once again, there was uncertainty; the vehemence had dropped. Under detailed examination, he disclosed how impoverished the family was, how he had to budget money for his sister's marriage, how he joined the terrorist gang hoping to get revenge, and how he ended up at the window from where he was apprehended.

Though a strict cop, Sapna had a tender heart, especially for children who fell prey to bad influences. Just eighteen, this lad was on the brink of manhood. Should she punish him under anti-terrorism laws, therefore subjecting him to a long term in jail and hefty fines? Doing this would squander his talent before it could flourish. Rather, she decided to send him to a juvenile home, pledging to help his family and pay for his sister's wedding on the proviso that he forswear more crime. Kali nodded gravely and accepted Sapna's offer, therefore completing their contract.

Although she followed the rules, Sapna saw the value of second chances, especially for young people driven astray by circumstance. She was then a shining example of the empathy and intelligence required to negotiate the complexity of justice.

Q2.

2.1. Write a review of a film that you watched recently, using the points given below. The review is to be published in your school newsletter and should not exceed 300 words.

Name of the film and director - lead actors and their performances - plot - setting - description of a scene that you particularly liked - rating and recommendation.

Solution

Zindagi Na Milegi Dobara

Directed by: Zoya Akhtar

Zindagi Na Milegi Dobara is a refreshing and vibrant Bollywood film that explores friendship, self-discovery, and the essence of living life to the fullest. Zoya Akhtar directed the film, which features an ensemble cast with Hrithik Roshan, Farhan Akhtar, and Abhay Deol in the lead roles, supported by Katrina Kaif and Kalki Koechlin.

The story follows Arjun, Imran, and Kabir—three boyhood friends—as they travel throughout Spain for Kabir's bachelor party. Every buddy encounters personal setbacks, which help them face their anxieties, work out old grudges, and see the world from fresh angles. The film gains a distinct attractiveness from the scenic backdrop of Spain, which boasts breathtaking scenery, a vibrant culture, and exhilarating adventure sports.

One of the most memorable scenes is the deep-sea diving sequence where Arjun (Hrithik Roshan) overcomes his fear of water. The scene is beautifully shot, capturing both the breathtaking underwater visuals and the profound realization Arjun experiences about the importance of living in the moment. Hrithik Roshan's portrayal of a workaholic struggling to let go of his inhibitions is both convincing and relatable. Farhan Akhtar's witty and poignant performance as Imran adds depth to the narrative, while Abhay Deol as the carefree Kabir balances the trio perfectly.

Overall, Zindagi Na Milegi Dobara is a well-crafted film that blends humour, emotion, and stunning visuals. I would rate it 4.5 out of 5 stars and highly recommend it to anyone looking for an inspiring and entertaining watch.

2.2. As a Member of the Student Council of ABC School, you wish to start a Laughter Club to develop the appreciation for humour among students. Write a proposal in not more than 150 words, outlining the steps you would take to make this club a success.

Solution

PROPOSAL FOR LAUNCHING A LAUGHTER CLUB IN SCHOOL

Introduction: To start a Laughter Club to develop an appreciation for humour among students.

Objective: The objective of the Laughter Club is to foster an appreciation for humour among students, promote mental well-being, and create a positive, stress-free environment within the school.

List of Measures:

- On August 10, 2024 the Secretary of the School Association will open the club.
- Six students from the upper classes will be chosen to be in charge of programming behaviour.
- The session site will be the activity room; all students from class VI and upwards are invited to join.
- Host workshops led by comedians or humorists to teach students about the art of humour and its benefits.

Conclusion: We hope that this proposal will be accepted so that the Laughter Club becomes an integral part of school life and promotes a healthier outlook.

Q3. Answer sections (i), (ii) and (iii).

3.1. In each of the following items, sentence I is complete, while sentence II is not. Complete sentence II, making it as similar as possible to sentence I. Write sentence II in each case.

3.1. (a) In the following item, sentence I is complete, while sentence II is not. Complete sentence II, making it as similar as possible to sentence I. Write sentence II in the case.

(I) P.G. Wodehouse is the funniest author I have ever read.

(II) No other _____.

Solution

No other author I have ever read is as funny as P. G. Wodehouse.

3.1. (b) In the following item, sentence I is complete, while sentence II is not. Complete sentence II, making it as similar as possible to sentence I. Write sentence II in the case.

(I) Michelangelo was an architect and a poet.

(II) Not only _____.

Solution

Not only was Michelangelo an architect but he was also a poet.

3.1. (c) In the following item, sentence I is complete, while sentence II is not. Complete sentence II, making it as similar as possible to sentence I. Write sentence II in the case.

(I) Sara said that she would come to my house the following day.

(II) Sara said to me, " _____."

Solution

Sara said to me, "I will come to your house tomorrow."

3.1. (d) In the following item, sentence I is complete, while sentence II is not. Complete sentence II, making it as similar as possible to sentence I. Write sentence II in the case.

(I) As soon as the students enter their classroom, the teacher welcomes them.

(II) No sooner _____.

Solution

No sooner do the students enter their classroom than the teacher welcomes them.

3.1. (e) In the following item, sentence I is complete, while sentence II is not. Complete sentence II, making it as similar as possible to sentence I. Write sentence II in the case.

(I) Only the wearer knows where the shoe pinches.

(II) None _____.

Solution

None but the wearer knows where the shoe pinches.

3.2.

3.2. (a) We must carry _____ despite the challenges we come across.

Solution

We must carry on despite the challenges we come across.

3.2. (b) The police promised to carry _____ thorough investigation.

Solution

The police promised to carry out thorough investigation.

3.2. (c) He is sure to appeal _____ the judgment, since it was unfavourable to him.

Solution

He is sure to appeal against the judgment, since it was unfavourable to him.

3.2. (d) The leader appealed _____ the public to maintain law and order.

Solution

The leader appealed to the public to maintain law and order.

3.2. (e) The experienced doctor found it easy to deal _____ young patients.

Solution

The experienced doctor found it easy to deal with young patients.

3.2. (f) This particular shop deals _____ organic food.

Solution

This particular shop deals in organic food.

3.2. (g) The fresh college graduate jumped _____ the first offer of a job.

Solution

The fresh college graduate jumped at the first offer of a job.

3.2. (h) My mother advised me never to jump _____ conclusions.

Solution

My mother advised me never to jump to conclusions.

3.2. (i) The signboard in the park read 'Keep _____ the lawn'.

Solution

The signboard in the park read 'Keep off the lawn'.

3.2. (j) It is not easy to keep _____ with the rapidly changing fashions.

Solution

It is not easy to keep up with the rapidly changing fashions.

3.3. Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage but write the verbs in the correct order.

A young man had a beautiful garden in his mansion. As he loved flowers, shrubs and trees, he tended to the garden himself. Next to his mansion, there was a small house in which _____ (1) (live) an old man. One day, when the young man was _____ (2) (expect) some special guests, he took extra care in _____ (3) (tend) to the garden. He pulled the weeds, _____ (4) (trim) the shrubs, combed the moss and spent a long time meticulously _____ (5) (rake) up and carefully arranging all the dry autumn leaves. As he worked, the old man _____ (6) (watch) him with interest from across the wall that _____ (7) (separate) their houses. When he had finished, the young man stood back to _____ (8) (admire) his work. "Isn't it beautiful", he called out to the old man. "Yes", replied the old man, "but there is something missing. Help me over this wall and I'll put it right for you." After a slight hesitation, the young man _____ (9) (lift) the old fellow over and set him down. Slowly, the old man walked to the tree near the centre of the garden, grabbed it by the trunk, and shook it. Leaves _____ (10) (shower) down all over the garden and formed a beautiful carpet. "There", said the old man, "now it is perfect!"

Solution

A young man had a beautiful garden in his mansion. As he loved flowers, shrubs and trees, he tended to the garden himself. Next to his mansion, there was a small house in which **lived** an old man. One day, when the young man was **expecting** some special guests, he took extra care in **tending** to the garden. He pulled the weeds, **trimmed** the shrubs, combed the moss and spent a long time meticulously **raking** up and carefully arranging all the dry autumn leaves. As he worked, the old man **watched** him with interest from across the wall that **separated** their houses. When he had finished, the

young man stood back to **admire** his work. "Isn't it beautiful", he called out to the old man. "Yes", replied the old man, "but there is something missing. Help me over this wall and I'll put it right for you." After a slight hesitation, the young man **lifted** the old fellow over and set him down. Slowly, the old man walked to the tree near the centre of the garden, grabbed it by the trunk, and shook it. Leaves **showered** down all over the garden and formed a beautiful carpet. "There", said the old man, "now it is perfect!"

Q4. Read the passage given below and answer the questions (i), (ii) and (iii) that follow:

(1)	<p>The Police Superintendent is walking across the market square followed by a constable. Suddenly he hears a loud shout, "So you bite, you damned brute? Lads, don't let the dog go! Biting is prohibited nowadays!"</p> <p>There is the sound of 'yelping and the Superintendent sees a dog running out of a timber-yard. A man runs after it and tries to seize the dog by its hind legs'. Sleepy countenances protrude from the shops and soon a crowd gathers.</p>
(2)	<p>"It looks like a row, your honour", says the constable.</p> <p>The Superintendent turns to his left and strides towards the crowd. He sees the aforementioned man standing close by the gate of the timber-yard, holding his right hand in the air and displaying a bleeding finger to the crowd. He was the town's goldsmith. The culprit who has caused the sensation, a white puppy with a sharp muzzle and a yellow patch on its back, is sitting on the ground.</p> <p>"What's it all about?", the Superintendent inquires, pushing his way through the crowd, "Who was it that shouted?"</p>
(3)	<p>The goldsmith answers, "I was walking along here not interfering with anyone when this low brute, for no rhyme or reason, bit my finger. I am a working man. Mine is fine work. I must have damages, for I shan't be able to use this finger for a week."</p>
(4)	<p>"I won't let this pass! Find out whose dog it is and draw up a report!", the Superintendent commands the constable.</p>
(5)	<p>"I fancy it's General Zhigalov's dog", says someone in the crowd.</p>

	<p>Suddenly indignant, the Superintendent turns to the goldsmith and asks, "There's one thing I can't make out. How it could have bitten you? Surely it couldn't reach your finger. It's a little dog, and you are a great hulking fellow! You must have scratched your finger with a nail, and then the idea struck you to get damages for it. I know your sort!"</p>
(6)	<p>"No, that's not the General's dog", says the constable, with profound conviction, "the General has valuable dogs, and goodness knows what this is! No coat, no shape, a low creature." The Superintendent says, "You have been injured, goldsmith and we can't let the matter drop. You must be compensated for the damage."</p>
(7)	<p>"It is the General's, that's certain!", says a voice in the crowd.</p> <p>"Oh! Constable, take the dog to the General's and inquire there. Say I found it and sent it. And tell them not to let it out into the street. A dog is a delicate animal. And you, you goldsmith, put your hand down. It's your own fault."</p> <p>On seeing the General's cook approaching, the Superintendent asks him, "Is it one of yours?"</p> <p>"We have never had one like this", says the cook.</p> <p>"There's no need to waste time asking", decides the Superintendent, "it's a stray dog. Chase it away!"</p>
(8)	<p>"It's not our dog", the cook goes on, "it belongs to the General's brother who arrived the other day."</p> <p>"Is his Excellency's brother here? Delighted to hear if", says the Superintendent, and his whole face beams with an ecstatic smile, "it's not a bad pup. A lively creature, indeed. Come, why are you shivering, you nice little pup?"</p>
(9)	<p>The cook calls the dog and walks away from the timber-yard.</p>
(10)	<p>The crowd laughs at the goldsmith.</p>
	<p style="text-align: right;">Adapted from : A Chameleon by Anton Chekov</p>

i.

a. Given below are three words and phrases. Find the words which have a similar meaning in the passage:

1. faces
2. walks purposefully
3. precious

b. For each of the words given below, choose the sentence that uses the same word unchanged in form, but with a different meaning from that which it carries in the passage:

1. row (line 7)

- A. We sat in a row at the back of the room.
- B. The vegetables were planted in neat rows.
- C. A row has broken out amongst the vendors.
- D. The fisherman rowed us back to the shore.

2. left (line 8)

- A. I instructed the driver to take a left turn at the intersection.
- B. The bank is situated to the left of the library.
- C. They left the house at six o'clock in the morning to reach the airport on time.
- D. He's giving away money left, right and centre.

3. fancy (line 21)

- A. He fancies himself as a serious actor.
- B. I was foot-loose and fancy-free in those days.
- C. He had some fanciful notion about crossing the Atlantic in a barrel.
- D. He sells poor goods, but charges fancy prices.

- ii. Answer the following questions in your own words as briefly as possible:
 - a. How does power play an important role in the Superintendent's decisions?
 - b. Why does the goldsmith ask for damages?
 - c. Who does the dog belong to? How do we know it?
- iii. Trace the Superintendent's reactions from the time the initial voice in the crowd is heard till the cook takes the dog away (paragraphs 5 to 9). You are required to write the summary in the form of a connected passage in about 100 words. Failure to keep within the word limit will be penalised.

Solution

- i.
 - a.
 - 1. countenances
 - 2. strides
 - 3. valuable
 - b.
 - 1. We sat in a row at the back of the room.
 - 2. They left the house at six o'clock in the morning to reach the airport on time.
 - 3. He sells poor goods but charges fancy prices.
- ii.
 - a. The superintendent does consider power to be very significant. It's evident in the choices he makes for the dog. The superintendent filed a report against the owner of the dog that had hurt the goldsmith as soon as possible. However, he suddenly changes his mind and accuses the goldsmith of inciting the dog after discovering that it is the General's. Once more, the superintendent tells the goldsmith that he would receive payment for his injuries after informing him that it is a stray dog.

Later on, though, after learning that the dog is the General's brother's, he develops an extremely warm relationship with it.

- b. The goldsmith asks for damages because the dog bit his finger. As his finger is important in doing delicate work on gold, his work will suffer and affect his business at least for a week. Therefore, he wants to be compensated.
 - c. The dog belongs to General Zhigalov's brother. We learn about it when the General's cook comes searching for it and announces its ownership. He calls the dog, and it meekly follows him to the General's home.
- iii. The Superintendent initially sympathises with the jeweller after being bitten by a dog. However, upon learning that the animal belongs to the General, he accuses the goldsmith of fabricating injuries to collect compensation. Despite his low status and lack of credentials, he vows justice for the victim. When someone claims it's the General's, he asks the policeman to transport the 'delicate' creature to his residence. When the cook informs the General that it belongs to his brother, he exhibits unusually friendly attitude, indicating a willingness to submit to power.