

DATE : 23/03/2019



SET-1

CODE NO. 1/1/1

Aakash

Medical | IIT-JEE | Foundations

(Divisions of Aakash Educational Services Limited)

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Time : 3 Hrs.

Class X

Max. Marks : 80

English (Communicative)

(CBSE 2019)

GENERAL INSTRUCTIONS :

(i) The question paper is divided into **three** sections :

Section A : Reading **20 marks**

Section B : Writing and Grammar **30 marks**

Section C : Literature **30 marks**

(ii) All questions are **compulsory**.

(iii) You may attempt any section at a time

(iv) All questions of that particular section must be attempted in the correct order.

Section-A (Reading)

20 marks

1. Read the passage given below and answer the questions that follow. [8]

1. With eager anticipation we awaited the next stage. A tailor was called in to measure us, five boys and one girl, Mary Lila Rao, for the sports kits. I was filled with happiness, just like a child who had been given a bag full of candy. After all, I would be fulfilling my dream to wear a blazer with INDIA written on it!
2. A week later, we left for Australia. The night before we left I could not sleep. My small suitcase has been packed with my kit and bedding and I waited for the sun to rise. Excited by the prospect of what lay ahead, we boarded the train to Bombay, the first lap of our long journey across the seas to far-off Australia. When we reached Bombay's Churchgate station, we were taken by bus to the Astoria Hotel. It was the first time that I had seen such a grand place, and I could barely believe my eyes. What was I, a simple village boy doing in such a different world? While we were at the Astoria, Commander Rekhi, our manager, showed us how to knot a tie and gave us lessons on table manners.
3. When we reached Santa Cruz, the entire atmosphere at the terminal seemed unreal—its bright lights, the strange sounds, the rush of people. Except for Mary Lila Rao, none of us had flown before. I was scared and confused. I had no bedding and no food.

Where would I sleep? What would I eat? How would the plane take off with so many people, their luggage and other cargo? Would it crash under so much weight? I followed my companions towards the huge monster that awaited us, and blindly climbed up the ramp into the cabin. I was asked to fasten my seatbelt, but naturally I did not know what to do and was fumbling with the straps when the air-hostess kindly helped me.

4. When the plane started to taxi along the runway, I closed my eyes and prayed to my God. I had butterflies in my stomach as the plane ascended. And then we were airborne. When I looked out of the window I saw smoke pouring out of the engines, and raised an alarm, thinking that the plane was on fire. The air-hostess calmed me down, patiently explaining that it was only the fuel burning. I felt very foolish and laughed with relief.

(Adapted from the Autobiography of Milkha Singh)

- 1.1 Attempt any eight of the following questions on the basis of the passage you have read. [1×8=8]

- (i) Why couldn't Milkha Singh sleep a night before they left?
- (ii) How many people had flown earlier?
- (iii) What made the atmosphere of Santa Cruz seem unreal?
- (iv) Give any two reasons responsible for Milkha's worry or confusion?
- (v) According to him what was a huge monster?
- (vi) Why was he fascinated by the hotel?
- (vii) Why did the air-hostess need to help him?
- (viii) Why did he pray to his God?
- (ix) Identify and name the figure of speech in para-1?

Sol.

- (i) Due to eager anticipation of what lay ahead in Australia playing for INDIA.
- (ii) No one had flown before, except for Mary Lila Rao.
- (iii) Bright lights, strange sounds and the rush of people made Santa Cruz seem unreal.
- (iv) He was worried and confused about food and bedding.
- (v) The plane
- (vi) He had never seen such a grand place.
- (vii) To fasten his seat belt
- (viii) For safe journey/He was scared.
- (ix) Simile

2. Read the passage given below and answer the questions that follow. [12]

Peer Pressure

1. Peer pressure is a phenomenon wherein we tend to get influenced by the lifestyle and the ways of thinking of our peers. Peer pressure can prove beneficial but it is most often observed to have negative effects.
2. The thought, behaviour and taste in fashion, music, television and other walks of life of the masses are often seen to have a deep impact on society. We tend to get influenced by the lifestyle of our peer group. The changing ways of life of our peers often force us to change our ways of looking at life and leading it. It's a human tendency to do what the crowd does. Few have the courage to resist the peer pressure and be their own selves rather than being one among the lot. Peer pressure is bound to affect most of us both positively and negatively. The distinction between positive and negative peer

pressure lies in a thoughtful analysis of the views of the masses. Following your peers blindly leaves a negative impact on your life while an analytical approach of looking at peer behaviour can help you act positively. Peer pressure is not always bad. It can help you analyze yourself and contemplate on your ways of life. Some of the practices that the masses follow may actually teach you the way of living. You may be able to change yourself for the better. Looking at what others do, can help you bring about a positive change in your way of thinking. If you can pick selectively, peer pressure can actually result in a positive change in your way of life.

3. Teenage is that phase of life when you are exposed to the world outside. These are the years when you spend most of your time with your friends. Teenage is the phase of beginning to become independent in life; the years of forming your ideals and principles, the years that shape your personality and the years that introduce you to your own self. As adolescents you often spend most of your daily time with friends and owing to this, you tend to imitate your friends. The people around you are bound to influence you. However, the effect of the influences of the masses is greater during your teen years. Parents have a vital role to play during this phase of your life. Parents and teachers need to be careful while dealing with teenagers, as they are most susceptible to succumb to peer pressure during these years of their life. Teenage individuals need to be taught to distinguish between the good and the bad, the right and the wrong and should be taught to be thoughtful in life.
4. A strong support from family, an ability to differentiate between the positive and the negative and a skill to choose friends from among the peers- this three-pronged strategy is the best way to keep away from negative peer pressure.

2.1 On the basis of your reading of the passage, answer any four of the following questions in 30-40 words each: [2×4=8]

- (i) How can changing ways of life of our peers affect us?
- (ii) What needs courage?
- (iii) Name any two factors which can help you gain from peer pressure.
- (iv) State any two characteristics of teenage.
- (v) Why are teenagers more likely to be affected by peer pressure?

- Sol.
- (i) The changing ways of life of our peers often force us to change our ways of looking at life and leading it.
 - (ii) Resisting peer pressure needs courage. It is a human tendency to do what the crowd does. Few people have the courage to resist peer pressure and be their own selves rather being one among the lot.
 - (iii) (a) Peer pressure helps us analyse ourselves and contemplate on our ways of life.
(b) It brings about a positive change in the way of thinking.
 - (iv) Teenage is the phase of beginning to become independent in life. These are years of forming one's own ideals and principles, the years that shape one's personality and the years that introduce one to their own self.
 - (v) Teenagers do not have the power to distinguish between the good and the bad, the right and the wrong as the influence of the masses is greater during teen years. So they need a strong support from the family to differentiate between the positive and negative.

2.2 On the basis of your reading of the passage, fill in any two of the following blanks with appropriate words/phrases: [1×2=2]

- (i) A negative impact on life can be left by _____.
- (ii) A thoughtful analysis of views of masses will lead to _____.
- (iii) Selective picking can result in _____.

- Sol. (i) Following your peers blindly
(ii) Distinction between positive and negative peer pressure
(iii) A positive change in your way of life

2.3 Attempt any two of the following. Find out the words that mean the same as under: [1×2=2]

- (i) Affected by (Para 1)
(ii) Difference (Para 2)
(iii) Give in to (Para 3)

- Sol. (i) Influenced
(ii) Distinction
(iii) Succumb

Section-B : Writing and Grammar

3. Write a letter in 100-120 words, to the Editor of The Hindu, Chennai discussing in detail the advantages and disadvantages of ban on crackers. You are Anu/Anuj, 112, Lawrence Road, Kochi. [8]

OR

Write an article in 100-120 words on the topic, 'Increasing Population in the Cities'. You are Ram/Rama. You may use the following clues: migration from villages – more jobs – better educational facilities – effect on living conditions – overcrowding – slums – water and power supply – traffic jams.

- Sol. **LETTER WRITING**

(Distribution of Marks)

FORMAT : 1 Mark

CONTENT : 4 Marks

ACCURACY : 1.5 Marks

FLUENCY : 1.5 Marks

Suggested value Points:

ADVANTAGES :-

- Banning of fire crackers in some places currently having pollution at its peak like Delhi-NCR, will obviously bring down the poisonous emission of gases.
- The crackers sold in the market comprise chemical components, which when ignited all together, emit hazardous oxides of gases which causes suffocation, reduces visibility and other health hazards.
- The animal kingdom which mainly includes the domestic cats and dogs in the urban areas suffer serious traumas from the booms of the crackers.
- As the sale of firecrackers fall, the markets for other Diwali products like sweets, diyas, lights or garments sky-rise all the more. The vendors of these products can make a profit in the maximum of their ability.
- These days high-decibel firecrackers are the hype. This is causing a lot of noise pollution and may impact hearing ability.

DISADVANTAGES :-

- The ban has been a nightmare for the manufacturers of firecrackers this year. This ban would also mean a huge unemployment in various states.
- Bursting crackers on Diwali has always been on the to-do-list in every family. A Deepavali without firecrackers will definitely be a cut-down in entertainment and recreation for the kids, as well as the elders.
- As the ban says no-selling-firecrackers-this-Diwali, the religious sentiments get triggered too.
- A ban on selling crackers in the markets does not stop the civilians from purchasing them online; and in this tech-swayed generation, online buyers are in plenty.
- Although the Supreme Court has its best intentions in banning the firecrackers, people are allowed to burn crackers which were stocked up earlier.

CONCLUSION :-

Burning of firecrackers during Diwali is increasing exponentially year by year. Increasing number of middle class families, growth of consumeristic attitudes, population growth are all contributing to the increasing usage of firecrackers. Restrictions on high-decibel and highly polluting firecrackers are a reminder to everyone regarding the noise and air pollution caused by burning firecrackers. But the complete ban may not be as effective.

Sample Format:

112, Lawrence Road

Kochi

23rd March 2019

The Editor

The Hindu

Chennai

Subject: Addressing the advantages and disadvantages of ban on crackers this Diwali

Sir/Madam

Through the columns of your esteemed newspaper, I would like to draw the attention of the readers and of the authorities towards the pressing issue of burning crackers on Diwali and also on the repercussions of the Supreme Court ban effective this year.

.....

.....

I hope in the light of these observations, the concerned authorities are woken up from their deep slumber and take necessary action to put an effective check on this matter to relieve the troubled citizens.

Yours sincerely,

Anu/Anuj

OR

ARTICLE WRITING

(Distribution of Marks)

FORMAT : 1 Mark (Including Title)

CONTENT : 4 Marks

ACCURACY : 1.5 Marks

FLUENCY : 1.5 Marks

Suggested value Points:

Introduction

- At present situation the problem of overpopulation comes under the category of global crisis which is growing day by day and with each passing second.
- Poses a challenge when the rural population migrates to cities excessively.
- One needs to understand the causes of the same to control its effects.

Main Body

Causes of Population Growth

- Growth rate of population is higher in developing countries. Reason for this increase is mainly due to lack of knowledge of family planning. Mostly people who are contributing for population growth are illiterate and living below of poverty line. They are also getting their child married at an early age without understanding its implication.
- Mostly people come from the rural areas to urban areas/city for the job opportunities, employment, improvement in life style, better educational facilities, etc. It creates imbalance in city and shortage of resources.
- Lack of medical services pushes them to reside in cities in crowded slums seeking medical treatments here.

Effects of Population Growth

- As population increases, consumption of basic need such as food and water will also increase leading to an increase in prices.
- Forests are depleting to cater the growth of urbanization that is affecting animals in the forest, causing pollution and imbalance in ecology.
- With the increase in population, number of vehicles and industries has increased significantly; badly affecting the quality of air.
- Overpopulation has increased the acts of violence and aggression as people are competing with each other for getting resources and achieving good lifestyle.

Solutions to Protect Population Growth

- Provide better facilities even in remote towns and villages to equip people living in rural areas.
- In slum areas government has continuously provided some awareness programs to make understand families about the hard life they will have to face with four or five or more children. They also guide them about family planning and efficient birth control.
- Government should impose some restrictions regarding city migration.

Conclusion

To live a better life every family needs to have complete nutritious food, proper shelter, best education and other important resources. A country can only flourish when its citizens are healthy and live a happy and content life. Controlled population is the key to the success for every country in the world. This can only happen when everybody has access to equal resources, both in cities and in rural areas.

4. Write a short story in 200-250 words, with the help of the cues given below. Give a suitable title to the story.

It is not always true that slow and steady wins the race—this was discovered by Rohan/Renu when..... [10]

OR

Rohan/Renu and his/her pet inseparable – one day – long trek – lost their way – separated from each other – used good sense – reunited – returned safely.

Sol.

STORY WRITING

(Distribution of Marks)

TITLE : 1 Mark

CONTENT : 4 Marks

ACCURACY : 2.5 Marks

FLUENCY : 2.5 Marks

The elements of story writing

- **Theme:** Something important that the story tries to tell.
- **Plot:** The systematic arrangements of events
- **Structure:** A good story needs a good structure. You can choose to write either in “first person” or in “third person”. It should be consistent in Tense usage - either in Present Tense or in Past Tense.
- **Characters:** Know your characters well; main character should be someone whom readers can feel something in common with.
- **Style and Tone:** Use language that is right for your story. Use action and speech to let the readers know what’s happening. Use simple words and sentences with idioms to enhance expression.
- **Climax:** The twist in the tale that keeps the reader engaged.
- **Conclusion:** The end of the story must be definite.

5. Fill in any four of the following blanks choosing the most appropriate options from the ones given below. [1 × 4 = 4]

- A. Politeness is said to (a) _____ one of the important characteristics of a civilised person.
- B. The (b) _____ enemy of politeness is ego.
- C. To be a polite person, you (c) _____ to sacrifice your ego.
- D. It is difficult (d) _____ an egoist to be polite.
- E. Polite actions (e) _____ fine results.

- | | | | |
|--------------------|-----------------|----------------|--------------|
| (a) (i) is | (ii) be | (iii) are | (iv) being |
| (b) (i) less great | (ii) more great | (iii) greatest | (iv) greater |
| (c) (i) have | (ii) had | (iii) has | (iv) must |
| (d) (i) by | (ii) of | (iii) since | (iv) for |
| (e) (i) give | (ii) gave | (iii) gives | (iv) giving |

Sol. GAP FILLING

- (a) (ii) be
- (b) (iii) greatest
- (c) (i) have
- (d) (iv) for
- (e) (i) give

6. In the following paragraph one word has been omitted in each line. Write the missing word along with the word that comes before it and the word that follows it. (any four). [1 × 4 = 4]

	Word before	Missing word	Word after
In 2018, Indian Women's cricket team a	e.g. team	played	a
T-20 match Pakistani team.	(a) .....	.....	.....
India won toss and	(b) .....	.....	.....
chose field first. The Pakistani team	(c) .....	.....	.....
lost three wickets no time.	(d) .....	.....	.....
The fourth wicket tried level	(e) .....	.....	.....
best to save the match.			

Sol.	Word before	Missing word	Word after
(a)	<u>match</u>	<u>against</u>	<u>Pakistani</u>
(b)	<u>won</u>	<u>the</u>	<u>toss</u>
(c)	<u>chose</u>	<u>to</u>	<u>field</u>
(d)	<u>wickets</u>	<u>in</u>	<u>no</u>
(e)	<u>tried</u>	<u>its</u>	<u>level</u>

7. Rearrange any four of the word clusters to make meaningful sentences. [1 × 4 = 4]

- (i) stormy / scary / a / was / and / night / dark / it
- (ii) to / the visibility / road / drive / on the / was / too poor
- (iii) way / fallen / obstructing / a / the / tree / was
- (iv) to / the / be / driver / needed / careful / very
- (v) succeed / only / driver / an / would / experienced

- Sol. (i) It was a dark, stormy and scary night.
 (ii) The visibility on the road was too poor to drive.
 (iii) A fallen tree was obstructing the way.
 (iv) The driver needed to be very careful.
 (v) Only an experienced driver would succeed.

Section C

(Literature : Text Book and Long Reading Texts)

30 Marks

8. Read the extract given below and answer the questions that follow. [4]

If thou dost bend and pray and fawn for him,

I spurn thee like a cur out of my way.

- (i) Identify the speaker of the above extract.
- (ii) Who was bending, praying and fawning?
- (iii) In what context have the above words been spoken?
- (iv) What do these words reveal about the character of the speaker?

OR

“They will be useful to you, and they can never be to me. But will you do one thing?” “What?”

What do you see up there? said Ali, pointing to the sky.

- (i) Identify the person spoken to.
- (ii) What does the word ‘They’ refer to?
- (iii) Why did Ali say ‘They’ can never be useful to him?
- (iv) What opinion do you form of Ali on the basis of the given extract?

Sol. (i) Julius Caesar

- (ii) Metellus Cimber was pleading on his knees, praying and fawning.
- (iii) Caesar had banished Publius Cimber from Rome. So, Metellus Cimber, his brother approached Caesar to revoke the punishment but Caesar refused to forgive Publius Cimber as no amount of flattery could make him change his verdict.
- (iv) He is a strong and stubborn ruler unmoved by flattery.

OR

- (i) Ali speaking here to Lakshmi Das, the clerk working at post office.
- (ii) ‘They’ refer to five gold coins.
- (iii) Ali knew that his end was very near and no money could ease his grief.
- (iv) Ali is a very optimistic person that he is expecting a letter from his daughter even after all these years.

9. Answer any four of the following questions in 30-40 words each :

[2×4=8]

- (i) Why was Nicola not willing to share his ‘plans’ with the narrator?
- (ii) Why was John Hallock eager to burn the Ouija Board?
- (iii) In what ways had the nightingale’s life changed after her arrival in the Bingle Bog?
- (iv) Why did the sailor hail the albatross in ‘God’s name’?
- (v) Miss Mebbin was a clever opportunist. Substantiate with reference to ‘Mrs. Packletide’s Tiger.’

Sol. (Distribution of marks)

Content: 1 mark

Grammatical Accuracy: 1 mark

(i) Suggested Value Points:

- The two boys Nicola and Jacopo were too dignified to disturb a stranger with their personal matters.
- Nicola said "just plans" when the author suggested about their plans to emigrate to America because they didn't want the narrator to know about their little secret.
- The secret was that their sister Lucia was admitted in the hospital due to tuberculosis of the spine.
- They did not want anyone to intrude upon their privacy or pity them. So, they kept their problems a secret.

(ii) Suggested Value Points:

- John had to write a ghost story.
- Helen (the ghost) was helping him but got too bothered and overburdened by Oujja board fanatics.
- John's wife suspected John of having an affair.
- He blamed Oujja board for all the problems in his life.

(iii) Suggested Value Points:

- In the Bingle Bog the exploitation of the nightingale began by the frog. Earlier she enjoyed all the applause.
- The frog would make the nightingale practice even in the adverse weather.
- He organised many musical concerts and used her talent to mint money.
- He instructed her to sing passionately and with full force since that was what the public wanted.
- He would scold and humiliate her for no reason.
- At the end, out of sheer stress and fatigue the nightingale's vein burst and she died.

(iv) Suggested Value Points:

- The ship was stuck in the middle of huge icebergs.
- The ice was all around and they were surrounded by fog and mist.
- Sailors were scared of death.
- They felt helpless in the middle of the sea.
- When Albatross came, the ice thawed, the wind started blowing and the ship started moving ahead. So the 'Albatross' was seen as a holy symbol.

(v) Suggested Value Points:

- Louisa Mebbin was a cunning, calculative and money minded lady.
- She was the paid companion of Mrs. Packletide.
- She was business minded and tried to save Mrs. Packletide's money.
- She blackmailed Mrs. Packletide about that shooting incident and purchased a villa.
- She was an opportunist as well as a clever woman and could go to any limit to make profit.

10. Attempt the following question in 100-120 words.

[8]

For Mrs. Slater and Mrs. Jordon greed for money is more important than their love for their father. Comment.

(The Dear Departed)

OR

In what sense can we call Michael a true gentleman?

(Virtually True)

Sol. (Distribution of marks)

Content: 4 marks

Fluency: 2 marks

Grammatical Accuracy: 2 marks

Suggested Value Points:

- Both Mrs. Slater and Mrs. Jordon are very greedy and manipulative.
- They ignore their responsibilities as daughters.
- They are not hurt by the news of their father's death.
- When their father is found unconscious in the bed, they don't take him to a doctor. Instead, they assume that he is dead.
- They both plan to outshine each other in mourning clothes.
- They start distributing property even before the funeral of their father.
- They want to grab as much property as possible.
- Mrs. Slater brings the bureau and the clock downstairs from her father's room, before the arrival of her sister.
- When their father regains consciousness, neither of them is happy to see him alive.

OR

Suggested Value Points:

- *Virtually True* by Paul Stewart is a story about two boys who create a miracle by interacting with each other without meeting in person.
- The story is about a boy, Sebastian who miraculously recovered from coma despite being in a critical condition.
- Michael, the narrator, like his dad, loved to stay updated with technology. Both of them loved playing psycho-drive games.
- Michael displays his friendly and helpful nature when he saves Sebastian from falling into deep sleep (coma) in the game that his father bought for him.
- He never lost hope and was confident throughout, though he failed to save Sebastian in the third game.
- Michael was a kid with great mental strength and perseverance.
- Though being informed about the 'war zone', Michael never panicked as war zone was the last chance for Michael to save Sebastian.

11. Answer the following question in 200-250 words.

[10]

In "The Diary of a Young Girl," what opinion did Anne have of the adults who lived in the Annex?

OR

Attempt a character sketch of Mrs. Edith Frank as described in 'The Diary of a Young Girl.'

OR

In 'The Story of My Life', how did Helen's interaction with Dr. Bell change her outlook on the world around her?

OR

Attempt a character sketch of Ms. Anne Sullivan.

Sol. (Distribution of Marks)

Content : 5 marks

Fluency : 2.5 marks

Grammatical Accuracy : 2.5 marks

Suggested Value Points:

(Any 5 to 6 points)

'The Diary of a Young Girl'

- Margot is sixteen years old when Anne's diary begins. Quiet, studious, humble, and eager to please the adults, Margot often clashes with her sister, who is considered talkative and rebellious.
- Mrs. Frank, the mother of Anne and Margot Frank. She comes from a wealthy family and has spent most of her life in Germany. In terms of her mothering skills, she is somewhat of a disappointment to Anne, who would prefer her to be more affectionate and accepting.
- Mr. Frank is Anne's favourite relative; she often calls him "Pim" and considers him her saviour and confidant in the annex. He is the sole surviving member of his family after the war.
- Mr. Van Daan is considered to be an insufferable know-it-all, though she reserves the majority of her ire for his wife.
- Anne finds Mrs. Van Daan to be the most insufferable annex resident of them all and is particularly annoyed when Mrs. Van Daan flirts with Mr. Frank.
- Anne's journey into adolescence involves questioning and assessing the actions of the adults around her. Anne observed the lives and the behavioural nature of the adults and was not happy with the attitude of the grown-ups in the Annex.
- She feels that they are too involved in her life, overly critical, and clueless. Grown-ups have an opinion about everything, but never listen to hers.
- Anne feels her mother lacks motherly feelings and longs for kindness and affection. She realises that adult life is not as rational and virtuous as children think it is and is much more complex, and filled with both negative and positive traits and actions. They never allow children to form an opinion of their own.

OR

Suggested Value Points:

(Any 5 to 6 points)

Character Sketch:

- Anne's mother Edith Hollander Frank was a housewife whose family came from Aachen, a town on Germany's western border, near Belgium.
- Like her husband, she came from the comfortable middle classes and was accustomed to a life of relative ease, with most of the work in the house being done by servants.
- In the 'Secret Annexe', Mrs. Frank was obliged to perform various tasks which she had not formerly been accustomed to doing.
- This obviously was not easy for her possibly much of the bad feeling between Anne and her mother may have been due to this and the effect that the cramped living conditions had on everyone's nerves.
- Anne has very little sympathy for her mother during their difficult years in the annexe but later in her diary, however, Anne attempts to look at her mother's life as a wife and mother from a more objective viewpoint.
- Despite her new perspective, Anne continues to feel estranged from her sentimental, critical mother and irrevocably deems her unfit.
- In terms of her mothering skills, she is somewhat of a disappointment to Anne, who would prefer her to be more affectionate and accepting a peacemaker.
- After her arrest, Mrs. Frank was taken with her family to Gestapo headquarters in Amsterdam and the Westerbork reception camp.
- There, according to an eyewitness, she was very quiet. Like other members of the group, Mrs. Frank was included in the last shipment of the people to be sent to Auschwitz, she was still with Anne and Margot, though separated from Mr. Frank.
- The events which Mrs. Frank had been through, the hunger, the privation, had unhinged her mind and she refused to eat.
- She was forty-five years old when she died in her bed before the S S guards fled from the camp.
- Because the diary consists of only Anne's thoughts and perspectives, we are never able to gain much insight into Mrs. Frank's own personal thoughts or feelings.

OR

Suggested Value Points:

(any 5 to 6 points)

'The Story of My Life'

- Dr. Graham Bell was a famous American innovator. He was a remarkable person and had always been very kind and helpful to Helen and Miss Sullivan.
- It was he who introduced Mr. Anagnos to her parents, and Miss Sullivan who came to teach her at her home.
- Whenever Helen was in difficulty, Dr. Bell extended a helping hand to her. He showed and explained many of his experiments to Helen.
- Helen felt indebted to him and acknowledged her indebtedness to him, quoting that he brought her from darkness to light, from isolation to friendship, knowledge and love.

- Helen visited the World Fair with him; and he told her how autophones and other inventions made communication easier in the world. He described each object in the electrical world to her with utmost interest.
- Helen spent many days in his laboratory listening to his experiments. These experiences matured Helen and she felt that she had taken a great leap from the world of fairy tales to the real practical world.
- Besides being caring and kind, he was humorous and poetic also. He was very fond of children. He did a lot to improve the life of the disabled.
- Dr. Bell remained as a sustaining influence in Helen's life. In spite of being a great man of high status, he was very modest, noble and sympathetic.

OR

Suggested Value Points:

(Any 5 to 6 points)

- The 'Story of My Life' reveals Anne Sullivan as the inspiration behind Helen Keller's extraordinary life.
- She is only partially-sighted herself, after undergoing surgery to correct her vision at a young age and herself having been educated at The Perkins Institute for The Blind, a place instrumental in Helen Keller's own development.
- Ms. Sullivan is the person responsible for "the most important day I remember in all my life" as Helen recognizes Annie's contribution throughout her life as teacher, interpreter, friend, companion and motivator.
- She never misses an opportunity to teach Helen, whether it be academics or life skills.
- She teaches Helen an appreciation in even the smallest detail: "in every blade of grass, and in the curves and dimples of my baby sister's hand."
- She has the capacity to help Helen connect with nature and "made me feel that 'birds and flowers and I were happy peers.'"
- One of Ms. Sullivan's most instrumental effects is felt when she makes Helen "Think." It is this that helps Helen make the connection between the abstract and the physical as "you feel the sweetness that it (love) pours into everything."
- So profound is the impact that Ms. Sullivan has on Helen that "her being is inseparable from my own, and (that) the footsteps of my life are in hers."
- Her methods of teaching were highly innovative and in tune with nature. She taught Helen to communicate by spelling words into her hand, beginning with "d-o-l-l" for the doll. It was Miss Sullivan who unfolded and developed Helen's skills and possibilities.
- Though she helped Helen in whatever she did, she understood that Helen was able to stand on her own legs. By taking Helen out with her, she gave her a feel of nature and its beauty.
- Her nurturing and loving care helped Helen grow into a perfect adult, all selfless and compassionate.
- Anne Sullivan stayed as a companion to Helen Keller long after she taught her. Anne Sullivan married John Macy in 1905. She remained as a constant companion to Helen Keller till she died in 1936.

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