Comprehension 2	019			
Q.NO.1 (Ans)			ocailed.	_
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in the pusces  in the pusces  illusion. The p	ge is	based	n	_
illusion. The	particular	"thing	3	
which is	illustrated		s me	
truly imagina-	tive. 9t	has	44608	
truly imagina- Stronge and	odd	lea	di c	
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us to believe	1. (0-0		3	
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to see the	myste	oy . Tho	y wer	0
so excepted	that	Some	at	
them were	pushing	ea	ch	
other		7		

3 - (Ans) The wood of the crond altered because they saw him of the pit. the creature of They were waiting impatiently to see him. So, when they Saw that creature, the became horrified and because it was so gruesome The people thought that he creature might hurt them. This year changed their moods. 4 (Ans) The narrestor's initial reaction to the "Thing" was Shocked. He pear and he was the coeature, but when Saw & that horrible "Thing he was terrified. The ugly gace of the coenture scared him. Hence, the people went away from there but he was still there

Day:
5 (Ans)
The writer gest disgusted
because the coentrop of the
bit was very harrible. In fact
it was so weiked, governme
and strange that it totally
Changed the mood of the
narrator. He got scared and
ans charged
altimately.
(a)
Q. No. 5 (a) (Ans)
Letters between Jeanives
and joiends are called personal
letters. The most important thing
in such letters is he confert.
Don't begin with a hackneyed
phrase like 9 was delighted to
get your letter, received your
get your letter", "received your letter" or "I have obten thought
of worthing to you". Use a
of writing to you". Use a vigorous clear chatty style.
3 July Siyle.

PART-II

Write a précis of the following passage and also suggest a suitable title:

Write modern educational theorists are inclined to attach too much important to a suitable title:

Ithink modern with children, and too suitable title: Write a precise ducational theorists are inclined to attach too much importance to the negative virtue of the interfering with children, and too little to the positive most of precise to the negative virtue. Ithink models with children, and too little to the positive merit of enjoying their company. If you of not interfering for children that many people have for heart of liking for children that many people have for heart of liking for children that many people have for heart of liking for children that many people have for heart of the series of the se of not interior of liking for children that many people have for horses or dogs, they will be apt to have the sold to your suggestions, and to accept prohibitions, perhaps with some good-humoured respond but without resentment. It is no use to have the contact with some good-humoured respond to but without resentment. It is no use to have the sort of liking that consists in regarding as a field for valuable social endeavour, or what amounts to liking that consists in regarding grumbling, but for valuable social endeavour, or what amounts to the same thing as an outlet for them as a field for valuable social endeavour, or what amounts to the same thing as an outlet for the same thing as a same th them as a library. No child will be grateful for an interest in him that springs from the thought that he power-imparts to be secured for your party or a body to be sacrificed to king and country. The desirable sort of interest is that which consists in spontaneous pleasure in the presence of children, desirable so ulterior purpose. Teachers who have this quality will seldom need to interfere with without any but will be able to do so, when necessary, without causing psychological damage. Unfortunately, it is utterly impossible for over-worked teachers to preserve an instinctive liking for children; they are bound to come to feel towards them as the proverbial confectioner's apprentice does towards macaroons. I do not think that education ought to be anyone's whole profession; it should be undertaken for at most two hours a day by people whose remaining hours are spent away from children. The society of the young is fatiguing, especially when strict discipline is avoided Fatigue, in the end, produces irritation, which is likely to express itself somehow, whatever theories the harassed teacher may have taught himself or herself to believe. The necessary friendliness cannot be preserved by self-control alone. But where it exists, it should be unnecessary to have rules in advance as to how "naughty" children are to be treated, since impulse is likely to lead to the right decision, and almost any decision will be right if the child feels that you like him. No rules, however wise, are a substitute for affection and tact.

Q.3.Read the following passage carefully and answer the questions that follow: When I returned to the common the sun was setting. The crowd about the pit had increased, and stood out black against the lemon yellow of the sky-a couple of hundred people, perhaps. There were raised voices, and some sort of struggle appeared to be going on about the pit. Strange imaginings passed through my mind. As I drew nearer I heard Stent's voice: "Keep back! Keep back!" A boy came running towards me. "It's movin'," he said to me as he passed; "it's screwin' and screwin' out. I don't like it. I'm goin' home, I am." I went on to the crowd. There were really, I should think, two or three hundred people elbowing and jostling one another, the one or two ladies there being by no means the least active. "He's fallen in the pit!" cried someone. "Keep back!" said several. The crowd swayed a little, and I elbowed my way through. Everyone seemed greatly excited. I heard a peculiar humming sound from the pit. "I say!" said Ogilvy. "Help keep these idiots back. We don't know what's in the confounded thing, you know!" I saw a young man, a shop assistant in Woking I believe he was, standing on the cylinder and trying to scramble out of the hole again. The crowd had pushed him in. The end of the cylinder was being screwed out from within. Nearly two feet of shining screw projected. Somebody blundered against me, and I narrowly missed being pitched onto the top of the screw. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell upon the gravel with a ringing concussion. I stuck my elbow into the person behind me, and turned my head towards the Thing again. For a moment that circular cavity seemed perfectly black. I had the sunset in my eyes. I think everyone expected to see a man emerge-possibly something a little unlike us terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: greyish billowy movements, one above another, and then two luminous disks-like eyes. Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the writhing middle, and wriggled in the air towards me-and then another. A sudden chill came over me. There was a loud shriek from a woman behind. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There was a general movement backwards. I saw the shopman struggling still on the edge of the pit. I found myself alone, and saw the people on the other side of the pit running off, Stent among them. I looked again at the cylinder and ungovernable terror gripped me. I stood petrified and staring. A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glistened like wet leather. Two large dark-coloured eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might, say, a face. There was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole



first encounter, this first glimpse, I was overcome with disgust and dread. skin, something in the clumsy deliberation of the tedious movements unspeakably nasty. Even at this once vital, intense, inhuman, crippled and monstrous. There was something fungoid in the oily brown gravitational energy of the earth above all, the extraordinary intensity of the immense eyes-were at strange atmosphere, the evident heaviness and painfulness of movement due to the greater quivering of this mouth, the Gorgon groups of tentacles, the turnultuous breathing of the lungs in a absence of brow ridges, the absence of a chin beneath the wedge like lower lip, the incessant the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the cylinder, another swayed in the air. Those who have never seen a living Martian can scarcely imagine creature heaved and pulsated convulsively. A lank tentacular appendage gripped the edge of the

What leads us to believe that this passage is from a science fiction story?

How was the crowd behaving?

Why did the mood of the crowd alter?

What was the narrator's initial reaction to the "Thing"?

Why did the writer feel disgusted?

## Q. 4. Correct only FIVE of the following:

He enjoyed during the holidays.

None of the boys had learnt their lesson.

He is abusing the money of his father.

rearet at the delaw

You are allowed to submit only
one question in one pdf. The
 remaining questions may be submitted in separate pdfs
 treating Children" submitted in separate pdfs.
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do not bother still
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enoy thousand The children
be treated as ruture
investment, rather like with love,
care and warmen as animals
are treated. In this way, they will also
respond aniably of teacher should treat
his Students with selfless attitude
and discipline. But the problem is
that the teacher's job is very
hectic which makes him irritated.
The Interaction of teachers should
not be more than two hours
daily. The aniable relationship
with children connot be
developed by self-control only
The pre-defined rules should
not be made to tackle
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Day:. Date: . treated according Should minuple thou Situation Jead. because will decision which will The best sense not create children. in