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## FOUNDATION COURSE IN ENGLISH-1

By: *Kshyam Sagar Mehar,*  
M.A. (English), PGDJ

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**Sample Preview  
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# QUESTION PAPER

(June - 2019)

(Solved)

## FOUNDATION COURSE IN ENGLISH-1

Time: 2 Hours ]

[ Maximum Marks: 50

Note: Answer all the questions.

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

Many psychologists lay great emphasis on the process of socialization and its role in moral development. In Sigmund Freud's conception, for example, the young child's inappropriate impulses and desires can be controlled only through the process of socialization. Here the word 'Socialization' refers to the way peers, adults and society in general, condition the child to conform to their rules. But, as you can imagine, things are nowhere near as simple as 'taking in the external rules and acting according to them'. Young people, if and when they attend to the moral values expressed by adults, do not always accept them! Hostility, anger and rejection are common, even when a young person is outwardly obedient.

What does research tell us that could help us in our work? Although most studies involve parents and their children, the same principles apply to any adult interacting with young people. Psychologists Joan Grusec and Jacqueline Goodnow, for example, have focused on discipline encounters, trying to discover what works and what does not. They have discovered several factors that influence internalization, having to do with the situation, the adult's characteristics, and the student's temperament. For example, adult statements, may sometimes be irrelevant, such as when they say, "This is not the first time you've done this" or "And another thing you always do is.....". Whatever the situation, ultimately two things must happen for a value to be internalized :

(a) the child's perception of the adult's viewpoint must be accurate and (b) she must accept, not reject it.

(a) (i) Give an appropriate title to the passage.

Ans. Title : Process of Socialization.

(ii) What do you understand by socialization?

Ans. It refers to the way peers, adults and society in general, condition the child to conform to their rules.

(iii) Why is socialization essential in the development of children ?

Ans. The young children's inappropriate impulses and desires can be controlled only through the process of socialization.

(iv) How does one know that a child, who seems to be obedient, does not actually accept the moral ideas expressed by adults ?

Ans. Hostility, anger and rejection are common, even when a young person is outwardly obedient.

(v) What factors are important in the socialization process, according to psychologists Joan Grusec and Jacqueline Goodnow's studies ?

Ans. The factors which are important in the socialization process are the adult's characteristics and the student's temperament.

(b) Say whether the statements given below are True or False :

(i) 'Socialization' is the process whereby the child learns through interaction with adults, teachers and other children to follow rules.

Ans. True.

(ii) When a child shows that she is the following moral values taught by adults it means she accepts them.

Ans. False.

(iii) Pick out a word/phrase from the passage which means the same as—'a person's nature which permanently affects their behaviour'.

Ans. Hostility.

**Q. 2. Do as directed:**

(a) The book of mystery stories is lying on the table.

(Change into an interrogative sentence)

Ans. Is the book of mysterious stories lying on the table.

**(b) I reached home. I found a big lock on the door.**

**(Combine the above sentences into one sentence using..... 'When')**

**Ans.** I found a big lock on the door when I reached home.

**(c) Rati ..... (compose) a new song for the college festival.**

**(Write the correct verb form)**

**Ans.** Rati is composing a new song for the college festival.

**(d) The traffic policemen stopped the truck for over speeding. (Change the voice)**

**Ans.** The over speeding truck was stopped by the traffic policemen.

**(e) "Do not forget to carry your project report. It is kept on your writing table", said mother to Anuj.**

**(Rewrite in the indirect speech)**

**Ans.** Anuj's mother told him not to forget carrying his project report which was kept on his writing table

**(f) There was a lot of noise in the auditorium. The musicians waited for the audience to become quiet so they could begin their concert.**

**(Combine the two sentences)**

**Ans.** There was a lot of noise in the auditorium so the musicians waited for the audience to become quiet so they could begin their concert.

**Q. 3. Correct the following sentences. There could be more than one mistake in each sentence : I each**

**(a) Cartoon teach us to laugh at ourselves.**

**Ans.** Cartoons teach us to laugh at ourselves.

**(b) The new pilot were extremely nervous and his voice was trembled.**

**Ans.** The new pilot was extremely nervous and his voice was trembling.

**(c) The lady looked at me very strange and starts laughing loudly.**

**Ans.** The lady looked at me strangely and started laughing loudly.

**(d) Mahesh with his friends want to go for Shimla during their summer break.**

**Ans.** Mahesh with his friends wants to go to Shimla during his summer break.

**(e) Nobody could told how the ships disappeared during their voyage.**

**Ans.** No one told how were ships disappeared during their voyage.

**Q. 4. Write a paragraph on the following topics :**

**(a) My visit to a place of historical importance**

**Ans.** India is famous all over the world for her ancient temples and historical buildings.

The Taj at Agra is the most famous historical building in India. It is known all over the world as a dream in marble. It was built by Shah Jahan. The famous Mughal emperor, in memory of his beloved wife, Mumtaz Mahal. It was built about three centuries ago. More than twenty thousand masons and workers built it in about twenty-two years. After the completion of the monument, as the story goes, their hands were chopped off, so that they could not build the pair of the Taj.

During the last three centuries, the glory of the Taj has not dimmed the least. It still commands the first position among the buildings of the world. It stands outside the city of Agra on the banks of river, Yamuna. In order to reach the main building, one has to pass through a huge gateway of red stones. There is symmetrical cypress trees surrounding the building.

The Taj is immortal. It may be called beauty concretized in pure white marble and as such a joy forever. But, unfortunately in the present materialistic world, even the beauty of the Taj is at stake because of the effluent sculpture dioxide emitted by the Mathura refinery. Let us hope the able scientists will do something about it.

**(b) Caring for the disabled.**

**Ans.** Caring for the disabled can be a monumental task, especially if you are handling a loved one or close friend. Not only are you watching over the person to avoid further complications, but you also have feelings yourself. You might feel overburdened and angry at times, even though you are doing everything you can to help. It takes tremendous energy and strength on your part. But people being cared for go through similar difficulties, knowing that your struggles are necessary for their needs.

Develop a strong support system. To relieve yourself of the many duties that have to be done, have friends and family available to share in the caring. Keep in close contact with health care aides who may also be involved.

Arrange all medical care needed. This includes setting up or monitoring scheduled visits to the doctor or medical clinic. Help the person with any medications that need to be taken on a regular basis.

# **Sample Preview of The Chapter**

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# FOUNDATION COURSE IN ENGLISH-I

## THE ENVIRONMENT



### Animal Rights

#### INTRODUCTION

In this chapter, we will understand a narrative passage from George Orwell's novel *Animal Farm*. We will differentiate between words having related meanings. We also study the rules of concord with verbs be, do and have. We will learn how to write a short composition presenting our views and supporting them with facts.

#### CHAPTER AT A GLANCE

#### READING COMPREHENSION: AN EXTRACT FROM ANIMAL FARM

##### Study Guide

The aim of this section is to help the students read and understand the passage and improve vocabulary. The students should read the entire passage silently and fast to understand the key points. After that we should read it again with a slower pace to understand the details. Students can guess the meaning of difficult and unfamiliar words. Students should consult a dictionary to know the meaning. Students must understand the passage before answering the comprehension questions.

From *Animal Farm* by George Orwell.

(1) Mr. Jones, of the Manor Farm, had locked the hen-house for the night, but was too drunk to remember to shut the pop-holes. With the ring of light from his lantern dancing from side to side, he lurched across the yard, and made his way up to bed, where Mrs. Jones was already snoring.

(2) As soon as the light in the bedroom went out, there was a stirring and a fluttering all through the farm buildings. Word had gone round during the day that old Major, the prize Middle White boar, had a strange dream on the previous night and wished to communicate it to

the other animals. It had been agreed that they should all meet in the big barn as soon as Mr. Jones was safely out of the way. Old Major was so highly regarded on the farm that everyone was quite ready to lose an hour's sleep in order to hear what he had to say.

(3) All the animals were now present except Moses, the tame raven, who slept on a perch behind the back door. When Major saw that they had all made themselves comfortable and were waiting attentively, he cleared his throat and began:

Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die, I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, I had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you.

(4) 'Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty.

(5) 'But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep—and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly

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the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word—Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever.

(6) 'Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet, he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilizes it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of gallons of milk have you given during this last year? And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid this last year, and how many of those eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old—you will never see one of them again. In return for your four confinements and all your labour in the field, what have you ever had except your bare rations and a stall?

(7) 'Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives. And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious.

(8) 'And remember, comrades, your resolution must never falter. No argument must lead you astray.

Never listen when they tell you that man and the animal have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interest of no creature except himself. And among us animal let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades.'

**Note on the Author**

George Orwell or Eric Arthur Blair (1903-1950), an English novelist and essayist, was born in India. *Animal Farm* is his most famous novel. It is satirical and an allegory on the Russian revolution. A satire is a literary work that tries to show the foolishness or evil of some establishment in an amusing way. In an allegory, the characters and their actions convey a deeper moral meaning and show both good and bad attributes.

**COMPREHENSION QUESTIONS**

**Check Your Progress – 1**

**Answer the following questions on the passage you have read.**

**Q. 1. Why was the ring of light from Mr. Jones's lantern dancing from side to side?**

**Ans.** The ring of light from Mr. Jones's lantern was dancing from side to side because he was drunk, and therefore he was walking with unsteady moves.

**Q. 2. Where had the animals agreed to meet?**

**Ans.** The animals had agreed to meet in the big barn.

**Q. 3. Why had they assembled there?**

**Ans.** The animals had assembled there to hear what the old Major had to say.

**Q. 4. What does old Major want to share with the animals?**

**Ans.** The old Major wanted to share a strange dream that he had on the previous night. This dream was full of his understanding of the nature of life.

**Q. 5. Pick out three words Major uses to describe the lives of the animals. Why does he use these words?**

**Ans.** Major uses three words i.e. miserable, labourious and short to emphasize the bad and pitiable condition of their lives.

**Q. 6. How is man different from the animals?**

**Ans.** Man is different from the animals as it is these animals who toil to produce all the wealth, but man

takes it away from them. Man does not produce anything himself, but still masters all animals.

**Q. 7. Does Major depict man as:**

- (i) selfish?
- (ii) greedy?
- (iii) a weakling?
- (iv) mean?
- (v) the lord of all the animals? or
- (vi) cruel?

**Ans.** Major depicts man as selfish because he makes the animals work all through the day to produce the wealth, but leaves them with the bare minimum and takes all other away from them. Major also depicts man as cruel who, after extracting the most out of the animals, slaughters them with hideous cruelty as their usefulness comes to an end.

**Q. 8. How, according to Major, could animals be rich and free?**

**Ans.** Major opines that animals could be rich and free, if they could get rid of man, so that they could keep all the wealth they produced with themselves.

**Q. 9. When will this rebellion take place? Does this show that Major is:**

- (i) A realist
- (ii) An idealist, or
- (iii) A dreamer.

**Ans.** Major does not know when this rebellion would take place. He himself has said that “he does not know when this rebellion will come—it might be in a week or hundred years. It shows that Major is a dreamer.

**Q. 10. How does Major describe all men?**

**Ans.** Major describes all men as ‘enemies’.

**Q. 11. How does he describe all animals?**

**Ans.** Major describes all animals as ‘Comrades’.

**Q. 12. Why do you think Major call the animals ‘Comrades’?**

**Ans.** Major calls the animals as ‘Comrades’ to remind them that they all are members of one union.

### VOCABULARY

#### Check Your Progress – 2

**Q. 1. Pick out the odd word in each of the following sets:**

(1) lock, knock, shut, bolt.

**Ans.** knock

(2) stirring, shouting, fluttering, moving.

**Ans.** shouting.

(3) round, stout, fat, obese.

**Ans.** round.

(4) employees, comrades, associates, fellow workers.

**Ans.** employees.

(5) miserable, funny, wretched, unhappy.

**Ans.** funny.

**Q. 2. Use the most appropriate word from each of the sets of words given above to complete these sentences:**

(1) Every night you should \_\_\_\_\_ the door of your house to prevent thieves from getting in.

**Ans.** Lock.

(2) The hens start \_\_\_\_\_ their wings at day break.

**Ans.** Fluttering.

(3) A wrestler has to be strong and \_\_\_\_\_. He cannot be thin.

**Ans.** Stout.

(4) All the \_\_\_\_\_ of that factory are on strike as they have not been given their wages.

**Ans.** Employees.

(5) Usha is feeling \_\_\_\_\_ as she has no money to buy food for her children.

**Ans.** Miserable.

### GRAMMAR AND USAGE: CONCORD OF NUMBER AND PERSON-1

Concord means the “agreement” in grammar and is used to show the use of the verbs:

(i) *be* and its various forms—*am, is, are, was, were.*

(ii) *do, does*

(iii) *have, has*

**Be**

(i) I *am* afraid. I shall not be able to come tomorrow.

(ii) What *is* the nature of that job?

(iii) We *are* born slaves.

(iv) Man *is* the only creature that consumes without producing.

(v) Mr. Sharma *was* too drunk to remember anything.

(vi) Mrs. Malik *was* already snoring.

(vii) Is this simply part of the order of nature?

(viii) All the animals *were* now present.

(ix) It *is* about this that I wish to speak.

(x) We *are* born. We *are* given just so much food

.....

In all the above mentioned examples, the verb *be* has the forms *am, is, are, was, were*, depending on the tense, the person, and the number of the subject.

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Present Tense					Past Tense				
First Person		Second Person	Third Person		First Person		Second Person	Third Person	
Singular	Plural	Singular	Singular	Plural	Singular	Plural	Singular	Singular	Plural
			and Plural						and Plural
am	are	are	is	are	was	were	were	was	were

Here are few more examples:

(1) *am* (used with I in the present tense)

**Examples:**

- I am a cricket player. I am playing for India in this World Cup.
- I am writing a book on the trends of fashion in India.
- I am going to the market to fetch some bananas. (I am is written I'm in the informal style.)

(2) *is* (used with he, she, it and singular nouns, in the present tense)

**Examples:**

- Shri Narendra Modi is the Prime Minister of India.
- Pranav Mukherji is the President of India.
- My friend Ajay is working hard these days.
- It is very hot and humid today.
- English is spoken by a large number of people of India.
- Jeans is worn by people in a large number of countries.
- He's often late for his classes. ('is' is often combined with the subject and written as 's in an informal style. Examples: He's, she's, it's)

(3) *are* ( used with plurals and with *you* (2<sup>nd</sup> person singular) in the present tense.)

**Examples:**

- We are going to visit Taj Mahal at Agra in summer vacations.
- You are looking very handsome.
- You are very good at studies.
- Children below ten years are charged only half of the ticket in zoos.
- You're a real stupid, who even don't know how to speak!

- They're trying to get their wards admitted to our school.

- We're too innocent to understand his tricks. ('are' is often combined with the subject and written as 're in an informal style. Examples: you're, we're, they're etc.

(4) *was* (used with I, he, she, it and with singular nouns in the past tense)

**Examples:**

- I was in Mumbai yesterday.
- Sita was singing a song.
- Einstein was a famous scientist.
- The banquet hall was well lit for the marriage.
- It was very cold yesterday.
- I was listening to music, when somebody knocked at the door.
- It was raining very hard that day.
- He was the best guitar player of the school.

(5) *Were* (used with plurals and with *you* (2<sup>nd</sup> person singular) in the past tense.)

**Examples:**

- You were not at home when I visited your place.
- A number of people were witness to the horrific bus accident.
- Ten people were killed in the bomb blast in train, yesterday.
- We were expecting good news from you.

(6) When the grammatical subject is *there*, we use 'is' or 'are', 'was', or 'were', depending on the number of the true subject following the verb.

**Examples:**

- There is a boy in that room.
- There is a man hiding behind the bushes.
- There are many players in the ground.
- There are fifty students in the class.