# BLUE PRINT
## SAMPLE QUESTION PAPER-I
### ENGLISH COMMUNICATIVE –CLASS X

<table>
<thead>
<tr>
<th>QA</th>
<th>Section</th>
<th>Skills/Sub Skills</th>
<th>Objective of questions/Sub Questions</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>A : READING</strong></td>
<td></td>
<td></td>
<td>20 marks</td>
</tr>
<tr>
<td>1</td>
<td>1.1</td>
<td>(a-f) Understanding the text</td>
<td>Comprehension</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>a) SA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>b) SA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>c) SA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>d) SA (i)</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>SA (ii)</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>e) SA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>f) SA (i)</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>SA (ii)</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>Understanding the Text</td>
<td>Comprehension</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>a) SA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>b) SA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>c) SA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>d) SA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td>Identifying correct words</td>
<td>Comprehension</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>a) VSA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>b) VSA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>c) VSA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>d) VSA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td>Identifying correct words</td>
<td>Vocabulary Testing</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>a) VSA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>b) VSA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>c) VSA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>d) VSA</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B : WRITING</strong></td>
<td></td>
<td></td>
<td></td>
<td>30 marks</td>
</tr>
<tr>
<td>3</td>
<td>Notice</td>
<td>Presenting the notice in the correct format within the word limit with the required details</td>
<td>Testing short writing skill Ability to write a notice</td>
<td>5 marks</td>
</tr>
<tr>
<td>4</td>
<td>Postcard</td>
<td>Presenting the message in the correct format within the word limit with required details</td>
<td>Application Testing short writing skill Ability to write a postcard</td>
<td>5 marks</td>
</tr>
<tr>
<td>5</td>
<td>Letter writing</td>
<td>Formatting, organization, coherence, fluency</td>
<td>Testing writing skill in a sustained manner</td>
<td>10 marks</td>
</tr>
<tr>
<td></td>
<td>Article writing</td>
<td>Formating, organization, coherence, fluency</td>
<td>Testing sustained writing skill. Higher Order Thinking</td>
<td>10 marks</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>C: GRAMMAR</td>
<td></td>
<td></td>
<td></td>
<td>20 marks</td>
</tr>
<tr>
<td>7</td>
<td>a) VSA, b) VSA, c) VSA, d) VSA</td>
<td>To expand notes into a meaningful piece of writing</td>
<td>Testing to write in clear and grammatically correct language</td>
<td>1 mark</td>
</tr>
<tr>
<td>8</td>
<td>a) VSA, b) VSA, c) VSA, d) VSA, e) VSA, f) VSA, g) VSA, h) VSA</td>
<td>Providing the missing word</td>
<td>Testing knowledge of verb forms, prepositions, determiners, conjunctions</td>
<td>½ mark</td>
</tr>
<tr>
<td>9</td>
<td>a) VSA, b) VSA, c) VSA, d) VSA, e) VSA, f) VSA, g) VSA, h) VSA</td>
<td>Providing the missing word</td>
<td>Testing the correct use of grammatical items</td>
<td>½ mark</td>
</tr>
<tr>
<td>10</td>
<td>a) S A, b) S A, c) S A, d) S A</td>
<td>Writing correctly in reported speech</td>
<td>Testing the correct use of personal pronouns and verb forms in reported speech</td>
<td>1 mark</td>
</tr>
<tr>
<td>11</td>
<td>a) S A, b) S A, c) S A, d) S A</td>
<td>Ability of presenting ideas coherently in a sequence</td>
<td>Transforming sentences appropriately and in context</td>
<td>1 mark</td>
</tr>
<tr>
<td>D: LITERATURE</td>
<td></td>
<td></td>
<td></td>
<td>30 marks</td>
</tr>
<tr>
<td>12</td>
<td>(1st option) a) S A</td>
<td>Understanding the text,</td>
<td>Comprehension</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>b) S A</td>
<td></td>
<td>Interpretation</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>c) S A</td>
<td></td>
<td></td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding the text</td>
<td>Comprehension Interpretation</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>------------------------</td>
<td>------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>13</td>
<td>(1&lt;sup&gt;st&lt;/sup&gt; option)</td>
<td>a) S A</td>
<td>Understanding the text</td>
<td>Comprehension Interpretation</td>
</tr>
<tr>
<td></td>
<td>b) S A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) S A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2&lt;sup&gt;nd&lt;/sup&gt; option)</td>
<td>a) S A</td>
<td>Understanding the text</td>
<td>Comprehension Interpretation</td>
</tr>
<tr>
<td></td>
<td>b) S A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) S A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>(1&lt;sup&gt;st&lt;/sup&gt; option)</td>
<td>Long Answer or (2&lt;sup&gt;nd&lt;/sup&gt; option)</td>
<td>Higher Order Thinking Skills</td>
<td>Global Comprehension</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>a) SA</td>
<td>Understanding the text</td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>b) SA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; option Long answer a) or 2&lt;sup&gt;nd&lt;/sup&gt; option Long answer b)</td>
<td>Understanding theme and setting of play</td>
<td>Presenting ideas coherently</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; option Long answer a) or 2&lt;sup&gt;nd&lt;/sup&gt; option Long answer b)</td>
<td>Global Interpretation Higher Order Thinking Skills</td>
<td>Ability to think beyond text</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; option Long answer a) or 2nd option Long answer b)</td>
<td>Global Interpretation of the text Higher Order Thinking Skills</td>
<td>Ability to think beyond the text</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH - COMMUNICATIVE

Sample Question Paper–I

Subject Code - 101

TIME : 3 Hrs MM : 100

General Instructions:

(i) This paper consists of four sections –

| Section A | Reading | 20 marks |
| Section B | Writing | 30 marks |
| Section C | Grammar | 20 marks |
| Section D | Literature | 30 marks |

(ii) Attempt all questions.

(iii) Do not write anything in the question paper.

(iii) All the answers must be correctly numbered as in the question paper and written in the answer sheet provided to you.

(iv) Attempt all questions in each Section before going on to the next section.

(v) Read each question carefully and follow the instructions.

(vi) Strictly adhere to the word limit given with each question. Marks will be deducted for exceeding the word limit.
1. Read the following passage and answer the questions that follow

**ROMANCING THE RAIL**

1. A couple of weeks ago, while detailing the many ways in which coping with the bleak economy can actually better our lives, I touched upon the romance of train travel and suggested that we would do well to introduce our children to its charms. I have to confess that I was surprised by the kind of response this triggered from readers with stories to tell of their own rail adventures.

2. Browsing through them reminded me yet again why trains have such a special place in our lives. Well, perhaps not in the lives of a generation brought up on the dubious pleasures of cheap air travel.

3. I still vividly recall every detail of my first such excursion, taking a train from Sealdah station in Calcutta to visit my aunt’s tea garden in Assam. I settled down at my window seat and even before the train had pulled out, I was burrowing deep into the pleasures of Indian mythology.

4. But as the scene outside grew more rustic, even picturesque, my attention wandered to the marvellous moving display outside my window. There were gentle rolling fields, green and lush, more palm trees than I could count and an endless expanse of bright blue sky.

5. Just then, a man entered my peripheral vision. Scythe in hand, he was intently cutting down some tall grass in the fields. “Oh look,” I cried out to my mother, “It’s a farmer, a real-life farmer!” A city-bred child, I hadn’t realised until then that farmers actually had an independent existence outside of my story books.

6. That wasn’t the only discovery I made in the course of that first train journey or the many others to follow. Gazing out of the train window as I travelled across the country, I was introduced to a new India that was far removed from the bland boundaries of my middle-class urban existence. And I like to believe today that this made me more aware of the complexities of the society that we live in.

Seema Goswami

(337 words)
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td><strong>On the basis of your reading, answer the following questions</strong></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(a) Readers response to her suggestions made the writer realise __________.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(b) The pleasure/joy of travelling by train would not be appreciated by __________.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(c) The writer was lured away from the pleasures of Indian mythology when __________.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(d) The two discoveries made during the train journey were</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(i) __________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) __________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(e) Travelling by train, enhanced the writer’s awareness of __________.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(f) While travelling by train, the writer’s time was spent</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(i) __________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) __________.</td>
<td></td>
</tr>
<tr>
<td>Q 2</td>
<td><strong>Read the passage carefully and answer the questions that follow</strong></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>SUMMER BREAKS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Do children really need such long summer breaks, was a question posed by some experts recently. Apparently, such a long break disrupts their development and comes in the way of their learning process. Let’s get them back to their books, is perhaps the expert view, if not in so many words. One would have thought the children are doing too much during their vacations and not too little, given the plethora of classes, camps and workshops involving swimming, art, personality development, music, computers and the like that seem to cram their calendar. Even the trips taken in the name of holidays seem laden with exotic destinations and customized experience packed into a short period of time. We can do Europe in ten days and Australia in a week and come back armed with digital memories and overflowing suitcases. Holidays are in some ways, no longer a break but an intensified search for experience not normally encountered in everyday life.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) It is a far cry from summer holidays one experienced while growing up. For holidays every year meant one thing and one thing alone - you went back to your native place, logged in with the emotional headquarters of your extended family and spent two months</td>
<td></td>
</tr>
</tbody>
</table>
with a gaggle of uncles, aunts and first and second cousins. The happiest memories of the childhood of a whole generation seem to be centred around this annual ritual of homecoming and of affirmation. We tendered tacit apologies for the separateness entailed in being individuals even as we scurried back into the cauldron of community and continuity represented by family. Summer vacation was a time sticky with oneness, as who we were and what we owned oozed out from our individual selves into a collective pot.

(3) Summer was not really a break, but a joint. It was the bridge used to re-affirm one’s connectedness with one’s larger community. One did not travel, one returned. It was not an attempt to experience the new and the extraordinary but one that emphatically underlined the power of the old and the ordinary. As times change, what we seek from our summer breaks too has changed in a fundamental way. Today, we are attached much more to the work and summer helps us temporarily detach from this new source of identity. We refuel our individual selves now; and do so with much more material than we did in the past. But for those who grew up in different times, summer was the best time of their lives.

(418 Words)
Source: The Times of India

2.1 Complete the following sentences taking help from text

(a) Experts question the summer breaks given to children because breaks _______. 1
(b) Students are kept busy during the summer vacation _______________. 1
(c) The writer’s happiest memories of childhood were centred around _____________. 1
(d) Summer break in the present times are a way of _______________. 1

2.2 Fill in the blanks using one word only.

The realization that children’s summer breaks are (a) ________________ with a plethora of activities makes one conclude that they are doing (b) _________________. Holidays have now turned into a (c) ________________ for new experiences. These are far removed from the times when summer breaks were a time of (d) ________________ with the extended family.
No. | Questions |
---|---
2.3 | Find words/phrases which mean the same as |
| (i) clearly seen or understood (para 1) | 1 |
| (ii) excess (para 1) | 1 |
| (iii) state as a fact, declare formally (para 2) | 1 |
| (iv) beyond what is usual (para 3) | 1 |

SECTION B – WRITING

Q. 3 You are Saurabh / Sapna Gupta, the Sports Captain of Birla Public School, New Delhi. Draft a notice informing the members of the School football team about a special coaching camp that is being organised in the school premises during the summer vacations. Inform the team members of the presence of eminent Indian Footballers during the duration of the Camp. Write the notice in not more than 50 words.

Q. 4 Rani / Rakesh visited Ranikhet during summer vacation and experienced oneness with nature. He/she decided to send a postcard to a friend describing the beauty and serenity of this picturesque hill station and advising her/him to plan a trip to Ranikhet in the near future. Write the postcard in not more than 50 words.
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
| Q. 5| **You are Rohan / Ragini. During a visit to Mumbai you happened to visit the** sets of a television reality show featuring children. The long shooting hours made you wonder whether the children were losing their precious childhood years, which should have been spent enjoying a carefree life in the lap of nature rather than satisfying the desires of over ambitious parents and contributing to the family income. Write a letter to the Editor of a leading National daily expressing your concern in not more than 150 words. Take ideas from the hints given below :  
  • Loss of innocence  
  • Neglect of Studies  
  • Overriding parental ambition.  
  • Burdened with responsibilities at tender age |       |
| Q. 6| **Over the years there has been a steady increase in the number of students from different towns and cities of India seeking admission in colleges in the metropolitan cities. As a consequence, colleges in the metros have failed to accommodate the rising number of students due to severe shortage of seats. Write an article for your school magazine drawing attention to the anxiety and pressure faced by students during admission time, using your own ideas and ideas from the visual given below. Suggest ways to combat the shortage of seats. Write the article in about 200 words.** You are Mohan / Mohita , a student of AKS International school, Agra. | 10    |
SECTION C - GRAMMAR

Q. 7
Look at the notes given below and complete the paragraph that follows. Do not add any new information. Write the answers against the correct blank numbers in your answer sheet.


According to newspaper reports, Russian scientists (a) ___________________ a 1 research station. The research station (b) ________________ on an ice floe 1 drifting in the western Arctic Ocean. Global warming is (c) _______________ the 1 Scientists to (d) __________________ ahead of schedule, because of early 1 melting of ice.

Q. 8
In the following paragraph, one word has been omitted from each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet against the correct blank number. Ensure that the word that forms your answer is underlined.
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not a mood to waste time the University reopens, the Dyal Ram College,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>affiliated to Delhi University is organizing orientation program the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freshers on Monday. The session is organized for two days before new</td>
<td></td>
</tr>
<tr>
<td></td>
<td>session kicks. The college wants organize the orientation session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>because they want to start off regular classes from very first day.</td>
<td></td>
</tr>
<tr>
<td>Q. 9</td>
<td>In the passage given below, fill in each blank with one word only. Write the 4 correct word in your answer sheet against the correct blank numbers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After a tepid (a) ___________ half, this year car-makers are planning (b) ___________ new launches in the (c) ___________ months, hoping (d) ___________ will bring buyers back to a market that has seen demand (e) ___________ amid rising cost (f) ___________ finance. The headline grabber (g) ___________ to be Tata’s Nano-the (h) ___________ cheapest car.</td>
<td></td>
</tr>
<tr>
<td>Q. 10</td>
<td>Read the conversation given below and complete the passage that follows. 4 Write the answers against the correct blank numbers. Do not copy the whole sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Karan : Are you going to attend Vikram’s birthday party?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rohit : I am not sure if my mother will permit me to go.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Karan : You can tell your mother that all of us are going to the party.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rohit : She knows that all my friends are going, but she also wants me to do well in tomorrow’s English unit test.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Karan asked Rohit (a) ___________ attend Vikram’s birthday party. Rohit replied that (b) ___________ him to go. Karan advised Rohit (c) ________ were going to the party. Rohit told Karan that his mother was aware that all his friends</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Marks</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>Q. 11</td>
<td>Look at the newspaper items given below. Use the information in the Headlines to complete the paragraphs. Write the answers against the correct blank numbers in your answer sheet.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>were going but (d) ______________.</td>
<td></td>
</tr>
<tr>
<td>(a)</td>
<td>Two pilgrims killed in Amarnath shrine stampede</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Two Pilgrims to ______________ in a stampede near the cave.</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>Hundreds of US N-parts Lost</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The US military __________ sensitive nuclear missile components.</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Dead fish flood Satluj-Beas Canal</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Drinking water supply to several areas in Punjab has been stopped after ______________ dead fish.</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>Ribbery undergoes surgery successfully</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Berlin : France midfielder Franck Ribbery _________________ on his injured left ankle on Thursday.</td>
<td></td>
</tr>
</tbody>
</table>

SECTION D - LITERATURE

| Q. 12 | Read the extract given below and answer the questions that follow. Write the answers in your answer sheet in one or two lines only. Number the answers correctly. | 3 |
| | O Wild West Wind, thou breath of Autumn’s being, | |
| | Thou, from whose unseen presence the leaves dead | |
| | Are driven, like ghosts from an enchanter fleeing. | |
| (a) | Which season of the year is depicted in the poem? | 1 |
| (b) | Identify the figure of speech in the first line. | 1 |
| (c) | Explain like ghosts from an enchanter fleeing. | 1 |

OR
Then she turns to those liars, the candles or the moon.
I see her back, and reflect it faithfully.
She rewards me with tears and an agitation of hands.

(a) Why have the candles and the moon been referred to as 'liars'?
(b) Why does the woman turn her back to the mirror?
(c) Explain 'an agitation of hands'.

Q. 13 Read the extract given below and answer the questions that follow. Write the answers in your answer sheet in one or two lines only. Number the answer correctly.

Ten hours of steady rain had driven him
to crawl beneath a sack of rice.
Parting with his poison – flash
of diabolic tail in the dark room-

(a) What had driven the scorpion to take shelter beneath a sack of rice?
(b) Explain “flash of diabolic tail”.
(c) What happened to poet’s mother after being stung by the scorpion?

OR

“Now the nightingale, inspired
Flushed with confidence, and fired
with both art and adoration,
Sang and was a huge sensation.”

a) What had inspired the nightingale?
b) How do we know she was a huge sensation?
c) Did she remain a huge sensation? Give reasons for your answer.

Q. 14 The peasants in 'Night of the Scorpion' are ignorant, but their hearts are full of love and compassion. Comment. Attempt in 50-75 words.

OR

Sharing his grief with the wedding-guest helps alleviate the pain of the ancient mariner. Comment. Attempt in 50-75 words.

Q. 15 Read the extract given below and answer the questions that follow

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.edurite.com
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Marks</th>
</tr>
</thead>
</table>
| Q.16 | *This dream is all amiss interpreted* ;  
*It was a vision fair and fortunate*  
(a) Who speaks these lines and to whom are they addressed ? Who had misinterpreted the dream ?  
(b) What is the speaker’s interpretation of the dream ? | 2 |
| Q.16 | *The Christmas Carol* depicts the transformation of a selfish miser into a kind and benevolent man . Comment.  
OR  
How does Charles Dickens bring out the spirit of Christmas in *The Christmas Carol* ?  
‘*We were in the war too but we were children*’. What does the narrator mean by this statement ?  
OR  
Why were the scientists unhappy with Ch-tsal? | 4 |
| Q.17 | Imagine you are Babuli’s wife. Write a diary entry expressing your reactions once Babuli informs you of his decision of giving his share of land to his elder brother.  
OR  
Imagine you are the postmaster. Since you have realised the pain Ali has gone through, you are full of remorse. Write a letter to your friend | 8 |
Q 1. ROAMANCING THE RAIL

1.1 Objective : To identify main points of the text.

Marking : 8 Marks – 1 mark for each correct answer.

No penalty for spelling, grammar. Accept any other answer equal in meaning to the answers given below.

Answers :

(a) the reason why trains have such a special place in our lives (1 mark)
(b) a generation brought up on the dubious pleasure of cheap air travel (1 mark)
(c) the scene outside grew more rustic, even picturesque (1 mark)
(d) (i) Farmers had an independent existence outside story books
(ii) Introduction to a new India that was far removed from the bland boundaries of middle-class urban existence (1+1=2 marks)
(e) Complexities of the society that we live in (1 mark)
(f) (i) Reading books on mythology.
(ii) Appreciating the rustic picturesque scene outside. (1+1= 2 marks)

Q 2. SUMMER BREAKS

2.1 Objective : To identify and understand main parts of the passage

Marking : 4 marks

(1 mark for each correct answer)

Accept any answer equivalent in meaning to the answers given below

Answers :

(a) disrupt children’s development and come in the way of learning process (1 mark)
(b) engaged in a variety of courses/classes/camps/workshops and in trips taken in the name of holidays (1 mark)
(c) the annual ritual of homecoming and affirmation (1 mark)
(d) detaching from work and refueling ourselves (1 mark)
2.2 **Objective** : To identify and understand main parts of the text.

**Marking** : 1 mark for each correct answer

**Answers** :
(a) packed/crammed (1 mark)
(b) much (1 mark)
(c) search (1 mark)
(d) bonding (1 mark)

2.3 **Objective** : To deduce the meanings of unfamiliar lexical items.

**Marking** : 4 marks – 1 mark for each correct answer.

**Answers** :
(i) apparently
(ii) plethora
(iii) affirmation
(iv) extraordinary.

**SECTION B - WRITING**

**30 MARKS**

Q 3. **NOTICE : COACHING CAMP**

**Objective** : To use an appropriate style and format to write a notice.
To decode information from one text type to another.

**Marking** : Format : 2 marks, Content : 3 marks

**Format** :
Notice, School, Heading (½ mark)
Date (½ mark)
Writer’s name and designation (½+½ mark)

**Content** :
Mention coaching camp (1 mark)
Duration, Timing, Venue (1 mark)
Mention presence of eminent footballers (1 mark)

Q 4. **POST CARD : PICTURESQUE RANIKHET**

**Objective** : To use an appropriate style and format to write a postcard.
Marking: Format: 2 marks, Content: 3 marks

Format:
- Date & Place ½ mark
- Receiver’s Name and Address 1 mark
- Complimentary close and Signatory ½ mark

Content:
- Scenic beauty of Ranikhet. 1 mark
- Rejuvenating for the mind and body 1 mark
- Advising friend to plan a trip to savour the beauty of the hill town 1 mark

Q 5. LETTER TO THE EDITOR: CHILDREN IN REALITY SHOWS

Objectives: To write in a style appropriate to a formal letter.

Marking:
- Marking should be in accordance with the Writing Assessment Scale.
  (Content-4, Fluency-3, Accuracy-3)
- Under content, credit should be given for the candidate’s creativity in presenting his/her own ideas. However, some of the following points be included. Maximum of one mark is to be deducted from total for improper layout. Layout includes sender’s address, date, editor’s address, subject, salutation and complimentary close.

Note: Refer to the Writing Assessment Scale.

Content:
- The joys of childhood/growing up
- Tough working conditions
- Consequences of children participating in reality shows
- Parental pressure and complete neglect of the basic needs of a child.

Q 6. ARTICLE: COLLEGE ADMISSIONS

Objective: To plan, organise and present ideas coherently.

Marking:
- Marking should be in accordance with the Writing Assessment Scale.
  (Content-4, Fluency-3, Accuracy-3)

Layout: Up to 1 mark may be deducted if layout is incorrect.

Layout should include title of the article, name of the writer.

Under content, credit should be given for the candidate’s creativity in presenting his/her own ideas. However, some of the following points be included.

Note: Refer to the Writing Assessment Scale
Content:
- dwindling numbers of seats in Colleges.
- anxiety faced by students during admissions
- need to increase seats / open colleges.
- need to develop quality of education in other Indian towns & cities.

SECTION C - GRAMMAR
20 MARKS

Q 7. GAP FILLING- EVACUATING RESEARCH STATION

Objective: To expand notes into a meaningful piece of writing.
To write in a clear and grammatically correct language.

Marking: 1 mark for each correct answer.

Answers:
(a) are evacuating
(b) is built
(c) forcing
(d) leave

Q 8. OMITTING – ORIENTATION PROGRAM

Objective: To test the accurate use of grammatical items.

Marking: ½ mark for each correct answer.

Marks should be awarded if the correct answer is underlined and the preceding and following words mentioned.

Answer:
(a) time before the
(b) organising an orientation
(e) program for the
(d) is being organised
(e) before the new
(f) Kicks off. The
(g) Wants to organise
(h) From the very

Q 9. GAP FILLING – CAR LAUNCHES

Objective: To test the accurate use of grammatical items.

Marking: ½ mark for each correct answer.
Answer : (a) first  
(b) several/many  
(c) coming  
(d) these  
(e) falling  
(f) of  
(g) has  
(h) world’s  

Q 10. NARRATION – KARAN AND ROHIT  
Objective : To test use of reported speech.  
Marking : 4 marks. 1 mark for each correct answer. 
Answer : (a) whether he was going to  
(b) he was not sure if his mother would permit.  
(c) to tell his mother that all of them.  
(d) she also wanted him to do well in his English unit test, the following / next day.  

Q 11. HEADLINE EXPANSION  
Objective : To test the ability to transform sentences appropriately and in context.  
Marking : 1 mark for each correct answer.  
Answers : (a) the Amarnath Shrine were killed.  
(b) has lost hundreds of  
(c) the Satluj-Beas Canal was found flooded / was flooded with dead fish.  
(d) underwent a successful surgery.  

SECTION-D LITERATURE  
30 MARKS  

General Instructions : This section is meant to test the student’s familiarity with and appreciation of the set texts.  

Q 12. Option 1 : ODE TO WEST WIND  
Objective : To test the global and local understanding of the poem.  
Marking : 3 marks. 
(a) Autumn 1 mark  
(b) Alliteration/Apostrophe/Personification 1 mark  
(c) An enchanter drives away ghosts and evil spirits. It is fear that drives them away.
Similarly dead leaves get scattered by the power of the west wind 1 mark

Option 2.

a) because they hide the blemishes of the person 1 mark
b) because she does not want to accept the reality that she is ageing 1 mark
c) refers to the lady wringing her hands in despair/her emotional reaction to the thought of growing old 1 mark

Q 13. Option 1. NIGHT OF THE SCORPION TOTAL MARKS 3

Objective: To test the global and local understanding of the poem.

Marking: 3 marks

Content:
(a) 10 hours of steady rain had forced him to seek shelter beneath a sack of rice 1 mark
(b) - flashes its tail like lightning in the dark night and stings mother- scorpion’s poison is evil and vicious like that of the devil. 1 mark
(c) twisted and groaned in pain 1 mark

Option 2. The frog and the nightingale

a) the frog’s interest in her singing 1 mark
b) animals from all around came to hear her sing 1 mark
c) No, creatures stopped coming when her singing became uninspired 1 mark

Q 14. THE NIGHT OF THE SCORPION TOTAL MARKS 4

Objective: knowledge of theme and setting of the poem

Marking: 4 marks

Note: No penalty for exceeding the word limit

Answer:
- chant name of God instead of attending to mother.
- consider scorpion bite to be the result of past evil deeds.
- immediately come to mother’s rescue and pray for her.
- sit around the victim and sympathise with her.
OR

THE RIME OF THE ANCIENT MARINER
- burden of sin and guilt too heavy for mariner.
- desperately needs someone to hear his story.
- narrating the story has humbling effect on mariner.
- helps lift off burden.

Q 15 JULIUS CAESAR

Objective: To test local and global comprehension of the text.
Marking: 4 marks
Note: No penalty for exceeding the word limit

Content:

(a) Decius Brutus addresses these lines to Julius Caesar. Calpurnia had misinterpreted her dream.

(b) the dream symbolises Caesar’s spirit or influence. Rome will derive sustenance from Caesar.

Q16. A CHRISTMAS CAROL

Objective: To test knowledge of theme and setting of the play.
Marking: 4 marks
Note: No penalty for exceeding the word limit

Content:

- Show how Scrooge, a miserly, shrewd, callous and selfish man changes
- had dismissed Christmas celebrations as ‘humbug’
- had chased away Fred and gentleman seeking charity
- transforms after visit by the three spirits and spirit of Jacob Marley
- raises Bob Cratchit’s salary, provides doctors for Tiny Tim / becomes second father to Tiny Tim.
- takes nephew Fred into business

OR

- Dicken’s intention: awakening of loving and forbearing thoughts.
- creates anti - Christmas figure
- depicts rejoicing and festivities associated with Christmas
- Scrooge’s transformation shows affirmation of the spirit of Christmas
Q 17. **THE ULTIMATE SAFARI**

**Objective :** To test global comprehension and extrapolation of text.

**Marking :** 4 marks

**Note :** No penalty for exceeding the word limit.

**Content :**
- children caught in the cross-fire
- were victims of war like grandparents
- rendered homeless; parents went missing
- displaced from village; bore brunt of war

**OR**
- had tried everything to cure him
- were unable to find what was ailing him
- this made them feel incompetent

Q 18. **THE TRIBUTE**

**Objective :** To test extrapolation of the text.

**Note :** Up to 2 marks may be deducted for expression.

No marks should be deducted for incorrect layout.

No penalty for exceeding word limit

**Question 18** is marked slightly differently from the other literature questions. In this question the student is asked to produce a piece of creative writing based on one of the literature texts. The main aim of this question is to assess student’s understanding and appreciation rather than their writing ability, so the marks for the question are also awarded for content. However, since this is an extended writing task, written expression cannot be ignored and therefore there is a penalty in question 17 for poor expression.

**Marking :** 8 marks

The marks are to be awarded for content out of 4 as per the Writing Assessment Scale and then multiplied by two to give a total of 8, which is the maximum mark for this question. However, where a student’s expression is particularly poor, up to 2 marks may be deducted out of marks obtained as per the Writing Assessment Scale.

**CONTENT :** This answer can have two responses:

- She is upset
- dream of a comfortable life shattered
- will have to manage without refrigerator/scooter/jewellery
- She accepts the decision
- Babuli’s decision may be right
- listened to voice of conscience
- I should draw inspiration from his decision

OR

THE LETTER
- desperately waiting for news of his daughter
- can empathise with Ali and experience his pain
- torn by remorse and repentance
- I must suffer for my misdeeds