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

<table>
<thead>
<tr>
<th>QA</th>
<th>SECTION</th>
<th>SKILL/SUB SKILL</th>
<th>OBJECTIVE OF QUESTIONS/SUB QUESTIONS</th>
<th>TOTAL MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>READING</td>
<td></td>
<td></td>
<td>20 marks</td>
</tr>
<tr>
<td>1</td>
<td>1.1</td>
<td>a) VSA</td>
<td>(a-h) Understanding the poem</td>
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<td></td>
<td></td>
<td>b) VSA</td>
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<td>1 mark</td>
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<td>c) VSA</td>
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<td>d) VSA</td>
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<td>f) VSA</td>
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<td>g) VSA</td>
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<td>h) VSA</td>
<td></td>
<td>1 mark</td>
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<tr>
<td>2</td>
<td>2.1</td>
<td>a) S.A</td>
<td>Understanding the Text</td>
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<td></td>
<td></td>
<td>b) S A</td>
<td></td>
<td>1 mark</td>
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<td></td>
<td>c) S A</td>
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<td>1 mark</td>
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<td>d) S A</td>
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<td>e) S A</td>
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<td>g) S A</td>
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<td>h) S A</td>
<td></td>
<td>1 mark</td>
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<td>2.2</td>
<td></td>
<td>a) VSA</td>
<td>Identifying correct words</td>
<td>1 mark</td>
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<td></td>
<td></td>
<td>b) VSA</td>
<td></td>
<td>1 mark</td>
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<td>d) VSA</td>
<td></td>
<td>1 mark</td>
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<tr>
<td>B</td>
<td>WRITING</td>
<td></td>
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<td>30 marks</td>
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<tr>
<td>3</td>
<td></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 of writing a notice</td>
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</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>Message</th>
<th>Presenting the message in the correct format within the word limit with required details</th>
<th>Testing ability and skill of writing a message</th>
<th>5 marks</th>
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<tbody>
<tr>
<td>5</td>
<td>Letter writing</td>
<td>formatting, organisation, Coherence fluency</td>
<td>Testing skill of writing a letter</td>
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<tr>
<td>6</td>
<td>Article writing</td>
<td>formatting, organisation, coherence, fluency</td>
<td>Higher Order Thinking skills testing skills of writing an article</td>
<td>10 marks</td>
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**C : GRAMMAR**

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<thead>
<tr>
<th></th>
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<th></th>
<th>20 marks</th>
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<tbody>
<tr>
<td>7</td>
<td>a) VSA</td>
<td>Finding out the words omitted</td>
<td>Testing knowledge of determiners, verb forms prepositions, conjunction</td>
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<td></td>
<td>b) VSA</td>
<td></td>
<td>½ mark</td>
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<td></td>
<td>c) VSA</td>
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<td>½ mark</td>
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<td>d) VSA</td>
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<td>e) VSA</td>
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<td>f) VSA</td>
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<td>g) VSA</td>
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<td>h) VSA</td>
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<td>½ mark</td>
</tr>
<tr>
<td>8</td>
<td>a) VSA</td>
<td>Providing the missing word</td>
<td>Testing knowledge of verb forms, prepositions, determiners, conjunctions</td>
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<td></td>
<td>b) VSA</td>
<td></td>
<td>½ mark</td>
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<td>c) VSA</td>
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<td>f) VSA</td>
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<td></td>
<td>h) VSA</td>
<td></td>
<td>½ mark</td>
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<tr>
<td>9</td>
<td>a) S A</td>
<td>Writing correctly in reported speech</td>
<td>Testing the correct use of personal pronouns verb forms in reported speech</td>
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<td></td>
<td>b) S A</td>
<td></td>
<td>1 mark</td>
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<td></td>
<td>c) S A</td>
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<td>1 mark</td>
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<td></td>
<td>d) S A</td>
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<td>1 mark</td>
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<tr>
<td>10</td>
<td>a) S A</td>
<td>Using the correct verb forms</td>
<td>Testing ability to provide the correct verb forms from the instructions</td>
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<td></td>
<td>b) S A</td>
<td></td>
<td>1 mark</td>
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<td></td>
<td>c) S A</td>
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<td>d) S A</td>
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<td>1 mark</td>
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<td></td>
<td></td>
<td>Ability of presenting ideas coherently in a sequence</td>
<td>Testing ability to supply meaningful words in the incomplete sentences</td>
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<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
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</tbody>
</table>
| 11 | a) S A  
  b) S A  
  c) S A  
  d) S A |   |   |   |
| D: LITERATURE |   |   |   | 30 marks |
| 12 | a) S A | Poetry Appreciation | Understanding | 1 mark |
|   | b) S A | Poetry understanding | Understanding | 1 mark |
|   | c) S A | Poetry understanding | Understanding | 1 mark |
| 13 | a) S A | Poetry interpretation | Appreciation | 1 mark |
|   | b) S A | Poetry interpretation | Appreciation | 1 mark |
|   | c) S A | Poetry interpretation | Appreciation | 1 mark |
| 14 | Long Answer | Understanding the poem | Presenting the ideas coherently | 4 marks |
| 15 | a) S A | Knowledge interpretation | Knowledge of text and Interpretation | 2 marks 2 marks |
|   | b) S A |   |   |   |
| 16 | Long Answer | Knowledge of text + Understanding the deeper meaning | Testing textual knowledge + Testing interpretation | 4 marks |
| 17 | L A | Knowledge of text | Interpretation of text | 4 marks |
| 18 | L A | Global Interpretation | Ability of thinking beyond the text | 8 marks |
ENGLISH - COMMUNICATIVE
SAMPLE PAPER-3
Subject Code : 101

TIME : 3 hours
Maximum Marks : 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

Instructions :

(i) Attempt all questions.

(ii) 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.
ENGLISH - COMMUNICATIVE
SAMPLE PAPER – III

No. | Questions | Marks
--- | --- | ---

Q.1 | Read the following poem carefully and answer the questions that follow.  
The Ball Story

Where is the boy now, who has lost his ball,  
What, what is he to do? I saw it go  
Merrily bouncing, down the streets, and then  
Merrily over – there it is in the water!  
No use to say ‘O there are other balls’:  
An ultimate shaking grief fixes the boy  
As he stands rigid, trembling, staring down  
All his young days into the harbour where  
His ball went. I would not intrude on him;  
A dime, another ball, is worthless. Now  
He senses first responsibility  
In a world of possessions. People will take  
Balls, balls will be lost always, little boy.  
And no one buys a ball back. Money is external.  
He is learning, well behind his desperate eyes,  
The epistemology of loss, how to stand up  
Knowing what every man must one day know  
And most know many ways, how to stand up.

JOHN BERRYMAN

1.1 Read the summary of the poem and supply the missing word.  
A boy loses a ball. He is very upset. When he had the ball he was very (a) _______ but now it is in the (b) _______________. The boy is shaken by profound (c) ________________ he stands rigid and (d) ________________. According to the narrator the boy has to learn his sense of (e) ________________ from the experience of losing something. In this world of possessions one has to understand (f) ________________ of loss. One should understand how to (g) ________________ up in the face of loss. So the narrator does not (h) ________________, that is, he doesn’t help the boy to get another ball.
Q.2 Read the following passage carefully and answer the questions that follows

1. Gen X, today, lives in a fascinating world that few adults born before computers, video games and cable television can understand. They are perpetually stuck on fast forward. They want everything, and are much more aware of the world and events around them. To parents, bringing up teens can also be a nightmare.

2. They ape the hair, clothes and makeup of celebrities twice their age while still throwing tantrums worthy of a 2-year-old. But, we believe that even if parents don’t understand the latest styles or have never heard of the songs or artists on a teen’s latest CD, they still have loads to offer.

3. Most of us undoubtedly realise that God gives parents the responsibility of raising their children. After all, they are the parents. Sometimes, however, it is great to think outside the box. Recently in an exclusive survey it was discovered that now the time has come for Gen X to start parenting the other way round. To really work out that generation gap and even bring parents up to the maturity levels of a teen and how.

4. Some of the greatest joys of life can occur as teens and parents come to deeper understanding of each other through sharing their feelings, dreams, desires and even fears. Sensitivity and openness is the key, our Gen X feels. “Parents need to listen to us,” says Gauri a student of class XI, “They need to realise that proper communication is the key to bringing each other closer and to make each other comfortable.” For the same, adds Apoorva of class XII, “they should participate in the same things as their kids, and try to see things from our point of view. This, she says will give them a lot of perspective and insight into our psyche, and they will understand our problems better.

5. Only then things will not be limited to likes and dislikes. We will be able to match our perspectives then. In a nutshell our Gen X says that in today’s fast forward world the ideal role of a parent is that of a coach, mentor and friend and not that of an angry adult who is always trying to make a point and pause the button. As for parents, Kalpana Pandit a mother of a teenager from Ahemdabad ensures that “all communication channels are open, so that there is never any kind of fear in the child to discuss any problem.” She adds that at times, it helps for a parent to be persistent without nagging and expect more than one-word responses as I feel conversations help in knowing the likes and dislikes of a child. Another thing she feels that works on regular basis is to plan at least one family activity of the children’s choice in a month which includes the entire family.

Source: H.T.
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>2.1</td>
<td><strong>Complete the following sentences</strong></td>
<td>8</td>
</tr>
<tr>
<td>(a)</td>
<td>It is a nightmarish experience to bring up a teen __________________.</td>
<td>1</td>
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<tr>
<td>(b)</td>
<td>We realise that God has entrusted the parents with the responsibility ______________.</td>
<td>1</td>
</tr>
<tr>
<td>(c)</td>
<td>An exclusive survey about parenting reveals that ______________.</td>
<td>1</td>
</tr>
<tr>
<td>(d)</td>
<td>The generation gap can be worked out by ______________.</td>
<td>1</td>
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<tr>
<td>(e)</td>
<td>Deeper understanding of the child and parent is needed for ______________.</td>
<td>1</td>
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<tr>
<td>(f)</td>
<td>Proper communication goes a long way in parent child relationship because ______________.</td>
<td>1</td>
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<tr>
<td>(g)</td>
<td>Ideal role of a parent in this fast forward world is ______________.</td>
<td>1</td>
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<tr>
<td>(h)</td>
<td>Some students suggest that parents should participate in the same things as their kids because that would help them ______________.</td>
<td>1</td>
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<td>2.2</td>
<td><strong>Find words from the passage which convey a similar meaning as the following from the lines indicated. Write the answer in your answer sheet against the correct blank number.</strong></td>
<td>4</td>
</tr>
<tr>
<td>(a)</td>
<td>imitate (para 2)</td>
<td></td>
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<tr>
<td>(b)</td>
<td>outburst, fit of temper (para 2)</td>
<td></td>
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<td>(c)</td>
<td>teacher/guide (para 5)</td>
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<tr>
<td>(d)</td>
<td>constant (para 5)</td>
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**SECTION B - WRITING**

**Q.3** Your School has planned to celebrate the Environment Week from (14th to 19th July). As Tushar / Trisha head of ITL. Public School, Dwarka inform all the students of class VI to X that there will be several inter-house activities related to environment like slogan writing, poster writing, debate, speech etc. All the prefects of class VI-X would have to attend a meeting with the head girl. Mention the time, place, and agenda for the meeting. Your notice shouldn’t exceed 50 words. Don’t forget to put your notice in a box.

**Q.4** Read the following information between Sampriti and Srabasti. As Sampriti is in a hurry to go out to attend her music class, she writes the message for her father. Write the message on Sampriti’s behalf in not more than 50 words.
Sampriti: Hello!
Srabasti: Hello Sampriti, what are you doing?
Sampriti: I am getting ready to attend my music class. Mom, where are you and when are you coming back?
Srabasti: Today there is a workshop in our school for English teachers.
Sampriti: Oh Mom! Today we had planned to go for movie.
Srabasti: Don’t worry dear. You and dad pick me up from the school at 5:30 pm; we’ll go straight away to the movie hall.
Sampriti: That’s fine. We’ll be there at 5:30pm;
Srabasti: Tell dad to call up Mr. Rastogi and remind him that this time the meeting of the Residents Welfare Association will be held in our house tomorrow at 10 am.
Sampriti: I will definitely convey the message. Now I am going out for the music class. Bye Mom.

Q.5 You are Sameer / Sapna. You are a regular visitor to the Prasad Nagar Lake. Of late the residents of the colony have been disturbed by the constant flow of foul smelling water into the lake garden and generally falling cleanliness standards. Taking ideas from the MCB Unit ‘Health and Hygiene’, write a letter to the Editor of a local daily emphasizing the urgent need to improve the hygienic conditions of the park suggesting some remedies.

Problems
• Repeated bursting of sewer line running next to the lake garden.
• Accumulation and stagnation of foul smelling water in the lake.
• Heavy presence of algae in the lake.
• Boating facilities that are provided are hampered.
• Fish farming hampered.
More than 90 percent of people agree that being part of a team is one of the best things about their work. Working in a team is a challenge but our poll results on www.shine.com indicate that most people are unhappy working in teams and are intolerant of any changes in the group structure.

Taking help of the points given below write an article for your school magazine on how to get the best out of a team.

- Working in a team — healer and stress buster
- Everybody works towards a common goal
- Effective communication between team members
  - strong Leadership
  - avoid conflicts
  - focus on the goals
  - respect for other’s competencies, views/actions can enhance productivity
  - avoid negativity, set good examples

**SECTION C - GRAMMAR**

**Q.7** The following passage, has not been edited. There is an error in each line in the passage. Write the incorrect word and the correct word against the correct blank.

Food and Nutrition: Healthy and balanced diet lead to a better and disease free life. Various workshop and seminars is organised in the school in which expert dieticians describe the need of healthy and nutrition food to the students. The ill effects of junk food are specially accentuated in this programme to motivate the students nor to fall in temptation for a same
### Q.8
Fill up the blanks with a suitable word in each blank.

Shooting (a) ______ just one part of the whole process (b) ________ making a film. The most important step is (c) _______ decide what kind of story to make. It can either be a thriller, comedy, love story or based (d) __________ a true life story. Only (e) ___________ the story is decided the dialogues (f) ___________ drafted and finalised, the assistant director after ensuring the proper sets, then decides to start (g) _____________ shoot. Shooting a film is followed by a post production phase which is equally, if not more important (h) ___________ the production.

### Q.9
Read the following dialogues and complete the passage given below. Write the correct answer in your answer sheet against the correct blank number. Do not copy the whole sentence.

Courtier : Your majesty, you should have seen the huge hilsa I caught.

King : Stop it. Are you a courtier or a fisherman?

Courtier : Sorry your Majesty.

King : I’m sorry I lost my temper. It is the season for hilsa fish and no one can stop talking about the fish for even five minutes.

Now Complete the following:

It was the season for hilsa fish. All conversation was centred around hilsa fish. In the palace too the courtiers could discuss nothing but hilsa fish. When a courtier respectfully told the king (a) ____________. The king got annoyed and told him to stop the discussion and asked (b) ____________. When the courtier apologized, the king fell guilty and said that he was sorry that (c) ______________ and further added that it (d) ___________ the fish for even five minutes.

### Q.10
Rohit’s father has to go to Dehradun on an official tour by train. Since he is very busy he asks Rohit to get a ticket. As Rohit has never bought a ticket before, his father gives the following instructions.

- First go to the railway reservation counter, ensure from the inquiry whether a berth is available.
- Then fill up the requisition form.
- Write all details in the specified columns.
- Hand over the form at the counter.
- Give the required amount.

After Rohit has bought a ticket he discusses about the whole procedure of booking a
ticket with his friend.
First I (a) ___________ berth was available. Then I (b) ______________ and in the specified columns (c) _____________ then I (d) ______________ at the counter along with the required amount.

Q.11 Complete the dialogue in any suitable way. 4
Ravi : Why are you looking so tense?
Raveena : I am going for an inter-school debate competition to ABC school.
Ravi : All the best. You are an (a) ___________________.
Raveena : I’m very confident in the activities that are held at school but you know today in ABC school (b) ____________________.
Ravi : Don’t be anxious. Have (c) _____________________.
Raveena : Thank you for your encouraging words. Mrs. Dutta has really worked a lot with me for this debate and she has placed great trust in me. I pray to God. (d) __________________________.

SECTION D - LITERATURE 30

Q.12 Choose one of the following extracts given below and answer the questions that follow. Write the answer in your answer sheet in one or two lines only. Remember to number the answer correctly.

*My mother only said*
Thank God the Scorpion picked on me
And spared my children

(a) What do you mean by ‘picked on me’? 1
(b) Give two words that would best describe the mother? 1
(c) Why did the mother thank God even after suffering such a great pain for twenty long hours? 1

OR

*The wedding-guest sat on a stone*
He cannot choose but hear
And thus spake on that ancient man
The bright-eyed Mariner
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<th>No.</th>
<th>Questions</th>
<th>Marks</th>
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<tbody>
<tr>
<td>(a)</td>
<td>What is suggested by the line ‘The Wedding guest sat on a stone’?</td>
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<tr>
<td>(b)</td>
<td>Explain ‘He cannot choose but hear’.</td>
<td>1</td>
</tr>
<tr>
<td>(c)</td>
<td>What does ‘bright eyed’ mean?</td>
<td>1</td>
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</tbody>
</table>

Q.13  
Read the extract below and answer the following questions. Write the answer in your answer sheet in one or two lines only. Remember to number the answers correctly.

“That’s not much to boast about”
Said the heartless frog ‘Without proper training such as I -And few others-can supply You’ll remain a mere beginner
But with me you’ll be a winner’

(a) What do the words ‘beginner’ and ‘winner’ suggest here? 1
(b) What should the nightingale not be boasting about? 1
(c) What tall claim did the boastful frog make? 1

OR

“A heavy weight of hours has chained and bowed one too like thou tameless, swift and proud”.

a) Explain ‘a heavy weight of hours’. 1
b) What were the similarities between the speaker and the west wind? 1
c) What change has come in the speaker now? 1

Q.14  
West Wind as presented in the poem ‘Ode to the West Wind’ by P.B. Shelley is the epitome of power, strength and vitality. Give evidence from the poem to show the omnipresence of the West Wind over the land, sky and water bodies. (Word limit 50-75 words) 4

OR

How has the mirror described itself in the poem, ‘The Mirror’. Bring out the physical features and qualities.

Q.15  
(a) Pen down Scrooge’s attitude towards Christmas as portrayed in the initial part of the play ‘A Christmas Carol’. 2
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<tr>
<th>No.</th>
<th>Questions</th>
<th>Marks</th>
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<tr>
<td>Q.16</td>
<td>(b) Why did Marley’s ghost visit Scrooge?</td>
<td>2</td>
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<tr>
<td></td>
<td>Brutus was indeed motivated by a passionate urge for patriotism when he joined in the conspiracy to kill Julius Caesar. Attempt a character sketch of Brutus as you can comprehend from his speech to the people of Rome ‘Romans, countrymen and lovers! hear me for my cause’ (50 words)</td>
<td>4</td>
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<td></td>
<td>OR</td>
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<td>Antony was indeed an excellent orator who ignited the spirit of revenge in the minds of the Roman people. Describe how he moulded the minds of the Roman people and turned them against the conspirators. (50-75)</td>
<td></td>
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<tr>
<td>Q.17</td>
<td>‘I shivered with the cold and my own ingratitude’ says Babuli who was immensely touched to see the process of division of the family property and the past flashed in front of his eyes. In what recollections of the past did he get engrossed? (50-75 words)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did Cutie Pie happen to be present on the planet Quta-Pi (50-75 words)</td>
<td></td>
</tr>
<tr>
<td>Q.18</td>
<td>In the story ‘The Letter’, Laksmi Das is touched when Ali gave five golden guineas to him to ensure that his daughter’s letter reaches his grave. He writes a letter to his wife describing Ali’s regular visit to the post office, the humiliation he had to encounter, also relating Ali’s handing over the five gold guineas to him. (150-175 words)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>Imagine yourself to be the narrator of The Ultimate Safari. You felt greatly moved when grandmother spoke to the white woman. ‘There is nothing. No home’ Write down your feelings in your diary, how you are spending your life in the refugee camp and what are your hopes and aspirations. (150-175)</td>
<td></td>
</tr>
</tbody>
</table>
1.1 Objective: To identify different strategies for a literary text.

To identify the main points of a text.

Marking: 1 Mark for each correct answer, no penalty for spelling, grammar or punctuation. Accept any other equivalent in meaning to the answer given below.

(a) happy / merry
(b) water
(c) grief/sadness
(d) trembling
(e) responsibility
(f) epistemology
(g) stand
(h) intrude/interfere

2.1 Objective: To understand relations between different parts of a text.

To deduce the meaning of unfamiliar lexical items in a given context.

Marking: 1 mark for each correct answer, no penalty for spelling, grammar or punctuation. Accept any other answer equivalent in meaning to the answers given below.

(a) because the children ape hair, clothes and make up of celebrities twice their age while still throwing tantrums worthy of a two year old / of generation gap/ teens do not listen to parents of raising their children.
(b) now the time has come for Gen X to start parenting the other way round.
(d) starting parenting from the point of view of the teens
(e) experiencing some of the greatest joys of life.
(f) proper communication is the key to bringing each other closer and to make each other comfortable.
(g) that of a coach, a mentor and a friend.
(h) to see things from their point of view to come closer.
2.2 **Objective:** To deduce the meaning of unfamiliar lexical items

**Marking:** 1 mark for each answer

(a) ape  
(b) tantrum  
(c) mentor  
(d) persistent

**Notice**

**SECTION-B: WRITING**

3. **Objective:** To use an appropriate style and format to write the notice.

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

**Format includes**

- Name of the school, subject and date, the word NOTICE ½ mark  
- Date ½ mark  
- Writer’s name & designation ½+½ mark

**Content:** Under content one mark should be given for each of the following points in the notice, provided that it is clearly and accurately expressed. Only half a mark should be awarded for each value point which is largely correct, but includes minor inaccuracy in grammar, spelling or punctuation. If a student adds any other relevant information, he should not be penalized.

- School celebrating the Environment Week (14th July to 19th July) 1 mark  
- Inter house activities planned. 1 mark  
- Prefects to attend a meeting, date, venue and agenda for meeting to be discussed. 1 mark

**Message**

4. **Objective:** To use an appropriate style and format to write a message.

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

**Format includes**

- Date ½ mark  
- Time ½ mark  
- Salutation ½ mark
• Writer’s name/signature ½ mark

Content: important details

Under content, one mark should be given for each of the points given in the question itself, provided it is clearly and accurately expressed. Only half a mark should be awarded for each point which is largely correct, but includes minor inaccuracy in grammar, spelling or punctuation. If a student adds any other relevant information, he should not be penalized.

5. Objective: To use an appropriate style to write a formal letter.
   To plan, organize and present ideas coherently
   To present an argument

Marking: Marking should be in accordance with the Writing Assessment Scale.

- Content 4 marks
- Fluency 3 marks
- Accuracy 3 marks
- Layout upto 1 mark to be deducted for incorrect layout (Layout includes sender’s address, date, editor’s address, subject, salutation and complimentary close)

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

- Self introduction and motive of writing the letter
- Repeated bursting of a sewer line running next to the lake garden.
- Stagnant foul smelling water.
- Lake water remains dirty, cleaning carried out occasionally.
- Heavy presence of algae.
- Boating facilities hampered, fish farming affected.
- Some remedies to be suggested.

6. Objective:
   - To write in a style appropriate for communicative purposes
   - To plan, organize and present ideas coherently
   - To write a clear account of cause – effect relationships.

Marking:

Marking should be in accordance with the writing assessment scale.
• Content – 4 marks  
• Fluency – 3 marks  
• Accuracy – 3 marks  

(Layout includes 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 should be included:

The article should include the following points:
• How working in a team can be effective  
• Every member works towards a target  
• Effective communication is fruitful  
• In a team, conflicts and negative attitude should be discouraged  
• Respect for others can improve productivity  

SECTION – C GRAMMAR

7. **Objective:** To use grammatical items accurately and appropriately  
**Marking:** ½ mark for each correct answer  

**Marking Scheme**

<table>
<thead>
<tr>
<th>INCORRECT</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) lead</td>
<td>leads</td>
</tr>
<tr>
<td>b) workshop</td>
<td>workshops</td>
</tr>
<tr>
<td>c) is</td>
<td>are</td>
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<tr>
<td>d) of</td>
<td>for</td>
</tr>
<tr>
<td>e) nutrition</td>
<td>nutritious</td>
</tr>
<tr>
<td>f) this</td>
<td>these</td>
</tr>
<tr>
<td>g) nor</td>
<td>not</td>
</tr>
<tr>
<td>h) a</td>
<td>the</td>
</tr>
</tbody>
</table>

8. **Marking:** ½ mark for each correct answer

(a) is  
(b) of  
(c) to  
(d) on
(e) after
(f) are
(g) the
(h) than

9. **Objectives**: to test the use of reported speech.  
**Marking**: 4 marks
(a) that he should have seen the huge *hilsa* that he had caught
(b) him if he was a courtier or a fisherman
(c) he had lost his temper
(d) it was the season for *hilsa* fish and no one could stop talking about.

10. **Objectives**: to test the correct usage of verb forms.  
**Marking**: 1 mark for each correct answer
(a) went to the railway station and enquired if a
(b) filled up the requisition form
(c) gave the details
(d) handed over the form

11. **Objectives**: To write sensible and grammatically correct sentences.  
**Marking**: 1 mark for each correct answer
(a) excellent speaker, I have always seen you participating confidently
(b) more than 25 schools are participating, so I am anxious.
(c) faith in yourself
(d) to give me the strength to perform confidently and win laurels for the school.
SECTION-D LITERATURE

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

12. Objectives: To test local and global comprehension of a poem. 3 marks

Marking: 3 marks.

Night of the Scorpion

(a) ‘Picked on me; means the scorpion had stung the poet’s mother (1 mark)
(b) God fearing, loving, caring, concerned, religious, sacrificing
   (accept any two) (½+½) mark
(c) The mother thanked God because she became the victim of scorpion bite and it had not stung her children. (1 mark)

Rime of The Ancient Mariner

(a) The wedding guest’s ‘sitting on a stone’ suggests his surrender to the will of the Ancient mariner / listening to his story. (1 mark)
(b) The wedding guest had been hypnotised by the Ancient Mariner. He was helpless and could not exercise his own will. He was compelled to listen to the Mariner’s story. (1 mark)
(c) The phrase ‘bright eyed’ suggests the hypnotic glare in the eyes of the mariner and the effect it had on the wedding guest. (1 mark)

13. Objective: To test local and global comprehension of a poem. 3 marks

Marking:

The Frog and The Nightingale

(a) ‘Beginner’ here suggests a novice lacking perfection and professionalism. ‘Winner’, means achieving excellence, fame and name in the world of music. (½+½ mark)
(b) The nightingale shouldn’t be boasting about the authenticity of her song. (1 mark)
(c) The boastful frog claimed that under his guidance the Nightingale would achieve perfection, fame and glory in the music world. (1 mark)

or
Ode to The West-Wind

(a) It means unfavourable circumstances, responsibilities, sufferings and tensions which have enfeebled the speaker.
(b) Both the speaker and the west wind where tameless, swift and proud.
(c) The speaker is enfeebled and has lost his energy, vigour and enthusiasm.

14. **Objective:** To test appreciation and understanding of a poem.  
**Marking:** 4 marks, 1 mark for each of the following points.

**Ode to The West-Wind**

West Wind’s omnipresence and turbulence is witnessed over the land, sky and water bodies.
- uproots leaves, transports the seeds and preserves them.
- clouds spread in a menacing way (ref. to Maenad)
- Atlantic waters cleave themselves into chasms.
- sea vegetation is spoilt

or

**Mirror**
- Mirror silver in colour and shining perfectly and smoothly
- not affected by appearance, preference, emotions or prejudices.
- reflects what it sees objectively.
- truthful; reveals flaws with out hesitation.
- compared to God, like God watches a person unbiased and fair from all angles.
- endowed with the power of contemplation.

A Christmas Carol

15. **Objective:** To test appreciation of understanding of the play.
**Marking:** 4 marks

(a) considers Christmas as ‘humbug’.
- poor excuse for picking a man’s pocket.
- bitterly drives away the boys singing Christmas carols.
- rebukes his nephew Fred who invites him to dinner on Christmas.

(b) Marley’s ghost visited Scrooge
• to tell him how he had been punished for his greed for money and self serving life.
• how his spirit had been condemned to wander the earth because of his selfish life.
• told him to rectify his life and be charitable and mingle with with the common man.
• told him to heed the lessons that will be taught by the spirits to save his miserable fate.

16. **Julius Caesar**

**Objective:** to test the understanding of the play.

**Marking:** 4 marks

• Brutus an idealist, a dreamer with little knowledge of practical realities and no insight into human character.
• Has a serious concern for common welfare and liberty of the people.
• love for liberty prompts him to join the conspiracy.
• Justifies his action by saying that he did not love Caesar less but loved Rome more.
• Has highest ideals of democracy but was not good at making practical decisions.
• Does not realize that mob could not think rationally

**OR**

• Antony a great orator, a statesman and a soldier.
• deeply devoted to Caesar and pledges to avenge his murder.
• Funeral speech - a masterpiece of unmatched oratory
  - Contains rhetorical devices to win the hearts of audience.
• strikes at the emotions of people — Shows Caesar’s cloak-remind, them of Caesar’s greatness.
• enlightens them about Caesar’s will.
• convinces the people of the innocence of Caesar and the brutality of the conspirators.
17. **Objective**: To test theme and setting of the text  
**Marking**: 4 marks

**The Tribute**

- the sight of the tattered blanket filled him with remorse.
- remembered how his elder brother left for the fields covering Babuli with his own blanket.
- felt guilty for never giving a new blanket to his elder brother.

**OR**

**Cutie Pie**

- Cutie Pie had gone to the planet called Quta-Pi on an initiation.
- he was an adolescent who went from his own planet to experience and encounter complex situations, so that he may return with the maturity of a man.
- Thus Quta-Pi was not Ch-tsal’s original home; he merely chanced to be there for getting exposed to dangerous situations.

18. **Objective**: To test extrapolation of the text.  
**Marking**: 8 marks

**Letter**

Value points: Ali a familiar face in the post office.

- would be present at the post office ignoring the vagaries of weather.
- object of ridicule, contempt and humiliation.
- no-one bothered about his feelings and emotions—how patiently he waited for his daughter’s letter.
- rudely snubbed by the postmaster.
- health deteriorating, visits became irregular.
- gave golden guineas to Lakshmi Das in God’s presence
- The clerk was moved, vows to carry out his duty sincerely if the letter comes.

**OR**

**The Ultimate Safari**

- Grandmother’s words vague, clouded in ambiguity.
- can’t accept refugee camp as home.
• life full of compromises and adjustments
• no freedom, privacy greatly hampered.
• dreams of a united family with parents, grandfather may be found on the way.
• well educated, secure job, tension free future life.