

Series HRK**Code No. 2/3**

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **8** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **11** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

SUMMATIVE ASSESSMENT – II
ENGLISH
(Language and Literature)

*Time allowed : 3 hours**Maximum Marks : 70***General Instructions :**

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

Section A — Reading *20 marks*

Section B — Writing and Grammar *25 marks*

*Section C — Literature : Textbooks and
Long Reading Text* *25 marks*

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

(iii) Marks are indicated against each question.

1. Read the passage given below :

8

Then all the windows of the grey wooden house (Miss Hilton used to live here. She expired last week), were thrown open, a thing I had never seen before.

At the end of the day a sign was nailed on the mango tree : FOR SALE.

Nobody in the street knew Miss Hilton. While she lived, her front gate was always locked and no one ever saw her leave or saw anybody go in. So, even if you wanted to, you couldn't feel sorry and say that you missed Miss Hilton.

When I think of her house I see just two colours. Grey and green. The green of the mango tree, the grey of the house and the grey of the high iron fence that prevented you from getting at the mangoes.

If your cricket ball fell in Miss Hilton's courtyard you never got it back. It wasn't the mango season when Miss Hilton died. But we got back about ten or twelve of our cricket balls.

The house was sold and we were prepared to dislike the new owners even before they came. I think we were a little worried. Already we had one resident of the street who kept on complaining about us to our parents. He complained that we played cricket on the pavement; and if we were not playing cricket, he complained that we were making too much noise anyway.

One afternoon when I came back from school Pal said, "Is a man and a woman. She pretty pretty, but he ugly like hell." I didn't see much. The front gate was open, but the windows were shut again. I heard a dog barking in an angry way.

One thing was settled pretty quickly. Whoever these people were they would never be the sort of people to complain that we were making noise and disturbing their sleep.

A lot of noise came from the house that night. The radio was going at full volume until midnight when the radio station closed down. The dog was barking and the man was shouting. I didn't hear the woman.

On the basis of your understanding of the above passage, complete the statements that follow :

1×8=8

- (a) Nobody went into Miss Hilton's house because her front _____ .
- (b) Her house had only two colours, (i) _____, and (ii) _____ .
- (c) The high iron fence did not let the boys get _____ .
- (d) They never got it back if their _____ fell into her courtyard.
- (e) The boys were ready to dislike the _____ .
- (f) One resident of the street always _____ .
- (g) The new owners of Miss Hilton's house were (i) _____, and (ii) _____ .
- (h) The man was shouting, the dog was barking, only _____ .

2. Read the passage given below :

12

- 1 During our growing up years we as children were taught — both at home and school — to worship the photos and idols of the Gods of our respective religions. When we grew a little older, we were to read holy books like the Bhagwad Gita, Bible and Quran; we were told that there are a lot of life lessons to be learnt from these holy books. We were then introduced to stories from our mythologies which taught us about ethics and morality — what is good and what is bad. I also learnt to be respectful towards my parents who made my life comfortable with their hard work and love and care, and my teachers who guided me to become a good student and a responsible citizen.
- 2 Much later in life, I realised that though we learn much from our respective holy books, there is a lot to learn from our surroundings. This realisation dawned upon me when I learnt to enquire and explore. Everything around us — the sun, the moon, the stars, rain, rivers, stones, rocks, birds, plants and animals — teach us many valuable life lessons.
- 3 No wonder that besides the scriptures, in many cultures nature is also worshipped. The message that we get is to save our environment and maintain ecological balance. People are taught to live in harmony with nature and recognise that there is God in all aspects of nature.

- 4 Nature is a great teacher. A river never stops flowing. If it finds an obstacle in its way in the form of a heavy rock, the river water fights to remove it from its path or finds an alternative path to move ahead. This teaches us to be progressive in life, and keep the fighting spirit alive.
- 5 Snakes are worshipped as they eat insects in the field that can hurt our crops, thus protecting the grains for us. In fact, whatever we worship is our helper and makes our lives easy for us. There are many such examples in nature, but we are not ready to learn a lesson. Overcome with greed, we are destroying nature. As a result, we face natural disasters like droughts, floods and landslides. We don't know that nature is angry with us.
- 6 However, it is never too late to learn. If we learn to respect nature, the quality of our life will improve.

2.1 Answer briefly the following questions : 2×4=8

- (a) What are we taught in our childhood and growing up years ?
- (b) Why should we respect our parents and teachers ?
- (c) What message do we get when we worship nature ?
- (d) How does a river face an obstacle that comes in its way ?

2.2 Give the meanings of the words given below, as used in the passage, with the help of the options that follow : 1×4=4

- (e) guided (Para 1)
 - (i) answered
 - (ii) advised
 - (iii) fought
 - (iv) polished
- (f) explore (Para 2)
 - (i) search
 - (ii) frequent
 - (iii) describe
 - (iv) request
- (g) valuable (Para 2)
 - (i) proper
 - (ii) desirable
 - (iii) available
 - (iv) useful

- (h) harmony (Para 3)
- (i) beauty
 - (ii) friendship
 - (iii) discomfort
 - (iv) honesty

SECTION B – (Writing Skills with Grammar)

25 marks

3. The road that leads to your market is broken and full of potholes. Mosquitoes and flies breed there. Write a letter in 100 – 120 words to the editor of a local newspaper drawing attention of the concerned authorities to get the road repaired. You are P.V. Prabhu/Prabha, 112, Aram Nagar, Delhi.

5

OR

Write an article in 100 – 120 words on ‘A library is good for all — the old and young’. You are P.V. Prabhu/Prabha. Use the following clues :

- best place in the school
- reference books, help books, newspapers, etc.
- don't have to buy expensive ones
- books to relax — novels, plays, etc.
- books — treasure of knowledge
- spend leisure hours

4. Write a story in 150 – 200 words based on the following outline :

10

A monkey and a crocodile — friends — monkey ate fruits — crocodile only fish — crocodile's wife — wanted to eat monkey's heart — crocodile offered the monkey a ride in the river — told him — his wife's desire — monkey — left my heart on the tree — crocodile swam back — monkey climbed the tree — saved.

OR

Complete the story in 150 – 200 words which begins as the following :

It was the month of December. The school was over at 6:00 pm. I was standing at the bus stand waiting for the bus. Suddenly it became dark and a heavy rain started.

5. Complete the paragraph given below by filling in the blanks with the help of the options that follow : 1×3=3

A young person (a) _____ a picture (b) _____ both of us with 'selfie'.
I could (c) _____ say 'no'.

- (a) (i) want (ii) wants (iii) wanted (iv) wanting
(b) (i) on (ii) of (iii) in (iv) for
(c) (i) hard (ii) harder (iii) hardest (iv) hardly

6. The following paragraph has not been edited. There is an error in each line. Write the error and its correction as shown in the example. 1×4=4

	Error	Correction
My meetings of Mother had always	e.g. <u>of</u>	<u>with</u>
been a finer experience. I	(a) _____	_____
would go to him whenever I was	(b) _____	_____
sad, happy and angry. Sometimes	(c) _____	_____
I would told her what somebody	(d) _____	_____
had said to me.		

7. Rearrange the following words and phrases to form meaningful sentences : 1×3=3

- (a) two hands / the sound / hear / of / you can /
(b) the / now / one hand / show me / sound of /
(c) did / succeed / tried / not / but / Sethu /

8. Read the extract given below and answer the questions that follow : 1×3=3

“Never shall a young man,
Thrown into despair
By those great honey-coloured
Ramparts at your ear,
Love you for yourself alone
And not your yellow hair.”

- (a) Whom are these lines addressed to ?
- (b) What would throw a young man into despair ?
- (c) What does the word, ‘ramparts’ here mean ?

OR

“Why, you’re in evening dress ! Well, I never ! Are you going to a ball or what ? Though I must say you look better”

- (a) Who is speaking and to whom ?
- (b) Why is the person spoken to in an evening dress ?
- (c) What does the word, ‘ball’ mean here ?

9. Answer the following questions in 30 – 40 words each : 2×4=8

- (a) What do we learn about the financial condition of the bakers of Goa ?
- (b) In the poem ‘Trees’, where are the trees ? What are their roots, twigs, etc trying to do ?
- (c) Which book did Ebright’s mother get for him ? How did it change his life ?
- (d) How did M. Loisel try to make his wife happy ?

10. Answer the following question in 80 – 100 words :

4

Once we decide to achieve something, so many difficulties come in our way. With focused attention we can make that achievement. How did Valli succeed in fulfilling her desire of riding a bus ?

OR

School education turned Bholi from a dumb cow into a bold girl. How did she save her father from a huge expense and become his support in his old age ?

11. Answer the following question in 150 – 200 words :

10

How did Helen Keller get out of the traumatic experience of 'Frost King' ?

OR

What do you know about Mr. Keith as Helen Keller's teacher ?

OR

How is Anne more mature than Peter ? Describe her feelings for him.

OR

Anne's diary is as important for Anne as any other character in the annexe. What is your opinion ?

MARKING SCHEME

Set – 2 / 3

CLASS X (CODE NO 184)

SUMMATIVE ASSESSMENT – II

(LANGUAGE AND LITERATURE)

SECTION – A – Reading (20 Marks)

Q. 1. Objective: To identify the main points from the text. **8**

Marks

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

No penalty for spelling, punctuation or grammar mistakes

Answers

- a) – gate/door was always locked
- b) – grey, green
- c) – at the mangoes/mangoes
- d) – cricket ball/balls
- e) – new owners even before they came/ new owners
- f) – complained about them to their parents/kept on complaining
- g) – pretty woman, ugly man/man and woman
- h) – the woman was not heard/woman was silent /unheard / no voice of the woman

Q. 2. Marking: - **8**

Marks

Qs (a) to (d) carry 2 marks each and from (e) to (h) each carry 1 mark each

8 + 4 = 12 Marks

2.1

- a) – to worship the photos and idols of the Gods of our respective religions; holy books like the Bhagwad Gita , Bible and Quran
1+1
- b) – Parents made our lives comfortable with their hard work and love and care. Teachers guided us to become good students and responsible citizens.

1+1

- c) – to save our environment ; maintain ecological balance; to live in harmony with Nature ; recognize that there is God in all aspects in Nature (Any two)

1+1

- d) – The river water fights to remove the obstacle or finds an alternative path
1+1
- e) (ii) advised
1
- f) (i) search
1
- g) (iv) useful
1
- h) (ii) friendship
1

SECTION – B – Writing and Grammar (25 Marks)

**Q. 3. Letter / Article Writing
Marks**

5

LETTER

Objective: - To use an appropriate style and format to write a formal/an informal letter.

Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presenting his/her own ideas.

Format - 1 mark

- i. Sender's address
- ii. Date
- iii. Receiver's address
- iv. Subject/Heading
- v. Salutation
- vi. Closing

Content - 2 marks

Expression – 2 marks

- Coherence and relevance of ideas and style – 1 mark
- grammatical accuracy, appropriate words and spelling – 1 mark

(Suggested value points)

Roads in bad condition – potholes and open manholes/dug out for laying cables- repair has not been done till date – vehicle drivers and pedestrians feel inconvenienced on the road .Pits filled with dirty water – breeding place for mosquitoes and flies – rough stones cause bursts in tyres and tubes –vehicles lose balance on the shattered road and cause accidents.

Civic authorities to take immediate measures to address the issue and remove the hurdles.

OR

ARTICLE

Format - 1 mark

Title and writer's name

Content - 2 marks

Expression – 2 marks

- Coherence and relevance of ideas and style – 1 mark
- Grammatical accuracy, appropriate words and spelling – 1 mark

Suggested Value Points:

Added to the clues in the given question a few more points like library – a store house of knowledge, inculcates reading habit, shapes personality etc.

**Q. 4. Story Writing
Marks**

10

Format - 1 mark

Title and moral of the story (1/2+1/2)

Creative Content – 5 marks Expression – 4 marks

- Coherence and relevance of ideas and style – 2 marks
- Grammatical accuracy, appropriate words and spellings – 2 marks

Suggested Value Points:

(The outline is given in the question paper)

(Grammar 10 Marks)

Q. 5. Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer.

1x3 = 3

Marks

a) (iii) wanted

1

b) (ii) of

1

a) (iv) hardly

1

Q. 6. Objective: To use grammatical items accurately and appropriately.

Marking : 1 mark for each correct answer.

1x4 = 4

Marks

	Error	Correction
a)	finer	fine
	1	
b)	him	her
	1	
c)	and	or
	1	
a)	told	tell
	1	

Q. 7. Objective: To reorder sense groups into syntactically coherent and complete sentences.

Marking : 1 mark for each correct answer.

1x3=3 Marks

a) You can hear the sound of two hands.

1

b) Now show me the sound of one hand.

or

Show me the sound of one hand now.

1

c) Sethu tried but did not succeed.

1

SECTION – C – (Literature / Textbooks and Long Reading Text) 15+10 = 25 Marks

Q. 8. Objective: To test local and global understanding of the literary extract.

Marking : 1 mark for each value point.

1x3=3 Marks

- a) – to his (speaker's) lady love/the young lady/ Anne Gregory
- b) – honey coloured hair
- c) – curly hair at her ear

OR

- a) – Natalya to Lomov
- b) – He had come there to propose to Natalya
- c) – formal party for dancing / dance party

Q. 9. Objective: To test local and global comprehension, themes and ideas of the text.

Marking : Content : 1 mark; Expression : 1 Mark

2x4=8 Marks

- a) – led a prosperous life – baking was a profitable profession – never starved – family and servants always looked happy and prosperous – their plump physique an open testimony to this (any two)
- b) – The trees are inside the house.
– the roots work to disengage themselves from the cracks in the veranda floor – leaves strain towards the glass – small twigs and boughs are trying to move to the doors
- c) – Ebright's mother got him a children's book called *The Travels of Monarch X*.
– the book described how Monarch butterflies migrate to Central America
– this opened the world of science to young Ebright.
- d) – M. Loisel tried to make his wife happy by offering to give her four hundred francs to buy a suitable costume/ he had saved that sum to buy a gun to join some hunting parties the next summer.

Q. 10. Value based Question

Objective: To test local and global comprehension, themes and ideas of the text.

Marking : Content : 2 marks; Expression : 2 Marks

2x2 = 4 Marks

- desires a ride in the bus – overcomes fear – plans meticulously – collects all the details of the journey - saves every coin that comes her way
- maintains self-respect – never gets tempted to go for shopping – takes all precautions for a safe journey

- fulfills her dreams – returns safely
- has courage and confidence to accomplish the task.

OR

- Bholi got confidence through her teacher
- Bholi got good education with the help of teacher – refused to marry Bishamber who was an old, lame man – refused to offer a dowry of five thousand
- acted boldly – decided to serve her parents in their old age – to serve in the same school where she studied

Q. 11. Objective: To test knowledge and appreciation of the text.

Marking : Content : 6 marks; Expression : 4 Marks

Total = 10

Marks

Coherence and relevance of ideas and style – 2 marks

Grammatical accuracy and spellings – 2 marks

Helen gets out of traumatic experience

- Helen was eleven years old – wrote a story titled 'The Frost King' – sent to Mr. Anagnos, the Director of the Perkins Institution for the Blind as a birthday gift – he liked and published it
- later on it was found a similar story was written by Margaret T Canby – Helen was charged with plagiarism – friendship with Mr. Anagnos was ruined
- scared after the controversy – became excessively depressed – thoughts of writing tormented her – no one knew her fears except her teacher Miss. Sullivan
- Miss. Sullivan understood her – consoled her – helped her to come out of the trauma – restored self-confidence – persuaded her to write for the Youth's Companion a brief account of her life
- Helen wrote fearfully but resolutely – her teacher's urge and motivation – the teacher knew that Helen must restore her self-confidence – Helen came out from the darkness of traumatic

experience of 'The Frost King' with a clearer mind and a truer knowledge of life.

OR

Mr. Keith – Helen Keller's teacher

- mathematics instructor at Cambridge School for young ladies – he made mathematics easy for her – filled self-confidence in her – she could not truly understand the subject until she took his class
- after leaving Gilman's school she got the help of Mr. Keith – he continued teaching her mathematics – taught algebra, geometry, Greek and Latin – patiently explained and taught her – made her understand her ability to solve mathematical problems mentally
- he gave new assignments – checked Greek exercises that Helen had written on her Braille typewriter – single mindedness focused on the progress of his student – went an extra time to explain what she did not understand – put extra efforts and prepared Helen for the admission tests for Radcliff College
- Helen gave a sincere tribute to Mr. Keith saying that he was always gentle and forbearing.

OR

Anne more mature than Peter

- Anne befriends Peter – confides in him – shares and seeks his emotional support – maintains self control – acts independently – analyses how she has grown and changed - redirects her feeling and emotions by writing diary – spending her time in nature and prayers for solace
- believes honesty as the only way to get along with people – obeys her father's words and modifies herself in her relationship with Peter – cautious of fragile relationships – considers Peter as a friend not more than that.
- Peter was childish – emotional – shy – awkward and weak minded – has too little will power and strength in handling people and situations – all he wants is happiness and peace

- she advises him to divert his thoughts towards reading books, nature and god – she is well mannered, optimistic and genuine in her approach

OR

Diary is important for Anne

- Diary was a friend, guide and philosopher – reflection of her split personality – problems of adolescence
- fewer friends –Kitty the best friend – Kitty, the sole recipient of all letters written by Anne- spent a lot of time and effort- in romance with Peter –expects him to be her true friend but in vain – confided in Kitty.
- acted as a solace at horrific moments during war, boredom and loneliness – helped her to explore her true self – an important tool of self discovery – matured state of mind – helped her understand best and worst traits in people and moments – groomed her from an innocent teenager to adaptable adult
- makes her aware of physical and emotional changes of puberty – never truly been able to confide to anyone before – it has become part of her life making her popular
