
CBSE Sample Paper-01
SUMMATIVE ASSESSMENT -I
English Communicative
Class - X

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 **25 marks**

(ii) All questions are compulsory.

(iii) You may attempt any section at a time.

(iv) All questions of that particular section must be attempted in the correct order.

Section A
Reading (20 marks)

1. Read the following passage carefully. **(8)**

High-altitude climbing is still a very dangerous task in spite of the availability of oxygen masks and other protective equipments, which modern climbers take with them. These, of course, are indispensable accessories of climbing, but more important than these is the stamina of the climber, which ultimately determines the success of his attempt. Throughout his journey, death is his constant companion, which he can keep at a distance only with his superb presence of mind. He has to tread every inch of the ground with utmost care, for a false step may not only strike him a fatal blow, but also bring disaster to the whole expedition. That is why all expeditions invariably take with them local guides who are experienced climbers and who have a thorough knowledge of the nature of the terrain. Moreover, a huge amount of capital is needed for financing these expeditions, and governments or rich private organisations generally provide this.

The primary object of a mountaineering expedition is to get to the top of a high mountain, which, in the past has withstood all attempts to conquer it. But it should not be presumed that the expedition is a complete failure if it does not reach its destination. Sometimes operations are temporarily suspended because of bad weather, loss of some valuable equipment or the sudden death of a very important member of the party. Every big expedition takes with it men who are interested in botany, biology, geology and various other branches of science, and these men carry with them equipment for recording their observations concerning the weather, the terrain, and different forms of life in higher altitudes. Other scientists, explorers and expeditionists utilise the fruits of their observations. Thus, every unsuccessful expedition contributes to the success of later expeditions. The British Expedition led by Colonel Hunt would have found their way to Everest much more difficult had not earlier expeditions armed them with useful knowledge about the death-dealing weather which they had to encounter in the vicinity of the summit.

To ordinary people, mountaineering need not to be a fearful journey in the land of snowstorms, where the brave adventurer is always face to face with death. They can scale less ambitious heights, rest their weary limbs under a quiet shelter and feast their eyes in

the distant landscape. In the company of friends they can enjoy an outing near a waterfall or cross into the next valley with haversacks full of provisions dangling from their shoulders. All those who can afford to go to hill station should seek this innocent pleasure, for it can be had without any risk to life or limb.

A. Answer the following questions briefly:

- (i) What are the factors that determine the success of the climbers?
- (ii) With which thing the climber is always accompanied by?
- (iii) What do the local climbers have?
- (iv) What does the unsuccessful expedition contribute?
- (v) Which type of heights can ordinary people climb?
- (vi) What do ordinary people think of mountaineering?
- (vii) What precautions should the climbers take during their journey?
- (viii) How is an ordinary mountaineer's experience different from that of a regular expedition?

2. Read the passage carefully.

(12)

Although everybody has a creative spark, the potential is not always fully utilised. He does one recognise those who are developing their creative energies to the fullest? My painters and tormented poets are only comic stereotypes of the creative personality. The essential traits of creativity are found among a wide variety of less conspicuous creators, people in all walks of life. Unfortunately, the structure of our social and educational environment does not always promote its growth.

Generally speaking, creative people often believe their purpose in life is to discover and implement the interrelatedness of things, to make order out of disorder. They also see problems where others see none and question the validity of even the most widely accepted answers. Creative persons are compulsive problem seekers not so much because they thrive on problems, but because their senses are attuned to a world that demands to be put together, like a jigsaw puzzle scattered on a table.

Several tests now in use reveal that highly creative people are much more open and receptive to the complexities of experience than are less creative people. The creative temperament has a tendency to break problems down into their most basic elements and then reconstruct them into whole new problems, thereby discovering new relationships and new solutions.

Highly creative people aren't afraid to ask what may seem to be naive, or silly questions. They ask questions like, "why don't spiders get tangled up in their own webs?" and, "why do dogs turn in circles before lying down?" Such questions may seem childlike, and in a way they are. Children have not yet had their innate creative energies channelled into culturally acceptable directions and can give full rein to their curiosity- the absolute prerequisite for full creative functioning, in both children and adults.

Unlike children, creative people appear to have vast stores of patience to draw upon. Months, years, even decades can be devoted to a single problem.

The home that encourages inquisitiveness contributes to creative development. The teacher who stresses questions rather than answers and rewards curiosity rather than restricting it is teaching a child to be creative.

A. Answer the following questions briefly: (2×4)

- (i) Where are the essential traits of creativity found?
- (ii) What do creative people believe?
- (iii) What are the most essential prerequisites for full creative functioning?
- (iv) How can creativity be promoted among children at home?

B. Find words in the passage which convey similar meaning of the following words by choosing the correct option: (1×4)

(i) put into practice _____.

- (a) implement
- (b) utilize
- (c) stereotype
- (d) rein

(ii) curious _____.

- (a) creative
- (b) inquisitive
- (c) absolute
- (d) attuned

(iii) quality of mind _____.

- (a) creative
- (b) inquisitive
- (c) receptive
- (d) temperament

(iv) type cast _____.

- (a) stereotype
- (b) inquisitive
- (c) creator
- (d) conspicuous

Section B

Writing and Grammar (25 marks)

3. You are Ashis/Astha, a resident of #254, Vigyan Vihar, Amla₅ Madhya Pradesh. You are worried to see your younger brother's frequent habit of using Internet as a homework tool. Forming idea from input given below and your thinking, write a letter to the editor of a famous newspaper expressing your concern over the youth who seem to be so dependent upon the computers in the present times. (120-150 words) (5)

- In the techno world-24 hr access to the Internet-no doubt school children using Net as homework tool.
 - has many advantages-quick way to find information update-more free time for other activities-provides a variety of sources.
 - more drawbacks than advantages-students' reading, writing and thinking skills seem to be disappearing-just copy information-some websites may contain inaccurate
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information-no interest in listening to teacher in school-concept of hard work disappearing in present generation- balanced, sensible use of Net required.

4. Write a story on the given outline in about 150-200 words. (10)

Boy set to guard sheep – told to cry “Wolf!” if he sees a wolf near the flock- watches the sheep for several days – gets tired of the monotonous work – so one day shouts “Wolf!” as a joke – all the villagers hasten to his help they find no wolf – boy laughs at them – villagers angry – plays the same joke a few days later – some villagers take no notice – some come running – finding nothing, they beat the boy – at last wolf really comes – boy is terrified and shouts “Wolf! Wolf” – villagers take no notice – wolf kills several sheep

5. Choose the best word from the options given below and complete the following passage. (3)

The students (i) _____ talking as Miss. Sarkar (ii) _____ the classroom. Then in a loud voice (iii) _____ said ‘Good Morning’ and (iv) _____ quickly around the room. All the children (v) _____ her intently to find out what sort of a person she (vi) _____. “I suppose you want to know my name,” she said. But before she could tell them, someone in the class yelled out, “You are Miss Sarkar.”

- (i) (a) are (b) was (c) were (d) been
(ii) (a) enters (b) entered (c) entering (d) entours
(iii) (a) she (b) they (c) he (d) them
(iv) (a) glance (b) glancing (c) glanced (d) glancy
(v) (a) observe (b) watching (c) watch (d) watched
(vi) (a) is (b) was (c) been (d) being

6. There is an error in each line. Mark the error and write the correct word. First one is done for you as an example. (4)

	wrong	right
Once there was <u>the</u> guru communicating	e.g. the	a
wisdom to people that came for his	(a) _____	_____
<i>darshan</i> with flowers or fruits. One	(b) _____	_____
day, all the offerings were in plenty, he	(c) _____	_____
called the disciple and asked him to	(d) _____	_____
cut fruits and arrange for their	(e) _____	_____
distribution of <i>prasad</i> . A disciple	(f) _____	_____
reported to a <i>guru</i> that all was ready	(g) _____	_____
for distribution or asked him to distribute.	(h) _____	_____

7. Rearrange the following words and phrases to form meaningful sentences. (3)

(i) Extremely / a / grief / it / is / that matter / unkindly / animals / are / of exploited.
(ii) wear / these / people / almost / a / majority / of / days / a watch
(iii) certainly / the / laughter / is / medicine / best

Section C

Literature and Long Reading Text (25 marks)

8. Read the extracts and answer the questions that follow: (3)

“The two boys were seated at the bedside of a girl of about twenty two who propped up on the pillows, wearing a pretty lace jacket, was listening to their chatter, her eyes soft and tender.”

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- (i) Who is the girl in this extract?
(ii) Where are the boys? What was the purpose of the boy's visit?
(iii) What do you mean by 'propped up'?
9. Answer the following questions in about 30-40 words each. **(8)**
(a) Who were the two boys that met the writer on his way to Verona? Why was the writer attracted towards them?
(b) What impression do you form of the postmaster after reading the story?
(c) Who is Victoria? What is her role in the play?
(d) How does the poet immortalize his verse along with glorifying his friend?
10. How does the story 'Two Gentlemen of Verona' promise hope for society? How can you promise hope for society? **(4)**

Or

In this fast-paced world, simple beings like nightingale bear the brunt of the modern society. Keeping in mind the nightingale, attempt a character sketch of the nightingale that led to her doom.

11. A. Does Anne consider her family lucky or unfortunate to be living in the annex? **(10)**

Or

"Anne's life in the hiding is an adventure of sorts." Explain.

Or

11. B. Write a character sketch of Helen Keller. **(10)**

Or

How can you say that Helen read and studied out of doors?

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Section A

Reading (20 marks)

- Ans1:** (i) Oxygen masks, protective equipment, local experienced climbers, the climbers' superb presence of mind and the stamina of the climbers.
(ii) death
(iii) Thorough knowledge of the terrain.
(iv) The success of the later expeditions.
(v) Less ambitious heights.
(vi) Without any risk to life or limb.
(vii) Treading every inch of their climb with utmost care. They should seek guidance of local guides during their journey.
(viii) A climber of a regular expedition is always face to face with death whereas an ordinary mountaineer can scale less dangerous heights without any risk to life or limb.

Ans2:

- (A)** (i) Among a wide variety of less conspicuous creators, people in all walks of life.
(ii) They believe their purpose in life is to discover and implement the inter-relatedness of things.
(iii) Not to be afraid to ask what may seem to be naive or silly questions.
(iv) By encouraging inquisitiveness.
- (B)** (i) implement
(ii) inquisitive
(iii) temperament
(iv) stereotypes

Section B

Writing (25 marks)

Ans3: #254 Vigyan Vihar
Amla, Madhya Pradesh.
7 April 20XX
The Editor
The Times of India
New Delhi
Sir

Sub: Expressing concern over students' craze for using Internet as homework tool
Through the columns of your esteemed news daily I wish to draw your kind attention towards the growing addiction of the present generation in using Internet as a homework tool.

The Internet is actually a boon for the students. It is one of the quickest ways to find information on any topic update. The student can make use of a variety of sources to gather information on any topic and thus enrich his/her knowledge and go beyond what he/she has learnt. As less time is consumed owing to the readymade answer to the

query of the student on Internet, he/she can utilise the time thus saved on other recreational activities.

However, it seems that there are more disadvantages than advantages of Internet to students. There are chances that some websites may contain inaccurate information too. Of late it has been observed that students' reading, thinking skills have been disappearing as they just copy information and show no interest in listening to the teacher in school. The concept of hard work seems to be disappearing amongst the youth of present generation, which is not a good sign.

As excess of everything is bad, a balanced, sensible and guided use of Internet is required so that our present generation enjoys the fruit of technology.

Yours truly

Ashish/Astha

A concerned citizen

Ans4:

THE BOY WHO CRIED "WOLF !"

One of the boys in a village was sent out into fields to look after the sheep. "Mind you take care of them and don't let them stray," said the villagers to him. If you see a wolf coming near the sheep, shout out 'Wolf !' as loudly as you can; and we will come at once to help you." "All right!" said the boy. So every morning he drove his sheep out to the hillside and watched them all day. And when evening came, he drove them home again. But after a few days he got rather tired of this lonely life. Nothing happened and no wolves came. So one after-noon he said to himself: "These villagers have given me a very stupid job. I think I will play a trick on them just for fun." So he got up and began shouting as loudly as he could, "Wolf! Wolf!" The people in the village heard him, and at once they came running with sticks. "Wolf ! Wolf !" shouted the boy; and they ran faster. At last they came up to him, out of breath. "Where is the wolf?" they panted. But the boy only laughed and said: "There is no wolf. I only shouted in fun. And it was fun to see you all running as hard as you could!" The men were very angry. If you play a trick like that again, we will beat you instead of the wolf." For some days the boy kept quiet. But he got restless again, and said to himself: "I wonder if they will come running again if I cry 'Wolf!' once more. It was such fun the last time." So once more he began shouting. "Wolf! Wolf!" The villagers heard him. Some said. "That boy is up to his tricks again." But others said. "It may be true this time; and if there really is a wolf, we shall lose some of our sheep." So they seized their sticks, and ran out of the village to the hillside "Where is the wolf?" they cried, as they came up. Nowhere !" said the boy laughing. "It was fun to see you running up the hill as fast you could." "We will teach you to play jokes." shouted the angry men; and they seized the boy and gave him a good beating, and left him crying instead of laughing.

A few days later a wolf really did come. When the boy saw it, he was very frightened and began shouting "Wolf! Wolf! Help ! Help!" as loudly as he could. The villagers heard him, but they took no notice. "He is playing his tricks again," they said. "We won't be made fools for a third time. You can't believe a boy after you have caught him lying twice."

So no one went to his help, and the wolf killed several sheep and frightened the boy nearly out of his wits.

Ans5: (i) were

(ii) entered

(iii) she

(iv) glanced

(v) watched

(vi) was

- Ans6:** wrong right
(i) that who
(ii) or and
(iii) all as
(iv) the a
(v) their the
(vi) A the
(vi) a the
(vii) or and

- Ans7:** (i) It is extremely a matter of grief, that animals are exploited unkindly.
(ii) Almost a majority of people wear a watch these days.
(iii) Laughter is certainly the best medicine.

Section C

Literature and Long Reading Text (25 marks)

- Ans8:** (i) The girl is Lucia, Nicola and Jacopo's elder sister, who is suffering from tuberculosis.
(ii) The boys are in the hospital. The boys came there every Sunday to meet their ailing sister and to pay for the bills of her treatment.
(ii) To take support.
- Ans9:** (i) The two boys-Nicola aged 13 years and Jacopo 12 years-were selling strawberries when the narrator met them for the first time. The narrator and his companion were strangely attracted towards the two boys with their brown skins, tangled hair and dark earnest eyes. When the narrator and his companion talked to them they found that they were brothers and behaved as if they were from some cultured family.
(ii) The postmaster was quite cruel initially, as he maltreated the Coachman Ali. He did not consider him to be a sane person. In fact, once he called him a great pest and nuisance. Later, however, when his daughter fell sick and he was waiting for her letter, he got Miriam's letter at that time and he felt guilty and repented for treating Ali badly.
(iii) Victoria or Vicky is a sweet, precocious girl of ten and the daughter of Mr. & Mrs. Slater. She is the only person in the family who has affection for her grandfather and is upset to know about his death. And when she discovers that her grandfather is alive, she is glad. She is unable to digest the way her mother pinched the clock and the bureau of her grandpa. Her tender nature is in stark contrast to the cold and calculative attitude of her relatives.
(iv) The process of immortalizing the friend and the verse progress side by side. In the first quatrain, when the poet says that 'But you shall shine more bright in these contents' the poet is glorifying his friend and his verse equally. Again, at yet another place in the second quatrain, he ascertains the memory of his friend in the living record (his verse).
- Ans10:** The war had destroyed everything the two boys Nicola and Jacopo had. They lost their home and their father was killed in the war as well. Until the war they led a comfortable life. The war had led them to the streets, exposed them to bitter cold and driven them to extreme starvation. However, it did not fill them with despair. They set to build what was left after the war.
They found that their sister is suffering from tuberculosis of the spine. They got her admitted to a hospital and worked very hard to pay for her treatment. The boys'
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sacrifice, their devotion and the maturity they displayed at such a young age promises a new hope for the society. The destruction caused by the war had not broken their spirit. Rather it filled them with a new energy to build from what was left after the war. In this world where values have eroded, these boys and their work make a promise. Their selfless action, devotion to duty, hard work without grumbling, keeping alive their spirit despite adverse circumstances etc., give us promise of a greater hope for society. By hard work, selfless deeds, dedication, devotion, love and humanity we can also promise hope for society like the two gentlemen of Verona.

Or

There can be no denying of the fact that simple, honest and innocent people are misfits in the society of the present times. The nightingale was so humble, tender and simple that she could not enjoy the fruit of her success, the applause of the audience. It was snatched away by the cold, calculating villain, the frog.

The poor nightingale was full of regard for her trainer, who exploited her thoroughly of her innocence and sold her song for silver. As she was very gullible and credulous, she could not understand why the frog made her practice excessively. She was scolded, humiliated to such an extent that she lost control on herself and died of bursting a vein.

Ans11:

A. Anne's feelings about the annex change constantly. Most of the time, Anne realises that she and her family are very fortunate to have the annex as a place to hide. She values the kindness and generosity of her father's non-Jewish colleagues who are risking their lives to provide them with food and supplies.

However, Anne often complains about the miserable physical and emotional conditions of the annex, and the confinement bothers her. She misses being able to see nature and the sky and laments that she cannot explore the world. Compared to her formerly comfortable, middle-class life, Anne must live with eight people under severe condition. She eats rotten potatoes day after day, has no privacy, deals with clashing personalities, and lives in constant fear that the family will be discovered. Most of all, she feels lonely since she has no companions besides Peter in the annex in whom she can confide. When Anne compares her deprived life to the freedom of non-Jewish Dutch children-a freedom she experienced so recently and took for granted-she feels indignant. However, when she thinks about her Jewish friends and family members who have probably been arrested and sent to concentration camp, such as her friend Hanneli, she feels extremely thankful to still be alive. Anne feels that the Jews as a group are not fortunate and have not been chosen for good things, only bad ones. However, she expresses her conflict over whether she feels fortunate or lucky about her personal situation. She wonders whether it would have been better to die a quick death than live a confined, tedious and fearful existence. Anne quickly realises, however, that she loves life too much and decides she is fortunate that she had the opportunity to evade the Germans.

Or

At first, Anne sees her new life in hiding as an adventure of sorts. Though the two families live in constant fear of capture, they spend their time thinking about simpler, more immediate problems. They often try to think of ways to escape boredom. Because they are in such close quarters, the residents begin to get annoyed with another's quirks. Peter is hypochondriac, Mrs. Van Daan is critical, and Anne's mother and Peter's mother fight a lot and speak improper Dutch. At first, Anne focuses on figuring out ways to avoid getting frustrated with the others or

ways to stay quiet while the plumber is visiting. Anne's initial pleasure with the novelty of the annex quickly fades, as she becomes restless and frustrated at her inability to go outside or even open the curtains during daylight hours. Even Anne's pervasive optimism cannot keep her from feeling dread each time the doorbell rings. Soon the excitement of a new place fades. The mundane routines of daily life are not quite able to mask the constant ring of terror and fear in the annex.

Or

B. Helen Keller was born on June 27, 1880 in Tuscumbia in Alabama. She belonged to a family with long, chequered history. She was a lively, curious and assertive child. She felt at ease in the rose-bower of her house.

Unfortunately, an illness rendered her blind and deaf when she was nineteen months old. But that did not diminish her vigour and zest for life. She evolved her own signs to communicate with others. She learnt many small things like folding and putting away the clean clothes coming from the laundry, greeting the guests, playing with Martha, a little coloured girl, and her pet dog Belle.

When Miss Sullivan came to her life, everything changed for her. She was amazingly quick to follow whatever she taught her. She learnt individual words, and sentences, and learnt to read. Through Miss Sullivan she developed love for nature. She began to love every object and creature in the world of nature. She had natural love and affection for her parents and the highest of regards for her teacher and lifelong companion Miss Sullivan.

In spite of disabilities, Helen Keller never showed timidity. She was a daring and adventurous girl. She was gifted with exceptional sense of smell and touch. Whatever Helen learnt was through her exceptional sense of touch. She had ability to cope up with her disabilities and to live an active life.

Or

Usually students read and study in their classrooms. But for Helen Keller whole nature was her classroom. Most of her learning took place out of doors. This way she learnt more about the world around her. She was close to the nature. Generally students read with books but Helen Keller read by using her sense of smell and touch. In a way, nature became her teacher, guide and philosopher. She learnt from nature that everything has beauty of its own. Miss Sullivan provided her practical knowledge of everything. Helen read Geography by raised maps in clay. She touched and felt the opening up of a plant. The study of tadpole made her understand that for creatures their natural habitats are indispensable. So Helen learnt from life itself and in this learning her teacher played an exemplary role. It was she who made her education appear like a game, a play. Helen learnt more out of doors and nature herself unfolded the book of life for her.
