
CBSE Sample Paper-03
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 passage carefully. **(8)**
Have you heard people saying that the 'rupiah makes the world go round'? Do you know the story of the rupee?

The word rupee comes from the Sanskrit term 'Rupya' or 'Rupa' which means silver. The very early coins before the second century BC, were all made of silver but the coins were neither of any standard weight nor had any face or value printed on them. It was Sher Shah Suri who first gave the name "rupia" to the silver coins. The last silver coins were minted in 1940 with the face of King George VI on them. In 1942 the silver coin was replaced by a cupro-nickel coin for the first time.

Money was invented by man to get power but now money has become more powerful than man. All over the world, money and power go together. The more money a person has, the more successful he is judged to be. A rich man is accepted by society even if he is corrupt or evil.

Man works hard to earn more and more money and saves a lot of it. He thinks that money will give him more freedom to enjoy himself and to have lots of fun. He thinks he will not be anyone's slave but be his own master. But soon he becomes the slave of money. The more he has, the more he wants. He is never satisfied with what he has got but always wants something more even though he knows that in the end, he cannot carry anything with him. Money can buy everything but it cannot buy peace or happiness or a ticket to heaven.

A. Answer the following questions briefly:

- (i) With which material the early coins were made up of?
(ii) In which year the cupro-nickel coins came into existence?
(iii) What has money become now?
(iv) What is willingly accepted by society from a rich man.
(v) Why does man earn and save money?
(vi) What is a man with more money judged to be?
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(vii) Is a man satisfied with the money he has? Why/why not?

(viii) Which things cannot be bought with money?

2. Read the passage carefully.

(12)

Child marriages are rampant in North India. The curse continues to blight the lives of people even as the country stands at the threshold of the 21st century. Children bound by marriage are victims of blind customs and superstitions prevalent in rural areas and in certain urban concentrations as well among the weaker socio-economic groups. Nothing seems to stop this anti-social practice despite the Child Marriage Act passed as early as in 1929, which makes child marriage, a grave offence.

Why do marriages take place at all and what could be done to wean the people away from the practice? The evil thrives because of illiteracy and other related causes—the most important of which is the anxiety of parents to marry off their daughters as early as possible. In many states where illiteracy is high, like in Rajasthan, the practice of child marriage is in vogue. ‘Akhha Teej’ is D-day for parents of minor girls, for on that day, they seek their salvation from the anxiety of girls growing up in their midst.

A child marriage is less likely to take place if the parents are literate or at least the father is. He is then aware of the legal minimum age and health hazards his daughter will face by an early marriage. If the mother, otherwise literate, has been exposed to family planning message, she is also less likely to solemnize her daughter’s wedding at an age below the legal minimum.

Among the other factors causing parents to give away young daughters in marriage is the need felt by families having more than one daughter, to keep wedding expenses down. By marrying two daughters at the same time parents save on expenses. Parental anxiety about grown up (14 years and above) daughters going astray, forces the less educated to give away their female children in marriage.

The present law was amended in 1978 raising the minimum age of marriage for girls from 15 to 18 years and for boys from 18 to 21 years. The committee on the status of women, in its report in 1974, had recommended that all offences under the child marriage restrained Act should be made cognizable and special officers be appointed to enforce the law. The Government however did not pay heed to it while raising the minimum age of marriage. At the same time, there is no foolproof system of registering births and thus, there is no legally enforceable method for establishing the age of a male or female.

The committee also recommended that a girl should be entitled to repudiate a child marriage on attaining maturity even if such marriage was consummated. But this remained only a hope which was never implemented by law or in its true spirit. It has never been appreciated that what is needed is social action, especially by social activists and organisations so that the provisions of the legislation are rigorously practised.

The crux of the problem is that the girl child in traditional rural areas is caught in a situation, which is pre-determined and pre-destined. Her role is circumscribed around marriage and motherhood.

A. Answer the following questions briefly:

(2×4)

- (i) What are the reasons for child marriage in India?
- (ii) How can the provisions of the legislation be rigorously practised?
- (iii) Why do parents want to get their girls married off early?
- (iv) Why is it often difficult to establish the age of male or female legally?

B. Find words in the passage which convey similar meaning of the following words by choosing the correct option:

(1×4)

(i) Flourishing or spreading in an uncontrolled way _____.

- (a) prevalent
- (b) threshold
- (c) rampant
- (d) vogue

(ii) Most vital part of an issue _____.

- (a) vogue
- (b) crux
- (c) legal
- (d) astray

(iii) worry _____.

- (a) solemnize
- (b) consummate
- (c) rigour
- (d) anxiety

(iv) dangers _____.

- (a) hazards
- (b) astray
- (c) vogue
- (d) offence

Section B

Writing (25 marks)

3. You are Akshita/Akshit Bansal. On the occasion of World Population Day: July 11, you ponder over the status of the nation that ranks at no. 2 in the world with 1.21 billion population today. Write an e-mail to your pen friend who lives in the US expressing your concern over the exploding population of your nation and the options available to limit it. Taking ideas from the following input, write an e-mail to your friend in 120-150 words.

(5)

- Almost 17.5 % of the world's population live in India, Uttar Pradesh and Maharashtra together are home to more people than those in the US.
 - The higher the rate of growth of population, the poorer the state.
 - 40.9 per cent of the population live below poverty line.
 - Gender ratio fallen to 836 girls per 1000 boys in the age group 0-6 years.
 - Reasons-son preference, lack of awareness related to family planning welfare services.
 - Option to limit-educating and empowering women, decentralization of family welfare programme-65% of women in the age group below 25-life skills to be taught to them-men to be groomed-no time to shy away.
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4. Knowledge is power. Based on the following visual along with your ideas, develop a story based on the theme of helping children from economically weaker sections of society (EWS) and below poverty line (BPL) in 150-200 words. **(10)**

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

26th January is a very special day (i) _____ India. It is (ii) _____ this day that India became a Sovereign Democratic Republic (iii) _____ 1950. Dr. Rajendra Prasad became the first President (iv) _____ the Indian Republic. 26th January is celebrated (v) _____ great enthusiasm and festivity all over the country. First of all, the Prime Minister visits the Amar Jawan Jyoti at India Gate. There he offers floral tributes (vi) _____ the martyrs. Then begins the colourful parade which starts from Vijay Chowk and terminates at the Red Fort.

- (i) (a) for/in (b) of (c) by (d) to
 (ii) (a) by (b) of (c) in (d) on
 (iii) (a) on (b) in (c) for (d) to
 (iv) (a) in (b) above (c) of (d) about
 (v) (a) for (b) with (c) in (d) by
 (vi) (a) to (b) of (c) by (d) over

6. There is one word missing from each line. Mark the place with '/' sign and write the correct word as given in the example. **(4)**

		Before	Ans	After
A wicked man once went to/Guru	e.g.	to	a	Guru
for initiation into spiritual life. Guru	(a)	_____	_____	_____
asked him give up at least one bad	(b)	_____	_____	_____
habit. He gave uttering falsehood. That	(c)	_____	_____	_____
night, when he went the royal palace to	(d)	_____	_____	_____
commit theft, he found man on the	(e)	_____	_____	_____
terrace, who said that he was a thief. Both broke	(f)	_____	_____	_____
into the treasury divided it among themselves.	(g)	_____	_____	_____
The other person was none other than king.	(h)	_____	_____	_____

7. Rearrange the following words and phrases to form meaningful sentences. **(3)**
 killed / they are / beaten / chained / and / mercilessly / trained.
 their / heed / but / hears / and / pays / nobody / to / cries.
 friends / auxiliaries / animals / necessary / are our / and / survival / for our.

Section C

Literature and Long Reading Text (25 marks)

8. Read the extracts and answer the questions that follow: **(3)**
 Nicola was glaring at his younger brother in vexation. "We could not think of troubling you, sir."

- (i) Why does Nicola not want to trouble his sir?
 (ii) What do the above lines tell about Nicola?
 (iii) What do you mean by the word 'vexation'?

9. Answer the following questions in about 30-40 words each. **(8)**
 (i) What different jobs did the 'two gentlemen of Verona' do?
 (ii) How did the nightingale react to the applause of the bog dwellers?

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- (iii) Who is Jimmy? Why is his reference made in the play?
(iv) The two boys were of great help to the narrator while he stayed in the town. How?
10. How does the story 'Two Gentlemen of Verona' promise hope for society? How can you promise hope for society? **(4)**

Or

Shakespeare, in this poem talks about two destructive forces. What are those and how does he manage to save his love from their clutches?

11. **A.** "The novel, Diary of a Young Girl is a conflict between imagination and social expectations." Elucidate. **(10)**

Or

"Paper is more patient than people." Elucidate with the reference to the novel.

Or

11. **B.** Helen learnt a new lesson that "Nature wages open war against her children and under softest touch hides treacherous claws". How did Helen learn that lesson? **(10)**

Or

Why was learning speech an extremely challenging task for Helen? What motivated her to persevere in spite of repeated failures?

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Section A
Reading (20 marks)

- Ans1:** (i) Silver
(ii) 1942
(iii) More powerful than man.
(iv) Corruption
(v) To have more freedom and lots of fun.
(vi) More successful.
(vii) No, because he always wants something more.
(viii) Peace or happiness or a ticket to heaven cannot be bought by money.

Ans2:

- (A)** (i) Blind customs and superstitions.
(ii) The provisions of the legislation can be rigorously practised if social activists and organisations come up.
(iii) They are anxious of the girls growing in their midst.
(iv) there is no full proof system of registering births.
- (B)** (i) rampant
(ii) crux
(iii) anxiety
(iv) hazards

Section B
Writing (25 marks)

Anas3: To: abc@gmail.com

Sub: **Concern over nation's exploding population Dear John,**

Wish you a happy World Population Day today but it cannot be matter of happiness for us Indians. We would have felt glad if our nation stood second achieving some other feat but to be second with 1.21 billion population puts a question mark on the nation's survival in the coming future.

No less shocking are the statistical figures that two states of my nation, i.e. Uttar Pradesh and Maharashtra put together form the population of your country. Added to that, 40.9% of the total population is below poverty line. The gender ratio is getting unbalanced day by day. All progress, economic growth made by the nation is undermined by the population explosion that is moving at a faster track than the other developmental activities.

Keeping aside the geographical reasons, the tendency for son preference and lack of proper awareness pertaining to family welfare programmes are real issues of national disgrace. It's time to act as the women need to be empowered and educated so that they learn the necessary life skills and shed all ignorance related to family welfare. Men too, must shun away all antiquated notions and contribute towards limiting the population by making a beginning right from their homes.

Only then our nation can progress. What's your opinion? Do write your comments.

Take care

Akshita/Akshit Bansal

Ans4:

The Khusboo in My Life

For the past few days I had been observing a thin, frail girl come and sit on the bench and look continuously for hours together at the passers-by without playing or talking to anyone. From her appearance I concluded that she was from some economically weaker section of society. That day I could not control myself and went to talk to the sweet girl. After talking to her I found that her father died in some clash during a street violence and that her mother had gone out to work. Her name was Khushboo. When I talked to her she replied with 'jee' every time which showed that she was a cultured girl. I pointed towards a house and told her that I stayed there and asked her if she wanted to come along with me. The girl thought for a while and then held my finger. I was elated. I offered her something to eat which she ate after washing her hands. All my family members were impressed by that sweet girl. I showed her some storybooks with illustrations that she looked at very carefully. I asked her if she went to school. She told that her mother cannot send her to school. As she spoke so, there were tears in her eyes.

This became a routine. As soon as I reached home from my college, she would run to me. I was glad to find that she was a lover of books. For hours together, she would turn pages of storybooks and enquire at certain places what the characters spoke. Her desire to learn led me to ponder if I could ever teach her. And one day I held her tender fingers to teach her to write. Since that day there has been no looking back. We both share a very soft relation with each other. My mother says that she looks like my sister. And I have pledged to educate Khushboo.

Ans5: (i) for/in

(ii) on

(iii) in

(iv) of

(v) with

(vi) to

Ans6:

	Before	Ans	After
(i)	life.	<u>The</u>	Guru
(ii)	him	<u>to</u>	give
(iii)	gave	<u>up</u>	uttering
(iv)	went	<u>to</u>	the
(v)	found	<u>a</u>	man
(vi)	he	<u>too</u>	was
(vii)	treasury	<u>and</u>	divided
(viii)	than	<u>the</u>	king

Ans7: (i) They are beaten, chained, trained and killed mercilessly.

(ii) But nobody hears and pays heed to their cries.

(iii) Animals are our friends, auxiliaries and necessary for our survival.

Section C

Literature and Long Reading Text (25 marks)

Ans8: (i) Nicola is a self-righteous boy. He does not want to trouble the narrator unnecessarily for his personal work.

(ii) These lines tell that Nicola is a very sensitive and cultured boy.

(iii) annoyance.

Ans9: (i) They earned their living by doing various little jobs like newspaper selling, shining shoes, showing tourists the town as guides and this added to their confidence. Therefore, Nicola looked at the author hopefully.

(ii) The nightingale had never earlier received an appreciation for her songs. And when she perches on the sumac tree to sing her song, all the creatures cheer her with the words 'bravo', 'too divine', 'encore'. The nightingale is so flattered by their remarks that she sang till morning without any break.

(iii) Jimmy is presumably the son of Mr. & Mrs. Jordan. His reference is made twice in the play when Mrs. Jordan states that the grandpa had promised to give his gold watch to him that shocks Mrs. Slater. Again, when the same matter is repeated and this time in front of the grandpa, his name is repeated to ascertain whether the old man had really promised so. But when Mrs. Jordan makes excuses, then it becomes clear that it was a concocted lie to get hold of the only valuable present with grandpa.

(iv) The boys were of real help to the author. They brought for the narrator and his companion American cigarettes, booked seats for the opera and told them about the names of good restaurants in the city.

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.

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

Time and war are the two destructive forces that the poet talks about in this poem. The very first quatrain of his sonnet revolves around the theme of the ravages made by the passage of time. The poet says that the once acclaimed and well known durable marbled and gilded monuments of princes too have been tarnished and left uncared by the 'sluttish time'. In the second quatrain, he goes on to talk about yet another destroyer called war. However, the poet is comfortable when he ensures that his verse as well his beloved friend have no threat from either sluttish time or from the sword of Mars. His poetry shall outlive all the ravages of time and his friend shall shine brighter than the gilded monuments of the princes. Even the Mars or his 'quick fire' shall not be able to burn the living record (the poem) in which the poet has immortalized his friend.

Ans11:

A. Anne is guided by her imagination and romanticism, which often lead her astray. Daydreams constantly interrupt her chores and conversations, pulling her away from reality and into her own imaginary world. This escape pleases Anne, but her rich inner life often comes into conflict with Avonika's expectations of appropriate behaviour. Anne's imaginative excursions lead to everything from inner household disasters, such as baking an inedible cake, to life threatening calamities, such as nearly drowning in an attempt to act out a poem. Marilla does not indulge in fantasy, and equates goodness with decorum and sensible behaviour. She adheres to the social code that guides the actions of well-behaved ladies. Anne has difficulty in understanding why Marilla does not indulge in fantasy and equates goodness with

decorum and sensible behaviour. Anne finds it difficult to understand why Marilla doesn't use her imagination to improve upon the world. Partly Marilla is not naturally inclined to imaginativeness, that Anne will imagine and long for wonderful things and then experience painful disappointment when reality does not live up to her expectations. Anne wants to please Marilla by acting obedient and deferential however, Anne curbs her extreme romanticism and finds a compromise between imagination and respectability.

Or

Anne Frank believes that "paper is more patient than people" and feels that she does not have any true friends and confidants. She has a loving family and many people she could call friends or admirers, but she cannot confide in any of them. Anne starts to write a diary and calls it "Kitty". She finds it as a new friend and confidant, counting on the diary to be the sympathetic, non-judgemental ear. Writing diligently in the diary also helps Anne redirect her strong feelings instead of expressing them outright and causing damage to the fragile relationships. The diary gives her private place to explore and develop her increasingly profound thoughts and ideas. The diary is a significant tool for Anne's maturity.

Or

- B.** Benevolent aspect of nature thrilled her, but soon she learnt that nature could be ferocious also. Once she and her teacher were returning from a walk. The weather grew warm and humid. They stood under the cool shade of a tree. With her teacher's help Helen sat amidst the branches. Miss Sullivan went to fetch lunch and Helen was all alone. Suddenly, weather changed and a thunderstorm was imminent. Helen felt paralysed and frightened and she wanted to get down from the tree. She clung to the branch with all her might as the tree swayed and strained. The branches lashed about her. She felt as if she would fall and at that very moment Miss Sullivan came and helped her down. Helen had learnt a new lesson that "Nature wages open war against her children and under softest touch hides treacherous claws". She learnt a great lesson that life is not always pleasant and one should be prepared for the risks and stakes also.

Or

Learning speech was an extremely challenging task for Helen because she could not hear. Helen had always been capable of making noises and would often do so. She recounts that she had been learning to talk before her illness but couldn't do so as a result of her loss of hearing. The only word she could recall was 'water' which she pronounced as "wa - wa". She wanted to learn to speak the way hearing people do. Her thoughts beat up like birds against the wind. She moved her lips but nothing tangible happened. Even her friends discouraged her, but she did not lose heart.

The story of Ragnhild Kaata motivated her to persevere in spite of repeated failures. Helen learned about Ragnhild Kaata, a deaf and blind girl in Norway, who had learned to talk. Miss Fuller offered to be Helen's teacher. Helen's strong determination and hard work overcame all the hurdles and she achieved what she wanted. She learnt to speak because of her, her teachers - Miss Sullivan and Miss Fuller's - hard work.
