1001105 - B1

Class - X

ENGLISH (Communicative)

Maximum Marks: 80 Time: 3 hours

Total No. of Pages: 12

The Question Paper is divided into **four** Sections :

Section A: Reading 20 Marks

Section B: Writing 20 Marks

Section C: Grammar 20 Marks

Section D: Literature 20 Marks

General Instructions:

- 1. All questions are **compulsory**.
- 2. Marks are indicated against each question.
- 3. An additional **15** minutes time has been allotted to read this question paper only.

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SECTION - A

(Reading - 20 Marks)

1. Read the passage carefully.



The story begins with an escaped convict threatening to slit the throat of a young orphan boy named Pip. Much later we discover a bond between these two unlikely characters and cannot help but admire Charles Dicken's masterpiece Great Expectations.

Bizarre and eccentric characters litter the novel from beginning to end but none match the strangeness of elderly Havisham. She is a woman who, jilted at the altar years before, is heartbroken and unbalanced. She lives the rest of her life dressed in her bridal gown. The cobweb covered wedding cake and other food remain undisturbed on the table, reminding her of the life she has missed.

A work of fiction? Well for Dickens perhaps not. In 1856, five years before the publication of Great Expectations, Eliza Donnithorne from Newtown, Sydney, was left standing at the altar when her husband-to-be failed to show up. For the next 30 years, she never left her house again and lived the life of a hermit. Food and decorations from the wedding celebrations were left to rot on the table right up until Miss Donnithorne's death in 1886.

It would seem the story of poor Miss Donnithorne's situation might have reached Dickens was in Londan during the time he was thinking about and writing his novel, and may have helped form the basis of one of literature's most remarkable characters.

Choose the most appropriate option

- (A) Great Expectations is probably best known as:
 - (i) a file.

(ii) a short story.

(iii) a play.

- (iv) a novel.
- (B) The passage probably comes from:
 - (i) a history book.

- (ii) a newspaper.
- (iii) a book about Eliz Donnithorne.
- (iv) an articles about Great Expectations.

- (C) Dickens:
 - (i) definitely used the Donnithorne story.
 - (ii) knew Eliza Donnithorne.
 - (iii) knew Miss Havisham.
 - (iv) may have heard the Donnithorne story.
- (D) The word 'bizarre' means:
 - (i) a marketplace.
- (ii) frivolouly strange.

(iii) ghostly.

- (iv) abnormality.
- (E) The statement that sums up the main idea in paragraph 3 is:
 - (i) wedding food was left to rot.
 - (ii) Eliza Donnithorne died.
 - (iii) Eliza Donnithorne lived in Newtown.
 - (iv) Eliza Donnithorne become a hermit.

2. Read the passage carefully.

Blind man Tony de Blois, now in his mid-twenties, watched a movie with his mother when he was only two and a half. A few weeks later he astounded his family by playing the complicated theme music from the movie on a small toy organ. These days he studies piano at America's premier jazz school, the Berkeley College of Music, and plays sophisticated, stylish jazz. Yet Tony, for all his musical talent, has the mind of a nine-year old who loves eating lollies and strongly believes in Father Christmas.

Steven Wiltshire, who has the ability to look at a building and draw it from memory in the finest detail, has severe learning disabilities. When a TV film crew took him on a helicopter flight over London recently and asked him to draw a picture, he accurately produced an aerial view of some 200 buildings and a dozen important landmarks. He has continued to amaze both scientists and artists alike and his drawings are highly sought after by collectors around the world.

Another remarkable man is Howard Potter. He has the IQ of a six-year old but can tell you within seconds like what day of the week it will be on March 22nd in the year 2346 or whether 1971 is a prime number. He is sometimes called the 'human calculator'.

What is it about these three men? Intelligence? Brilliance? Genius? No, it's not that straightforward, for these men all have a condition — a rare brain condition — known as the savant syndrome. Savants usually show extraordinary abilities in music or art or in calculating numbers. In recent years savants have become the focus of renewed scientific inquiry. Work has been done in Australia and other countries to see what can be learned about the savant brain and how this knowledge might apply to non-savants.

Choose the right option from the list of options given in each questions.

- (a) Where does Tony study music?
 - (i) At the Jazz School.
 - (ii) At the Berkeley College if Jazz.
 - (iii) At the Berkeley College of Music.
 - (iv) At the London College of Music.

- (b) Steven Wiltshire's drawings are:
 - (i) liked by his mother.
 - (ii) bought by art collectors.
 - (iii) drawn on large sheets of paper.
 - (iv) always aerial views.
- (c) The cause of the syndrome is probably a form of :
 - (i) brain damage.
 - (ii) infection.
 - (iii) whiplash.
 - (iv) memory loss.
- (d) Savants are usually talented in one of three areas. These three areas are :
 - (i) numbers art and swimming.
 - (ii) art, balancing and numbers.
 - (iii) numbers, music and art.
 - (iv) art, science and numbers.
- (e) According to this article, scientists are interested in doing research on :
 - (i) people who have good memories.
 - (ii) people who are afflicted by the savant syndrome.
 - (iii) people who have artistic skills.
 - (iv) people who have mathematical skills.

3. Read the passage carefully.

In this age of spiralling fuel costs and greenhouse emissions, any new way to reduce the environmental and economic burden associated with the use of fossil fuels is welcome. But back in 1950's it was another story. It seems that industrial chemist John Andrews created a revolutionary additive for petrol. He claimed that once this product was added, ordinary tap water could be mixed with petrol and used to run the engine of a car. The mix of water, petrol and additive was, according to Andrews, no less combustible than petrol alone. Now, if this were true, it means that the cost of a tank of petrol could be cut by more than half and pollution dramatically reduced.

Navy officials, on hearing these claims, supposedly went to Andrew's laboratory to see a demonstration of the secret additive but on arrival found the scientist missing and his laboratory ransacked. Andrews was never seen again. Stories circulated about how major oil companies were willing to go to any lengths to protect their products from the impact of alternative fuels—lengths that might have included the abduction of Andrews and the destruction of his research data. That the case came to be discussed in the first place has simply added fuel, so to speak, to the conspiracy theory fire.

Choose the right option from the list of options given in each question.

- (a) John Andrews was a:
 - (i) chemist.
 - (ii) naval officer.
 - (iii) industrial chemist.
 - (iv) scientist.

- (b) According to John Andrews the mix of water, petrol and additive was :
 - (i) less combustible than petrol alone.
 - (ii) not at all combustible.
 - (iii) no less combustible than petrol alone.
 - (iv) none of the above.
- (c) A conspiracy theory is:
 - (i) a plan to work out theory.
 - (ii) a belief that others secretly plot together.
 - (iii) a way of designing something.
 - (iv) a method of finding the truth.
- (d) Which statement best sums up the main idea in the first paragraph?
 - (i) John Andrews went missing and his laboratory was ransacked.
 - (ii) Oil companies don't like competition.
 - (iii) John Andrews might have made a useful discovery.
 - (iv) Environmental issues are important.
- (e) The last sentence in the second paragraph means :
 - (i) that fuel is required to keep the home fires burning.
 - (ii) that fuel is the fire's food.
 - (iii) to make a big hue and cry about an existing issue.
 - (iv) none of the above.

4. Read the poem carefully.

No, don't erase them

Let these lines be.

The pink little hands

Of my baby

Drew these lines,

Crooked little lines.

So what if she could not draw a face?

I see her in these lines

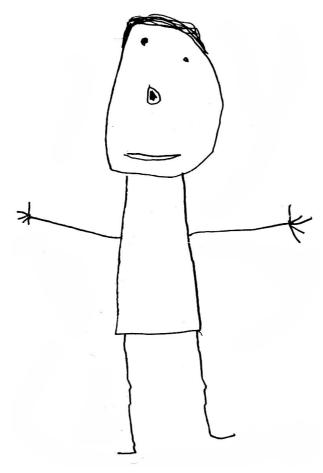
I see myself in these lines.

Choose the right option from the list of options given in each question:

- (a) The lines in the poem are spoken:
 - (i) by a grandmother.
 - (ii) by a mother.
 - (iii) by a poet.
 - (iv) none of the above.

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- (b) The speaker wants the lines:
 - (i) to be erased.
 - (ii) to be increased.
 - (iii) to be decreased.
 - (iv) not to be erased.
- (c) The lines were drawn:
 - (i) by her grown-up daughter.
 - (ii) by her baby.
 - (iii) by her neighbour's baby.
 - (iv) none of the above.
- (d) The lines drawn were:
 - (i) straight.
 - (ii) at a tangent.
 - (iii) crooked.
 - (iv) wavy.
- (e) The speaker is:
 - (i) happy at the effort.
 - (ii) dismayed at the effort.
 - (iii) ashamed at the effort.
 - (iv) none of the above.



SECTION B

(Writing - 20 Marks)

5.	Use	the n	otes in the box given below to write a paragraph of 100 words.	4					
	on a	reef	otional Raeoaoa Taurae rescued by local fishermen boat ran aground he had drifted about 1100kms across the South Pacificydrated had survived on raw fish and rainwater.						
6.	or ir	-	y exists only in an artist's canvas if he happens to envisage one in his painting erson's mind's eye! Write an article on the high level of air pollution in the re.	8					
7.	As a	think	e Universities have been permitted to function in the metros of our country. sing individual express your viewpoints in a letter to the editor of a national the pros and cons of allowing universities from abroad to function in India.						
			SECTION-C						
			(Grammar - 20 Marks)						
8.	Choose the right option from the list of options given and complete the conversation.								
	(a)	A:	What kind of novels do you like reading?						
		B:	I 've got very broad tastes. I like any novel grips me.						
			(i) what (ii) that (iii) can (iv) could						
	(b)	A:	I'm going to buy a season ticket and watch every match.						
		B:	Season tickets are really expensive, you know.						
		A:	I don't care. I'm going to buy one the cost.						
			(i) what (ii) whichever (iii) whatever (iv) which						
	(c)	A:	Here are the letters you asked for.						
		B:	Thank you very much.						
		A :	I think you'll find they contain all you need to know.						
			(i) that (ii) which (iii) should (iv) if						
	(d)	A:	I want to buy a new bike, but there are so many good offers at the moment, I just don't know which one to get.						
		B:	If I were you, I'd try several and buy feels the most comfortable.						
			(i) which (ii) whichever (iii) that (iv) what						

(a)	neaui	ines.					
(4)	HOI	LIDAY CHAOS ON THE	ROADS	:			
,		ombination of warm wea ntry's motorways.	ther and	a public holiday chaos on the			
	(i)	has caused	(ii)	would caused			
	(iii)	causes	(iv)	had caused			
(b)	FAMILY SAVED, THANKS TO 7 YEARS OLD'S QUICK THUMBS :						
				her seven year old son Tom, after the boy nergency services that the family car had			
	(i)	was sending	(ii)	sent			
	(iii)	sends	(iv)	was sent			
(c)	ICE MAN COMES INTO THE LEXICON:						
	A Cambridgeshire paramedic who developed a life-saving idea which has						
	taken the country by storm has been celebrating after his acronymin the English language.						
	(i)	was officially recognize	d (ii)	had officially recognized			
	(iii)	is officially recognized	(iv)	is being officially recognized			
(d)		RIES MAY JUST CRO BOUR RULE :	SS HAL	FWAY MARK, END 13 YEARS OF			
		r 13 years of a left of cent ne right in favour of a Co		party government, Britain veering party administration.			
	(i)	could be	(ii)	was			
	(iii)	will be	(iv)	should be			
Cho	ose th	ne right option from the l	list of opt	tions given in each question.	4		
		y leave the hospit	_				
(a)	JCILL	y reave the nobpid	ai omy si	x nours after the baby was born.			
(a)	-	,	•	•			
(a)	(i)	was able to	(ii)	could			
	(i) (iii)	was able to	(ii) (iv)	could is able to			
(a) (b)	(i) (iii) We	was able to	(ii) (iv) the Swed:	could is able to ish car industry.			
	(i) (iii)	was able to can into the state of	(ii) (iv) the Swed: (ii)	could is able to ish car industry.			
(b)	(i) (iii) We (i) (iii)	was able to can into the state of did some researches made research	(ii) (iv) the Swed: (ii) (iv)	could is able to ish car industry. made some research did some research			
	(i) (iii) We (i) (iii) I no	was able to can into the state of did some researches	(ii) (iv) the Swed: (ii) (iv)	could is able to ish car industry. made some research did some research address.			
(b)	(i) (iii) We (i) (iii) I no (i)	was able to can into the state of did some researches made research tified I had cha	(ii) (iv) the Swed: (ii) (iv) nged my (ii)	could is able to ish car industry. made some research did some research address.			
(b)	(i) (iii) We (i) (iii) I no (i) (iii)	was able to can into the state of did some researches made research tified I had char with the bank that	(ii) (iv) the Swed: (ii) (iv) nged my (ii) (iv)	could is able to ish car industry. made some research did some research address. the bank that to the bank that			
(b)	(i) (iii) We (i) (iii) I no (i) (iii)	was able to can into the state of did some researches made research tified I had change with the bank that the bank	(ii) (iv) the Swed: (ii) (iv) nged my (ii) (iv)	could is able to ish car industry. made some research did some research address. the bank that to the bank that			

				glish novelists. H		
(c) in 1812. He	worke	d as(d)	_ newspa	per reporter. He	(e)) famou
(f) his first two	books	were <u>(g)</u>	after t	hat he wrote	(h)	novels.
(a) (i) were	(ii)	was	(iii)	had been	(iv)	being
(b) (i) great	(ii)	very great	(iii)	greater	(iv)	greatest
(c) (i) parent	(ii)	parents	(iii)	parentage	(iv)	parenting
(d) (i) the	(ii)	a	(iii)	an	(iv)	their
(e) (i) becomes	(ii)	became	(iii)	was becoming	(iv)	become
(f) (i) while	(ii)	when	(iii)	whilst	(iv)	whence
(g) (i) publishing	(ii)	published	(iii)	publish	(iv)	publishes
(h) (i) much	(ii)	many	(iii)	a lot	(iv)	more
	tion gi	van in tha bua	akata and	complete these	short o	onversation
Choose the right opt	•	ven m the bra	ckets and	complete these s	511011	onversation
•				recognized him.	511011	
A: I bumped into	your s	on yesterday.	I hardly 1	-		
A: I bumped into B: I know what you grown up, doe	your s ou mea esn't he	on yesterday. an – – – he (1)	I hardly 1	recognized him.	s/is/l	ooking) ver
A: I bumped into B: I know what you grown up, doe A: Yes, he's (2)	your s ou mea	on yesterday. nn he (1) ? (gone/turne	I hardly 1	recognized him (appears/looks /turning) into a v	s/is/l	ooking) ver
A: I bumped into B: I know what ye grown up, doe A: Yes, he's (2) man. A: Be careful	your s ou mea esn't he	on yesterday. nn he (1) ? (gone/turned) n nearly went	I hardly i	recognized him (appears/looks /turning) into a v	s /is/l ery plo	ooking) ver
A: I bumped into B: I know what ye grown up, doe A: Yes, he's (2) man. A: Be careful B: Sorry, but I'm	your sou means the series of t	on yesterday. nn he (1) ? (gone/turned) nearly went finding it real	I hardly i	recognized him. _ (appears/looks /turning) into a v ad then!	s /is/l ery plo	ooking) verg

SECTION - D

LITERATURE - 20 Marks

- 13. Read the extracts and answer the following questions by choosing the most appropriate option. Attempt any two (from a, b, and c).

 3x2=6
 - (a) Scatter as from an undistinguished hearth

Ashes and sparks, my words among mankind!

Be through my lipsto unawakened earth

The trumpet of a prophecy! O wind

- 1. If Winter comes can Spring be far behind?
 - (i) The cycle of seasons is referred to here.
 - (ii) Sorrow is not a permanent feature and hope of a better existence is sure to follow.
 - (iii) The pristine glory of Spring is described here.
 - (iv) There's not much gap between Winter and Spring.
- 2. The emotion expressed in these lines is one of :
 - (i) realism.
 - (ii) pessimism.
 - (iii) optimism.
 - (iv) none of the above.
- 3. The matter that the poet wants the West Wind to scatter is:
 - (i) ashes.
 - (ii) soot.
 - (iii) words of wisdom.
 - (iv) hope of a happy future.
- (b) May the poison purify your flesh of desire, and your spirit of ambition, they said, and they sat around on the floor with my mother in the centre the peace of understanding on each face

1.	"They' here refers to:	
	(i) the poet's relatives.	
	(ii) the peasants.	
	(iii) the paramedics.	
	(iv) the doctors.	
2.	The phrase 'peace of underst	anding' implies :
	(i) that the pain will benefit	it the mother.
	(ii) that understanding sho	uld rule supreme.
	(iii) that one should unders	tand that the mother is in pain.
	(iv) none of the above.	
3.	The narrator's mother:	
	(i) was on the cot.	
	(ii) was in the hospital.	
	(iii) was on a mat on the flo	oor.
	(iv) was in the kitchen.	
	ooge: Merry Christmas, indeed or enough!	What right have you to be merry? You are
1.	Fred is	
	(i) a carol singer.	
	(ii) Scrooge's nephew.	
	(iii) Scrooge's employee.	
2.	(iv) a rag picker.	
	(iv) a rag picker."Dismal' means :	
	. ,	
	"Dismal' means :	
	"Dismal' means : (i) happy and contented.	
	"Dismal' means :(i) happy and contented.(ii) sad and gloomy.	
3.	"Dismal' means: (i) happy and contented. (ii) sad and gloomy. (iii) joyful.	
3.	"Dismal' means :(i) happy and contented.(ii) sad and gloomy.(iii) joyful.(iv) gregarious.	
3.	"Dismal' means: (i) happy and contented. (ii) sad and gloomy. (iii) joyful. (iv) gregarious. Fred came to meet Scrooge:	istmas.
3.	"Dismal' means: (i) happy and contented. (ii) sad and gloomy. (iii) joyful. (iv) gregarious. Fred came to meet Scrooge: (i) to ask for alms.	

(c)

14. Answer any four of the following questions in 30-40 words each.

2x4 = 8

6

- (1) Cutie-Pie became a sensation. Explain briefly the Cutie-Pie phenomenon.
- (2) Who was Maenad? Why is the West Wind compared to Maenad?
- (3) Do you think the father's behaviour was in keeping with his nature and beliefs? Why/why not?
- (4) Babuli too had fallen prey to ingratitude! Give any two instances of his ingratitude.
- (5) Even if he is endowed with enough wealth, Scrooge comes across as an unhappy person. Why?
- **15.** You are Babuli's elder brother. You have just read the note left by Babuli bequeathing his share of land in your name. Write a letter to your relative in the village expressing your innermost feelings.

OR

Write in detail how the reformation of Scrooge came about.

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