

CLASS X (2020-21)
ENGLISH (CODE 0184)
SAMPLE PAPER-05

Time Allowed : 3 Hours

Maximum Marks : 80

General Instructions :

- (i) This paper is divided into two parts: A and B. All questions are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.
- (iii) Do not exceed the prescribed word limit while answering the questions.

PART - A (40 Marks)

READING

(20 Marks)

1. Read the passage given below.

Over the past few decades, research has revealed a great deal of information about how readers get meaning from what they read and about the kinds of instructional activities and procedures that are most successful in helping students to become good readers. For many years, reading instruction was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing. Comprehension was viewed as the mastery of these skills.

One important classroom study conducted during the 1970s found that typical comprehension instruction followed what the study called a mentioning, practicing, and assessing procedure. That is, teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Such instruction did little to help students learn how or when to use the skills, nor was it ever established that this particular set of skills enabled comprehension.

At about this time, a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works — how people think and learn. A goal of this new research movement, called cognitive science, was to produce an applied science of learning.

In the field of reading, a number of cognitive scientists focused their attention on how readers construct meaning as they read. Specifically, they studied the mental activities that good readers engage in to achieve comprehension. From these studies an entirely new concept emerged about what reading is. According to the new concept, reading is a complex, active process of constructing meaning — not skill application.

The act of constructing meaning is :

- Interactive — it involves not just the reader but also the text and the context in which reading takes place.
- Strategic — readers have purposes for their reading and use a variety of strategies and skills as they construct meaning.

- Adaptable — readers change the strategies they use as they read different kinds of text or as they read for different purposes.

While cognitive science research was producing valuable information about comprehension processes, reading education researchers were reporting important findings about what comprehension instruction looks like in the most effective reading classrooms.

The convergence of these strands of research has provided a wealth of information about what good readers do as they read, about how good and poor readers differ, and about the kind of instruction that is needed to help students to become good readers.

On the basis of your understanding of the given passage, answer ANY TEN questions from the twelve that follow. 1 × 10 = 10

- (a) Which of the following is NOT a procedure that followed a typical comprehension instruction during the 1970s, as revealed after a classroom study done by researchers ?
- (i) practicing procedure
 - (ii) mentioning procedure
 - (iii) memorisation procedure
 - (iv) assessing procedure

Ans : (iii) memorisation procedure

- (b) A goal of a new research movement called cognitive science was :
- (i) to promote a more practical sort of learning.
 - (ii) to produce an applied science of learning.
 - (iii) to introduce an element of learning through assessment.
 - (iv) to reveal a better method of learning.

Ans : (ii) to produce an applied science of learning.

- (c) A number of cognitive scientists, in the field of reading, focused their attention on :
- (i) how much an average reader can read in a day.
 - (ii) learning why many people preferred learning through reading.
 - (iii) learning why readers had a much better knowledge of vocabulary than others.
 - (iv) how readers construct meaning as they read.

Ans : (iv) how readers construct meaning as they read.

- (d) According to the new concept of reading, reading is not but a complex, active process of constructing meaning.
- an insignificant expertise
 - a comprehension skill
 - a skill application
 - a preferred ability

Ans : (iii) a skill application

- (e) The act of constructing meaning is :

- Comprehensive
 - Adaptable
 - Strategic
 - Interactive
- I, II and III
 - I, III and IV
 - II, III and IV
 - I, II, III and IV

Ans : (iii) II, III and IV

- (f) Many years ago the mastery of reading instruction skills was viewed as :

- comprehension.
- cognitive learning.
- interactive learning.
- interpretation.

Ans : (i) comprehension.

- (g) Which instruction gave no help to the students to learn how or when to use certain skills nor was it ever established that this particular set of skills enabled comprehension ?

- reading instruction
- typical comprehension instruction
- cognitive instruction
- adaptable comprehensive instruction

Ans : (ii) typical comprehension instruction

- (h) The readers change the strategies they use as they read different kinds of text or as they read for different purposes. This is an feature of the act of constructive meaning.

- adaptable
- strategic
- cohesive
- interactive

Ans : (i) adaptable

- (i) Choose an option that lists a statement that is NOT TRUE.

- In the late 20th century a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works i.e. how people think and learn.
- The act of constructing meaning is interactive because it involves not just the reader but also the text and the context in which reading takes place.
- Research has revealed a great deal of information about the kinds of instructional activities and procedures that are most successful in helping students to become good readers.

- Reading instruction is even now based on a concept of the application of a set of skills like identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing.

Ans : (iv) Reading instruction is even now based on a concept of the application of a set of skills like identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing.

- (j) The convergence of the strands of cognitive science research and reading education research has provided a wealth of information about :

- what methods are required to instil in students the habit of learning through reading.
 - the kind of instruction that is needed to help students to become good readers.
 - what good readers do as they read.
 - how good and poor readers differ.
- 1, 2 and 3
 - 1, 3 and 4
 - 2, 3 and 4
 - 1, 2, 3 and 4

Ans : (iii) 2, 3 and 4

- (k) Choose an option that is a synonym of the word 'engage'.

- develop
- understand
- immerse
- release

Ans : (iii) immerse

- (l) Choose an option that clearly states the meaning of the word 'convergence'.

- two or more things become similar or come together
- two thoughts or things going parallelly
- the emergence of new and distinct thoughts or patterns
- the violent mixing of two or more things

Ans : (i) two or more things become similar or come together

2. Read the passage given below.

In addition to using libraries and visiting art museums, historic site visitation is another common form of public engagement with the humanities. According to the National Endowment for the Arts' Survey of Public Participation in the Arts (SPPA), the percentage of people making at least one such visit fell steadily from 1982 to 2012, before rising somewhat in 2017. Visits to historic sites managed by the National Park Service (NPS) were substantially higher in 2018 than 1980, despite a decline in recent years.

In 2017, 28% of American adults reported visiting a historic site in the previous year. This represented an increase of 4.4 percentage points from 2012 but a decrease of 8.9 percentage points from 1982. The bulk of the decline in visitation occurred from 2002 to 2008. The recent increases in visitation rates were statistically significant for the 35-44- and 45-54-year-old age groups. The larger change was found among 35-to-44-year-olds, whose visitation rate increased 8.7 percentage points. Despite the increase from 2012 to 2017 for these groups, there was a net decline in

historic site visitation since 1982 for Americans of virtually all ages. Only among the oldest Americans (age 75 or older) was the rate of visitation higher in 2017 than 35 years earlier.

From 1982 to 2017, the differences among age groups with respect to rates of historic site visitation decreased. For example, in 1982, the rate of visitation among 25-to-34-year-olds (the group most likely to visit a historic site in that survey) was approximately 11 percentage points higher than that of the youngest age group (18-to-24-year-olds), and more than 17 points higher than that of people ages 65-74. By 2017, however, the visitation rate of 25-to-34-year-olds had dropped to within five percentage points of the younger cohort and was virtually identical of that for the older group.

While visitation rates are converging among the age cohorts, the differences by level of educational attainment are still pronounced. In 2017, as in earlier years, the visitation rate among college graduates was more than twice as high as the rate among those who finished their studies with a high school diploma (43% as compared to 17%). Among those who did not finish high school, visitation rates were below 10% throughout the 2008-2017 time period. Conversely, among Americans with a graduate or professional degree, visitation rates were in the vicinity of 50% during these years. Data from the National Park Service (NPS) indicate the types of historic sites visited most and also the demands made of these sites' physical infrastructure and staff. Visits to NPS historic sites rose from approximately 59.5 million in 1980 to almost 112 million in 2018. Throughout this time period, visits to historic sites constituted approximately a third of total NPS recreational visitation.

Since hitting a recent low in visits in 1995, total visits to historic sites of all types increased 58% to a high of 120.3 million in 2016, before falling 7%, to 111.9 million visits in 2018.

Much of the recent growth in visits to historic sites occurred among parks classified as national memorials and was driven by a particularly high level of visitation at sites that did not exist in 1995, such as the Franklin Delano Roosevelt Memorial (3.3 million visitors in 2018), the Martin Luther King, Jr. Memorial (3.6 million visitors), and the World War II Memorial (4.7 million visitors). As a result, visits to national memorials increased more than 300% from 1995 to 2016, even as the number of sites increased just 26% (from 23 to 29). In comparison, visits to national monuments increased only 3%, even as the number of sites in the category increased by 9% (from 64 to 70). From 2016 to 2018, the number of visits fell in every category, with the largest decline occurring at the memorial sites (down 10%), and the smallest drop at national monuments (3%).

On the basis of your understanding of the given passage, answer ANY TEN questions from the twelve that follow. (1x10=10)

- (a) Which of the following is NOT a common form of public engagement with the humanities ?
(i) visiting art museums

- (ii) using libraries
(iii) historic site visitation
(iv) visiting public memorials

Ans : (iv) visiting public memorials

- (b) Which age group had a higher rate of visitation to historic sites in 2017 than 35 years earlier in America ?
(i) 35-44 year-olds
(ii) 45-54 year-olds
(iii) 75 or more year-olds
(iv) 25-34 year-olds

Ans : (iii) 75 or more year-olds

- (c) After the year 1995, total visits to historic sites of all types increased 58% in the year
(i) 2015 (ii) 2016
(iii) 2017 (iv) 2018

Ans : (ii) 2016

- (d) Which of the following is NOT a historical memorial in America ?
(i) World War II Memorial
(ii) Martin Luther King, Jr. Memorial
(iii) Lincoln Liberty Memorial
(iv) Franklin Delano Roosevelt Memorial

Ans : (iii) Lincoln Liberty Memorial

- (e) The number of historical sites visits fell in every category from the year 2016 to the year 2018, with the largest decline occurring at :
(i) the archaeological sites.
(ii) the art museums.
(iii) the memorial sites.
(iv) the national monuments.

Ans : (iii) the memorial sites.

- (f) Though the visitation rates are converging among the age groups, the differences by the level of are still pronounced.
(i) employment attainment
(ii) gender category
(iii) international visitation
(iv) educational attainment

Ans : (iv) educational attainment

- (g) The rate of visitation among 25-to-34-year-olds was approximately points higher than that of the youngest age group i.e. 18-to-24-year-olds.
(i) 11 percentage (ii) 20 percentage
(iii) 15 percentage (iv) 7 percentage

Ans : (i) 11 percentage

- (h) Choose an option that is clearly NOT similar in meaning to the word 'attainment'.
(i) achievement
(ii) realization
(iii) tranquilizing
(iv) obtaining

Ans : (iii) tranquilizing

- (i) In earlier years the visitation rate among college graduates was more than twice as high as the rate among those :
- who had a graduate or professional degree.
 - who finished their studies with a high school diploma.
 - who did not finish high school.
 - who were employed individuals.

Ans : (ii) who finished their studies with a high school diploma.

- (j) In America most of the in visitation of historic sites occurred from the year 2002 to the year 2008.
- increase
 - decline
 - converging
 - diverging

Ans : (ii) decline

(k) Choose an option that lists a statement that is NOT TRUE.

- Data from the National Park Service (NPS) only indicate the types of historic sites visited most.
- In 2017, 28% of American adults reported visiting a historic site in the previous year.
- The recent increases in visitation rates of historical sites were statistically significant for the 35-44 and 45-54 year-old age groups.
- Visits to historic sites managed by the National Park Service (NPS) were substantially higher in 2018 than 1980, despite a decline in recent years.

Ans : (i) Data from the National Park Service (NPS) only indicate the types of historic sites visited most.

(l) Choose an option that is an antonym of the word 'classified'.

- categorised
- divided
- distribute
- combine

Ans : (iv) combine

LITERATURE (10 Marks)

3. Read the extracts given below and attempt ANY ONE by answering the questions that follow. (5×1 = 5)

The baker made his musical entry on the scene with the 'Mang jhang' sound of his specially made bamboo staff. One hand supported the basket on his head and the other banged the bamboo on the ground. He would greet the lady of the house with 'Good morning' and then place his basket on the vertical bamboo. We kids would be pushed aside with a mild rebuke and the loaves would be delivered to the servant. But we would not give up. We would climb a bench or the parapet and peep into the basket.

- (a) The baker would make his musical entry on the scene with the 'jhang jhang' sound of :
- a bell in his hand.
 - his specially made bamboo staff.
 - his bracelet which is made of bells.
 - a bell on his basket.

Ans : (ii) his specially made bamboo staff.

- (b) How would the baker greet the lady of the house ?
- by saying good morning
 - by saying hello
 - by bowing his head
 - by jingling the bamboo stick

Ans : (i) by saying good morning

- (c) What is the antonym of 'vertical' ?
- slanted
 - straight
 - horizontal
 - diagonal

Ans : (iii) horizontal

- (d) Choose an option that states the meaning of the word 'rebuke'
- a backlash of using an instrument
 - to investigate something to a great extent
 - an expression of disapproval or a scolding
 - a scream to ward off something

Ans : (iii) an expression of disapproval or a scolding

(e) Name the author of the story.

- Liam O'Flaherty
- Lucio Rodrigues
- Frederick Forsyth
- Lokesh Abrol

Ans : (ii) Lucio Rodrigues

or

On the way home from school Maddie and Peggy held their drawings very carefully. All the houses had wreaths and holly in the windows. Outside the grocery store, hundreds of Christmas trees were stacked, and in the window, candy peppermint sticks and cornucopias of shiny transparent paper were strung. The air smelled like Christmas and light shining everywhere reflected different colours on the snow. "Boy !" said Peggy, "this shows she really likes us. It shows she got our letter and this is her way of saying that everything's all right. And that's that."

- (a) Peggy and Maddie were holding the drawings very carefully because :
- they were a gift.
 - they were a precious treasure.
 - it was snowing outside.
 - they had a long way to go home.

Ans : (i) they were a gift.

- (b) What were stacked outside the grocery store ?
- cardboard boxes
 - christmas trees
 - christmas decorations
 - new invitations

Ans : (ii) christmas trees

- (c) What did the light reflect ?
- an image on the snow
 - a figure on the ground
 - different figures on the ground
 - different colours on the snow

Ans : (iv) different colours on the snow

- (d) Choose an option that states the meaning of the word 'cornucopias'.
- a container filled with Christmas treats
 - decorative containers usually full of flowers and fruits
 - a horn-shaped Christmas decoration
 - transparent and glittery Christmas decoration usually put outside a house

Ans : (ii) decorative containers usually fill of flowers and fruits

- (e) What sort of letter had Maddie and Peggy sent Wanda ?
- an apology letter
 - an invitation letter
 - a friendly letter
 - a see you soon letter]

Ans : (iii) a friendly letter

4. Read the extracts given below and attempt ANY ONE by answering the questions that follow. (5×1=5)

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.

- (a) Where did the ball go ?
- into the water
 - away from the owner
 - towards the poet
 - (i) and (iii)

Ans : (i) into the water

- (b) Name the poem from which the above extract is taken.

- Fire and Ice
- The Ball Poem
- Fog
- The Trees

Ans : (ii) The Ball Poem

- (c) Which figure of speech is used in the above lines ?
- metaphor
 - personification
 - anaphora
 - simile

Ans : (i) metaphor

- (d) Choose an option that shows the meaning of the word 'rigid'.

- flexible
- stoic
- lenient
- stiff

Ans : (iv) stiff

- (e) Which of the following is NOT a meaning one can signify with the word 'ball' in this poem ?

- innocence
- irreplaceable memories
- precious things
- darker path of life

Ans : (iv) darker path of life

or

He hears the last voice at night,
 The patrolling cars,
 And stares with his brilliant eyes
 At the brilliant stars.

- (a) Name the poet.
- John Berryman
 - Walt Whitman
 - Leslie Norris
 - William Butler Yeats

Ans : (iii) Leslie Norris

- (b) Who is 'he' ?
- a lion
 - a tiger
 - a jaguar
 - a leopard

Ans : (ii) a tiger

- (c) At what does he stare ?
- the visitors
 - the bright stars
 - the guards
 - other animals

Ans : (ii) the bright stars

- (d) What is the last thing 'he' hears at night ?
- the voice of a watchman
 - his own desperate cries
 - patrolling cars
 - shutting down of doors

Ans : (iii) patrolling cars

- (e) Why has the poet used the word 'brilliant' twice ?
- to create a sense of rhyme in the poem
 - to catch the attention of the reader
 - to lay more stress on the brightness of the eyes and the stars
 - there is no deeper meaning behind the usage

Ans : (iii) to lay more stress on the brightness of the eyes and the stars

GRAMMAR (10 Marks)

5. Choose the correct options to fill in the blanks to complete the note. (3×1=3)

History and Geography (a) by means of the cinema. When taught this way, they will give pleasure; attention will be spontaneous and therefore the impression will be less temporary. In spite of reforming movements, (b) a feeling that what is enjoyed without effort cannot (c)

- (a) (i) will be taught at first
 (ii) should be taught at first
 (iii) must be taught at first
 (iv) can be taught at first
- (b) (i) there was still among educators
 (ii) there will be still among educators
 (iii) there were still among educators
 (iv) there is still among educators
- (c) (i) have much educational value
 (ii) had much educational value
 (iii) has much educational value
 (iv) be having much educational value

Ans :

- (a) (ii) should be taught at first
- (b) (iv) there is still among educators
- (c) (i) have much educational value

6. Choose the correct options to fill in the blanks to complete the narration. (3×1=3)

Arthur : Kevin, are you going to the hospital again ? Is your mother okay ?

Kevin : My mother is now better. Thank God, she has been back to normal since Friday.

Arthur asked Kevin (a) He also asked him whether his mother was okay. Kevin replied that (b) and thanking God, the boy said that (c)

- (a) (i) if he had gone to the hospital again
- (ii) if he was going to the hospital again
- (iii) if he will be going to the hospital again
- (iv) if he is going to the hospital again
- (b) (i) his mother was better now
- (ii) his mother had been better now
- (iii) his mother is better now
- (iv) his mother has been better now
- (c) (i) his mother will be back to normal by Friday
- (ii) his mother has been back to normal since Friday
- (iii) his mother had been back to normal since Friday
- (iv) his mother have been back to normal by Friday

Ans :

- (a) (ii) if he was going to the hospital again
- (b) (i) his mother was better now
- (c) (iii) his mother had been back to normal since Friday

7. Fill in the blanks by choosing the correct options for ANY FOUR of the six sentences given below.(4×1=4)

- (a) “..... I talk to you a litte later Mrs. Banerjeee ?”
- (i) must (ii) will
- (iii) can't (iv) would

Ans : (iii) can't

- (b) They their revision when the tutor arrived.
- (i) have already done (ii) had already done
- (iii) are already doing (iv) were already doing

Ans : (ii) had already done

- (c) Neither my mother nor my father available to attend the parents-teacher meeting.
- (i) are (ii) were
- (iii) is (iv) have been

Ans : (ii) were

- (d) Mathew and I football after school today. Do you want to join too ?
- (i) are playing (ii) played
- (iii) play (iv) is playing

Ans : (i) are playing

- (e) There isn't point in getting upset about it.
- (i) few (ii) several
- (iii) any (iv) many

Ans : (iii) any

- (f) I saw her days ago.
- (i) a few (ii) few
- (iii) many (iv) a little

Ans : (i) a few

PART-B (40 Marks)

WRITING (2×5=10)

8. Attempt ANY ONE of the following in 100-120 words. (5 Marks)

You are Nitish /Nikita, the Head Boy/ Girl of Tagore Public School, Agra. Write a letter to Messers New Star Sports, Kalkaji, New Delhi asking them to send sports equipment for the games and sports department of your school.

Ans :

Tagore Public School
Agra
5th January, 20...
M/s New Star Sports
Kalkaji
New Delhi

Subject : Order for Sports Equipment

Sir,

I wish to place a bulk order for the supply of sports goods and equipment for the school for the academic session 2020-21. The particulars of the goods/equipment and their quantity to be supplied are given below. Kindly send them at the above address through transport along with cash bill.

S.No.	Particulars	Quantity
1.	Tennis Balls	30 pieces
2.	Tennis Racquets	22 pieces
3.	Volleyballs	20 pieces
4.	English Willow Bats	25 pieces
5.	Batting Pads	20 pairs
6.	Wicket-Keeping Pads	12 pairs
7.	Batting Gloves	15 pairs
8.	Wicket-Keeping Gloves	05 pairs
9.	Match Balls	20 pieces
10.	Practice Leather Balls	200 pieces
11.	Practice Net	05 pieces
12.	Skipping Ropes	24 pieces
13.	Bails	15 pieces
14.	Stumps	24 pieces
15.	Footballs	20 pieces

All the items should be in good condition, well-bound and packed properly. Any damage to these items during transportation will be your responsibility. The payment of these goods will be made digitally. The items should reach the school in 10 days after the receipt of the letter; otherwise the order shall stand cancelled.

Thanking you
Yours sincerely
Nitish/Nikita
Head Boy/Girl

or

Write a letter to the editor of a local daily complaining against the school-bus drivers for rash-driving and overcrowding of buses causing risk to the lives of innocent school children. You are Dipti/Deepak of C-156, Janakpuri, New Delhi.

Ans :

C-156, Janakpuri
New Delhi
February 19, 20...
The Editor
The Times of India
Bahadur Shah Zafar Marg
New Delhi

Subject : Regarding reckless driving of school-bus drivers

Sir,

Through the column of your esteemed newspaper, I wish to draw the attention of the concerned authorities towards the grave issue of rash driving being done by school-bus drivers which poses a threat to the lives of innocent school children and trespassers.

Driving in a zigzag manner on packed roads, crossing speed-limits, not following traffic lights has become very common. Despite such strict regulations regarding speed, none of these drivers seem to follow them. This shows that there is lack of implementation. This is a menace to other road users as the bus drivers that drive at high speed might crush down whoever comes in their way.

By addressing this issue, it is hoped that the public awareness towards the threat of reckless drivers can be raised. It is also the time for the traffic authorities to take strong measures against the reckless drivers, which includes levying heavy fines and forfeiting of their licenses if they are found guilty of breaching the traffic rules. Waiting for your prompt response.

Thanking You
Yours sincerely
Dipti/Deepak

9. Attempt ANY ONE of the following in 100-120 words. (5 Marks)

The following table gives information about some of the world's most studied languages. Write an analytical paragraph summarizing the given information by analyzing and reporting the main and relevant information.

S. No.	Languages	No. of people studying a language	Native speakers of a language	Speakers in
1.	English	1.5 billion	527 million	101
2.	French	82 million	118 million	51
3.	Chinese	30 million	1.39 billion	33
4.	Spanish	14.5 million	389 million	31
5.	Italian	8 million	67 million	29
6.	Japanese	3 million	123 million	25

Ans :

World's Most Studied Languages

The table highlights some of the world's most studied languages and compares the data to the actual native speakers (mother tongue) of each language and also tells how many countries have speakers of each of the languages.

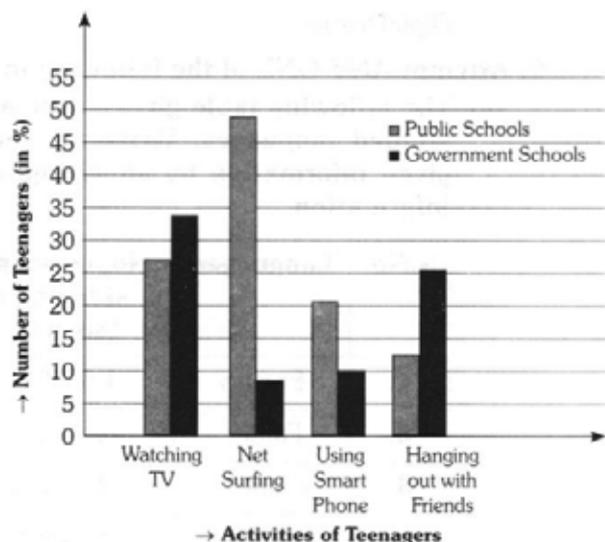
As the table clearly shows, English is one of the prominent languages in the world. There are 1.5 billion people studying the language as compared to 82 million people studying French, the second most studied language, when there are only 527 million native speakers of English as compared to Chinese which has 1.39 billion native speakers. We can also see that English is spoken in 101 countries which is double the number of countries where French is spoken and triple the number of countries where Chinese is spoken. But in terms of native speakers, Chinese has the most numbers at 1.39 billion, even if the people studying it are only 30 million.

On the other hand, Spanish has 389 million native speakers but only 14.5 million people are studying the language, which is almost double the number of people studying Italian. Meanwhile, Japanese is the least studied language with 3 million people.

Thus, we can conclude that there is no relation between how many native speakers are there and how many people are actually studying a language. But, there is a relation between the number of countries where a language is spoken and the number of people studying a language.

or

Look at the given bar graph which shows the result of a survey conducted in the public and government schools of Mathura. The graph depicts the types of activities the teenagers from the age of 14 years to 19 years are involved in during their leisure time.



Write an analytical paragraph highlighting the result of the survey, including all the main points and relevant information.

Ans :

Difference in Leisure Activities of Teenagers

The bar graph showcases the difference in the leisure activities of teenagers from the age of 14 to 19 years in the public and government schools of Mathura.

As the graph portrays, the public school teenagers seem to be more tech-oriented in their leisure activities than government school teenagers. Around 49 percent of teenagers from public schools prefer to surf the net in their free time, while only 7 percent of government school teenagers attempt this, which is a big contrast. Same way, 20 percent of teenagers from public school use smart phones which is double the percentage of teenagers from government school who use smart phones.

In contrast, 25 percent of government school teenagers prefer hanging out with their friends whereas only 13 percent of public school teenagers tend to do so. Even watching TV in leisure time is an activity that is preferred by government school teenagers than public school teenagers, though there is not a huge difference in the percentage.

Thus, we can say that public school teenagers in Mathura are more tech oriented than government school teenagers as they prefer indoor activities like net surfing, watching TV and using smart phone in their leisure time over hanging out with friends.

LITERATURE (30 Marks)

10. Answer ANY TWO questions in 20-30 words each, from (A) and (B) respectively. $2 \times 4 = 8$

(A) (any two) $2 \times 2 = 4$

- (i) Mr. Keesing was a strict but kind teacher. Explain the truth of this statement.

Ans :

Mr. Keesing was a strict but kind teacher. He punished Anne for her talkative behaviour by making her write essays but he never took offense to the words she wrote. Moreover, he always took them in good humour and even appreciated some of her arguments written in the essay.

- (ii) What does Natalya say about the dog named Guess ?

Ans :

While arguing with Lomov, Natalya told him that her dog Squeezer was much better than Lomov's dog Guess. She mentioned that Guess had become too old and ought to be shot. Natalya also claimed that Squeezer was hundred times much better than Guess.

- (iii) How did the young seagull try to catch the attention of his family ?

Ans :

Seeing that his family was not paying attention to him from the meadow below, the young seagull slowly came up to the brink of the ledge and stood on one leg while hiding the other leg under his wing. He then closed his one eye and then the other and pretended to be falling asleep. This is how he tried to attract the attention of his family.

(B) (any two) $2 \times 2 = 4$

- (i) Why was Matilda not happy to receive the invitation to the party ?

Ans :

Matilda had always wanted to lead a life of luxury. So one day when her husband got an invitation to attend the party given by the Minister of Public Instruction, she should have been happy. But, she was not happy to receive the invitation because she did not have any dress to wear to such a party.

- (ii) How was the hack driver recognised as Oliver Lutkins in the end ?

Ans :

After failing to find Lutkins on the first day, the chief sent a person who knew Lutkins by face with the young lawyer to New Mullion. At the station, when the young lawyer saw the hack driver having a friendly talk with Lutkins' mother he was quite shocked. That is when his companion revealed that the hack driver himself was Oliver Lutkins.

- (iii) What did Griffin do inside the London store ?

Ans :

Inside the London store, Griffin put on some woollen clothes, a pair of shoes, an overcoat and even a hat. At the restaurant, he ate some cold meat and drank some coffee. He also enjoyed some wine and sweets and later fell asleep on a pile of quilts.

11. Answer ANY TWO questions in 40-50 words each, from (A) and (B) respectively. $3 \times 4 = 12$

(A) (any two) $3 \times 2 = 6$

- (i) Why would Valli shout in English—"Proud ! Proud !" ?

Ans :

If one of Valli's friends happened to ride the bus and tried to describe the sights of the town to her, she would be too jealous to listen. She would shout in English—"Proud ! Proud !", which was often used as an informal word of disapproval among the children even though they did not understand the true meaning of the word.

- (ii) What, according to the poet Walt Whitman, makes the animals different or better than the human beings ?

Ans :

According to the poet, unlike human beings, the animals do not get into a state of anxiety and they do not complain about their condition. They do not lie awake in the dark and weep for their sins and they don't discuss their duty to God, the way the humans do, which makes the animals better than the human beings.

- (iii) What did Miss Mason say to the students in the class after reading the letter from Wanda's father ?

Ans :

After reading the letter from Wanda's father, Miss Mason said that she was sure that none of the boys and girls in the class would purposely and deliberately hurt anyone's feelings because his or her name was long or unfamiliar. She said that what happened was very sad and unfortunate and what was said was probably done in thoughtlessness. Further, she wanted all the students to reflect and think about what had occurred.

(B) (any two) $3 \times 2 = 6$

- (i) How and when did Matilda find the borrowed necklace missing ?

Ans :

Matilda went home from the ball at about four o'clock in the morning. After reaching home, she removed the wraps from her shoulder before the glass so that she could have a final view of her glory. It was at that time that she found her necklace missing.

- (ii) "The two boys stared in surprise at the fresh muddy imprints of a pair of bare feet." What did the bewildered boys observe while looking at these footprints ?

Ans :

The two boys were surprised to see the fresh muddy imprints of a pair of bare feet. They wondered what a barefoot man was doing on the steps of a house, in the middle of London. They even observed that the footprints were appearing from out of nowhere as they could not see a person. It is was a remarkable sight that bewildered the boys.

- (iii) Had Anil really forgiven Hari Singh ? Support your answer with evidence.

Ans :

Anil did not make much money, so the amount stolen by Hari must have been very important. The situation must have made him very angry. But when he found out that Hari had made an attempt to change his habits, Anil forgave him. He thought that if Hari was given a chance, it will help transform him. So, he forgave him and gave him an opportunity to improve himself. He even gave him Rupees 50 and promised to pay him regularly from then on.

12. Answer ANY ONE of the following in 100-120 words.
(5×1=5)

"So, in order not to shake the writer's faith in God, the postmaster came up with an idea to answer the letter".

What does this statement tell us about the postmaster ? Was his idea successful ? How did the receiver react ?

Ans :

When the postmaster saw the letter addressed to God, he broke out laughing, but almost immediately he turned serious. He was amazed at the faith of the writer and wished that he too could have the faith of the man who wrote the letter. This shows that he was an appreciative and amiable person.

He was kind, therefore in order not to shake the writer's faith, he decided to answer the letter. He was empathetic also. But, when he read the letter he realised that only goodwill wouldn't do. He would need money too. Still, he did not give up the idea of replying to the letter. He was determined and trustworthy and thus stuck on his resolution. He asked for some money from his employees and he even himself gave a part of his salary. Several friends of his were obliged to give something for an act of charity. The postmaster was generous too. In the end, he sent 70 pesos to Lencho but he did not reveal his identity. He did not want to break Lencho's trust, hence signed the letter as God. This shows how selfless he was.

or

"I ought to go back to Paris," I thought, but I wanted to get home. I wanted that breakfast.

"I'll take the risk," I thought, and flew that old Dakota straight into the storm.

Describe the narrator's experience as he flew the aeroplane into the storm from the story 'The Black Aeroplane'.

Ans :

The narrator had flown his old Dakota aeroplane into the huge stormy clouds. He found that inside the clouds, everything was suddenly black. It was impossible for him to see anything outside the aeroplane. The old aeroplane was jumping and twisting in the air. The narrator looked at the compass. He could not believe his eyes as the compass was turning round and round. The compass was dead and not working. The other instruments were suddenly dead too. He tried the radio to contact Paris Control, but he could get no answer. That showed that the radio, was dead too. The narrator found himself completely lost in the storm. Suddenly, when he was about to lose hope, he saw another aeroplane nearby without lights on its wings. The pilot of the other plane waved at him, indicating that the narrator should follow him. The narrator followed him and came out of the danger and landed safely.

13. Answer ANY ONE of the following in 100-120 words.
(5×1 =5)

After reading the story 'Bholi' by the author K.A. Abbas, what impression do you form of the protagonist of the story Bholi ?

Ans :

Bholi was a neglected child in the family. Due to her deep black pockmarks, impaired speech and lack of sense, she was considered backward and a simpleton. The day she was brought to school, she avoided other girls, who made fun of her and she could not even understand their language.

But due to her teacher's encouragement and sympathetic treatment, she became a bold girl. Moreover, she turned out to be a good and understanding person who was submissive to her parents' wishes. She yielded to the wish of her parents to marry her off to Bishamber, a man who was lame, old enough to be the age of her father and had grown-up children. But later, she even had the courage to reject her marriage because she did not want a husband who disrespected her father.

or

Why did the young lawyer rejoice on being told to go to New Mullion ? Was his task accomplished ? Justify your answer.

Ans :

After graduating with honours, the young lawyer became a junior assistant clerk in a magnificent law firm. But as a clerk, he was sent to serve summons like a cheap private detective. He had to go to dirty and shadowy corners of the city to find his victims. While doing his work, some of the larger and more self-confident people even beat him up. He hated this unpleasant work and the side of the city life it revealed to him. He therefore rejoiced when they sent him out forty miles in the country, to a town called New Mullion where he had to serve summons on Oliver Lutkins.

At the New Mullion station, a delivery man offered to help him. That man took him around the town looking for Lutkins, but they couldn't find him even after searching for a long time. Eventually, the lawyer had to return without doing his job. Later, the people at his firm were very upset with him and called him a shameless fool. He was then ordered to go back New Mullion, along with a man who had worked with Lutkins before, accompanying him. In New Mullion, when the lawyer saw the hack driver, he happily told the man that Bill had helped him look for Lutkins. The lawyer was quite shocked, when his companion informed him that the hack driver was lutkins' himself. After learning about the deceit, the lawyer had then served him the summons finally.

Download unsolved version of this paper from
www.cbse.online