



Guidelines for setting question papers for English- class. X

- There should't be a fixed pattern for question papers.
- The treatment of language should be at the discourse level.
- Labelling of grammar items should be avoided.

Reading passages

8 scores

1. A passage can be taken from the text. This will be followed by:-
 - a. Question to test different levels of comprehension.
 - b. Items to test vocabulary and language elements.
 - c. Making different discourse type such as dialogues/ messages/ captions/ slogans/ diary entry etc.

Poems

(10 scores)

1. Two poems will be considered (one or two stanzas each). One will be followed by:
 - a. items to test comprehension
 - b. questions to test poetic craft such as images/ figures of speech/ rhyming words/ rhyme scheme.
2. The other will be followed by:
 - a. questions to test the learner's appreciation of the poem.

Textual Writing

There will be questions such as:

a. Essay

(8 scores)

- It can be in the form of preparing speeches, interviews, rewriting the story in another point of view, writing one's own responses etc.
- There will be another question as choice for this type.

b. Making various discourses

(21 score)

- Slots for discourse production such as letter/ diary entry/ notice/profile/ placard/ dialogue/ message etc. will be identified from the lessons and any 3 items can be tested.

Supplimentary Reader

(5 scores)

1. A major event from the four stories of the supplementary reader will be taken and the sub events can be given in jumbled order or with gaps in the sequence of events.

Language Elements

(22 scores)

This includes:

- Editing a passage with morphological errors
- Cloze type to test articles/prepositions/linkers

- Reporting/passivisation
- Dialogue to be completed to test tags/ question framing/ if- clause/ other appropriate structures.
- Items to test phrasal verbs/opposites

Study skills **(5 scores)**

- A passage will be given to prepare notes/ fill in flow charts etc.
- Pie- diagram/ tree diagram/ histogram/ front covers or blurbs of books/ bio-data/ brochures/ weather reports/ ads/ etc. can be given to interpret and gather information.

Creative Writing **(8 scores)**

- Story writing/ completion
- Verbal or visual inputs can be given
- The beginning of a story can be given
- Some probing question can be given to trigger the thoughts of the child.

Unfamiliar passage **(6 scores)**

An unfamiliar passage will be given.

This will be followed by:

- Questions to test different levels of comprehension.
- Writing responses.
- Making discourses like, reports /diary entry/ slogans/ placard/ poster/notice/ dialogue etc.

Free Responses **(7 scores)**

A news paper report or striking pictures can be given to test the free response of the child based on an issue or context. It should be in relation with the theme of the lesson in the Coursebook.

CO's to be considered for TE

1. Reads and comprehends the theme and the features of characters in a story.
2. Reads and appreciates a story/passage and writes responses.
3. Reads a story/passage and constructs various forms of discourses such as dialogues, reports, diary, posters, placards, slogans etc...
4. Reads unfamiliar passages comprehends them and guesses the meaning of unfamiliar words and constructs dialogues/reports etc.
5. Reads familiar passages and comprehends them.
6. Writes events in a story/passage in logical sequence using suitable cohesive devices.
7. Writes essays and articles on various themes in one's own sentences.
8. Writes one's own opinions and justifications.
9. Reads and comprehends poems.
10. Reads and grasps the theme of poems.
11. Reads and appreciates poems.
12. Reads and identifies the poetic craft.
13. Uses appropriate language functions for effective communication using questions, question tags, conditionals etc.
14. Reports what some one said.
15. Guesses meaning of words and identifies antonyms and synonyms in appropriate contexts.
16. Improves accuracy in communication by using prepositions, articles and linkers.
17. Edits a passage by identifying various types of errors.
18. Prepares interviews and gathers information.
19. Grasps the central idea of reading materials and prepares notes.
20. Writes letters appropriate to different communicative situations.
21. Attempts writing stories of one's own.
22. Prepares notices to communicate the message/ information.
23. Reads and comprehends the data/information given by decoding the information.
24. Uses proper cohesive devices for writing.
25. Writes profile based on the given details.
26. Writes one's own responses appropriately in various contexts.
27. Writes news headlines, captions, slogans etc. based on given contexts.
28. Reads and comprehends simple stories and narrates events in proper sequence.
29. Uses appropriate vocabulary for effective communication.

BLUE PRINT

Qn. No.	Curriculum Objectives	Question Type				Total Score
		Objective	Short Answer	Essay	Other	
1- 4	9 12		✓ ✓			3 2 (5)
5- 7	11 10		✓ ✓			3 2 (5)
8- 10	1 2 3		✓ ✓		✓	1 3 4 (8)
11- 13	4 4 4	✓		✓		1 1 4 (6)
14	28	✓				5 (5)
15	A. 26, 21 B. 21, 26			✓ ✓		8 (8)
16	19	✓				5 (5)
17	13	✓				6 (6)
18	17	✓				5 (5)
19	13	✓				4 (4)
20	29	✓				4 (4)
21	14		✓			3 (3)
22	A. 20 B. 20			✓ ✓		7 (7)
23	21			✓		8 (8)
24	22			✓		7 (7)
25	25			✓		7 (7)
26	26			✓		7 (7)
Total						100

SAMPLE QUESTION PAPER- 1

ENGLISH

Total Score : 100
Time : 2 ½ Hrs

Std. X

- Attempt all questions.
- You will not be allowed to write during the first 15 minutes.
- This time is to be spent in reading the question paper.
- You will get 2 ½ hrs writing time.

Qn.1- 4 Read the following lines from *A Stormy Night* and answer the questions that follow.

When I have crept into my bed
On a wild and windy night,
When Dad has warmly tucked me in
And turned out every light,
I lie and listen to the wind
As it blows in gusts and squalls,
And rattles all the window- frames,
And shakes the very walls.

1. What sort of a night was it? (1)
2. What impression do you have on the boy's father? (2)
3. Pick out an instance of alliteration in the poem. (1)
4. Write the rhyme scheme of the first stanza. (1)

Qn.5- 7 Read the following lines from *The Solitary Reaper* and answer the questions that follow.

Behold her single in the field.
Yon solitary Highland lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melacholy strain;

O listen! for the vale profound
Is overflowing with the sound.

5. Where do you think the poet stands as he says these lines? (1)
6. Who does the poet ask to stop and listen to the song? (1)

7. Pick out any two lines that you like most from the ones given above.
State your reasons for the selection in two or three sentences. (3)

Qn.8- 10 The following passage is taken from *The Hero*. Read it carefully and answer the questions that follow.

"Why do you look at me while you say it?" she asked, " I hardly know anything about the boy."

"No, no, I don't mean you," father said.

"If you mean that your mother is spoiling him, tell her so, and don't look at me," she said and turned away.

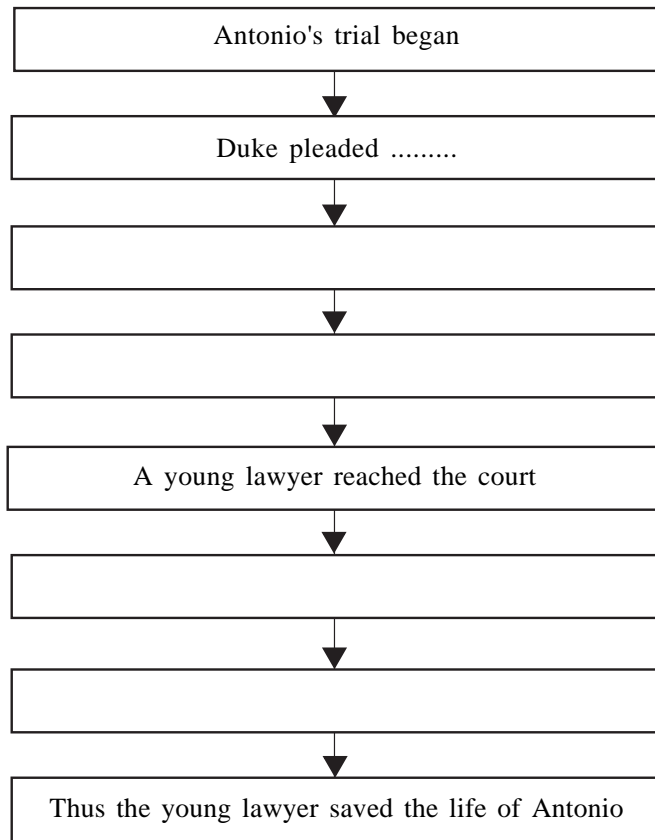
8. Who are the parents talking about? (1)
9. What do you think of the character of the mother from this? Write your response in two or three sentences. (3)
10. Imagine that the father and mother continued their dialogue further. Write the dialogue in atleast four exchanges. (4)

Qn.11- 13 Read the passage given below and answer the questions that follow.

The functions of machine is to save work. In the modern world all dull works are done by machines, leaving us free for more interesting works. Robots (machine man) will replace men in all walks of life. Why not let the machines do the work and the men spend their time for some thing else? Then what else will they do? They have to spend their time happily and with satisfaction. In short they should feel they are playing, not working. The laborer who works in the field may turn to playing piano. And the professional pianist may turn to agriculture labour for pleasure. The truth is that men need some work to lead a meaningful life. But he shouldn't feel it a tedious one.

11. Pick out a word from the passage which is opposite in meaning to the word 'interesting.' (1)
12. What type of work does the pianist like to do? (1)
13. Imagine that a robot has come to your village to do all the hard works there. Write a brief report of it for a news paper. Don't forget to give it a suitable title. (4)

Qn. 14. The main events of the trial scene in *The Merchant of Venice* is listed below. But some points are missing in it. Complete it suitably. (5)



Qn.15A. Answer any one of the following

Imagine that you are going to interview Helen Keller after her three days of eyesight. Prepare atleast four questions that you would like to ask Helen and possible responses from her. (It shall be in the form of questions and their responses) (8)

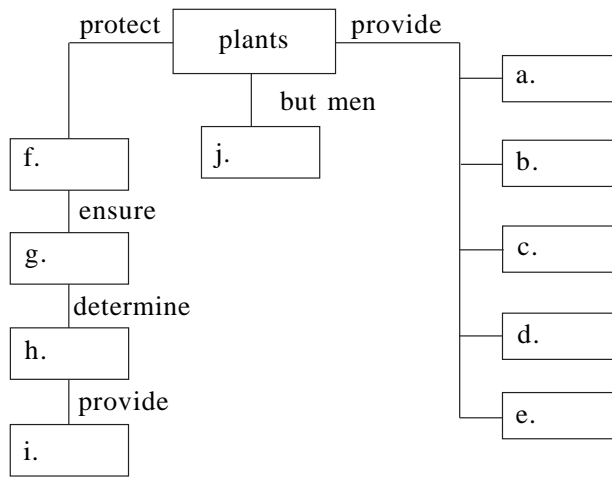
OR

B. A J Cronin came to know the story of the two boys from the nurse in the story 'Two Gentlemen of Verona'. Imagine that the boys themselves narrated the story to A.J Cronin. Write the story in the words of the boys. You may begin like this.

We were living happily in our

Qn.16. Read the following passage and complete the following notes suitably

Plants provide, directly or indirectly, all of our food, most of our medicine, a large proportion of the chemical substances that we use, material for shelter, and fibre for clothing. They protect the top soil, ensure the quality of the water that we drink, determine local climates and provide food for all other living beings too. Yet we are destroying them at a frightening rate. If we do not take action now, by the end of the century we may have destroyed two-thirds of the plant species we currently use and enjoy. (5)



Qn. 17. In the following passage one word has been omitted in each line. Supply the right word you think that has been omitted in the place where '/' is given. The first one has been done for you. (6)

When / telephone was invented	<u>the</u>
'hello' emerged as / universal
form / greeting. Now this word
has become / integral part of
our lives. Greham Bell / invented
telephone never liked / word
/ advocated 'ahoy' as the greeting word.

Qn. 18. The following is a note of appreciation of the story 'The Tempest' written by Salma, student of class.X. But there are some mistakes in it. They are underlined. Rewrite it correcting the mistakes (5)

I have read the story 'The Tempest' last week.

It wrote by William Shakespeare. Miranda and her father living on a lonely island. Her uncle cheat them and her father got a chance taking revenge.

Qn. 19. Complete the following dialogue suitably (4)

Reshma : a) _____?
Clara : I'am to the market.
Reshma : Your parents are with you, b) _____?
Clara : No
Reshma : If they had stayed c) _____.
Clara : But they always want to go back to their village.
Reshma : They don't like city life, d) _____?
Clara : Exactly. That's why they left.

Qn. 20. Read the following news item and pick out the words that are similar in meaning to the phrasal verbs given in the box. (4)

<p style="text-align: center;">put on put across went on went off</p>	<p style="text-align: center;">Police groping in darkness</p> <p>Police couldn't arrest any one in connection with the bomb explosion in the city the other day. The bomb exploded near the busy vegetable market. A stranger communicated the information of the blast to the police at that moment itself. Though police continued their search till late in the night, no one was arrested. It is said that a man who wore a red shirt was seen calling in his mobile phone just after the explosion.</p>
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Qn.21. Imagine that you attended the following telephone call. (3)

"Hello, is Mr: Rajan at home?
Please tell him to reach the hospital soon.
His friend is admitted here."

It was a call for your father. You had to report it to your father. You may begin like this.

Father some one called here and asked me
.....

Qn. 22A. Answer any one of the following

In the story 'The Cherry tree', you see Rakesh leaving for the village to help his parents. He was very anxious about his cherry tree. He decided to write a letter to his grandfather enquiring about it. Write Rakesh's letter to his father. (7)

OR

B. You learn that deforestation and heavy rainfall are the main causes for soil erosion from the lesson 'Water- the elixir of life'. Imagine that there is large scale soil erosion in your area. Write a letter to the editor of a newspaper expressing your concern.

Qn.23. Develop a story based on the picture given below. The following hints may help you. (8)

Sabu is on his way to Delhi to receive the President's award for bravery.

- What did he do to get this award?

Imagine and write the story in your own words.



Qn.24. Imagine that the school authorities have decided to arrange a function to congratulate Swami on his bravery. As the school leader draft a notice to be put up on the school notice board, containing all the necessary details. (7)

Qn. 25. Read the following biodata. Prepare a profile of the person using the details. (7)

Name	: Ashok. V. K
Date of Birth	: 10 - 7 - 1980
Age	: 26 years
Place of birth	: Ernakulam
Name of parents	: Sivaraman. K (father) Remani. V. K (mother)
Marital status	: Unmarried
Educational Qualifications	: BSc (Chemistry) : M.C.A
Area of Interest	: Computer graphics, Web designing.
Hobbies	: Reading, music
Experience	: 2 years experience as system manager in S.B.I

Qn. 26. You know that individual liberty is a personal affair and it should not curtail social liberty. Now, look at the picture given below. Vehicles are parked on the pavement and pedestrians have to walk along the road. What do you think of it? Write your responses in about 50 words. (7)



SCORING INDICATORS

Qn. No.	Scoring Indicators	Score	Total Score
1	A wild and windy night	1	1
2	He is caring and affectionate	2	2
3	wild and windy or lie and listen	1	1
4	abcb	1	1
5	The poet stands on a mountain/ hill/ highland	1	1
6	To a passerby/readers/ his sister	1	1
7	Any two lines that they like the most, but they should be able to justify their selection.	1 + 2	3
8	Swami	1	1
9	She is short-tempered/impulsive/emotional and typical daughter- in- law who hates her mother- in- law.	1 + 2	3
10	Proper initiation (of father) Appropriate to the mood of the context Meaningful exchange and proper conclusion	1 1 1 + 1	4
11	dull	1	1
12	He likes to turn to farming/ agriculture labour	1	1
13	'Robot in village' or any appropriate title. Detailing with where, when and what happen and also with the response of the people	1 2 + 1	4
14	<ul style="list-style-type: none"> ● Duke pleaded with Shylock to be merciful ● Shylock was not ready to change his stand ● Bassanio promised Shylock three times the money ● At first the lawyer took sides with Shylock ● The lawyer pointed out that the bond offers only flesh not blood. (OR similar important events of the trial scene in logical sequence)	1 1 1 1 1	5
15. A	Relevant questions and apt responses of Helen Keller. This should not be in the form of a dialogue. It should look like an interview <ul style="list-style-type: none"> ● Variety in questions ● Responses making use of the points in the lesson ● Idea expressed and message conveyed 	2 4 2	8
15. B	Content (their happy early life, effect of war, hard work to look after their sister)	4	

Qn. No.	Scoring Indicators	Score	Total Score
	Arrangement and cohesive devices	2	8
	First person narrative	2	
16	a. food b. medicine c. chemical substances d. material for shelter e. fibre for clothing f. topsoil g. quality of water h. local climate i. food for all other living beings j. are destroying plants	$\frac{1}{2}$ each	5
17	a, of, an, who, the, and	1 each	6
18	read, was written, were living, had cheated, to take	1 each	5
19	a) Where are you to? b) aren't they? c) it would have been a great help to you (or any sensible response) d) do they?	1 1 1 1	4
20	wore, communicated, continued, exploded	1 each	4
21	if Mr. Rajan (you were) was at home and requested me to tell you to reach the hospital soon. He said that your friend was admitted there.	3	3
22. A	Content and format language suitable to a letter concern and affection for the tree	3 (2 + 1) 2 2	7
22. B	Content and format language suitable to a letter to the editor type depth of the problem and remedial measures	3 (2 + 1) 2 2	7
23	Ability to interpret the picture style of narration (using all sentence varieties) Imagination Proper title sequencing and arrangement of events	2 2 2 1 1	8
24	idea conveyed format of a notice organisation of ideas wordings suitable to a notice	3 1 1 2	7

Qn. No.	Scoring Indicators	Score	Total Score
25	Ability to interpret the bio-data Sequencing and arrangement of ideas Use of cohesive devices Clarity of expression	2 3 1 1	7
26	Ability to interpret the picture Expression of one's own opinion Use of cohesive devices Clarity of expression	2 3 1 1	7

QUESTION WISE ANALYSIS

Qn. No	Discourses/ Unit	Mental Processes	Type of Qns.	Score	Time
1	Poem	5, 6	S. A	1	1
2	Poem	10	S. A	2	3
3	Poem	5, 6	O	1	1
4	Poem	5, 6	O	1	1
5	Poem	1, 5, 6	S. A	1	1
6	Poem	1, 5, 6	O	1	1
7	Poem	9, 10	S. A	3	5
8	Story	1, 5	O	1	2
9	Story	10	S. A	3	5
10	Story	8, 9	Essay	4	6
11	Description	3	O	1	1
12	Description	2	O	1	1
13	Description	8, 9	Essay	4	6
14	Story	1, 2	O	5	6
15 (a)	Interview	8, 9, 10	Essay	8	15
15 (b)	Narrative	8, 9	Essay	⑧	--
16	Description	2, 3, 4	O	5	5
17	Description	2, 3, 6	O	6	6
18	Description	2, 6, 7	O	5	5
19	Dialogue	6, 7	O	4	4
20	Report	1, 2, 6	O	4	4
21	Message	2, 8	S. A	3	4
22 (a)	Letter	8, 9, 10	Essay	7	13
22 (b)	Letter	8, 9, 10	Essay	⑦	--
23	Story	8, 9, 10	Essay	8	15
24	Notice	5, 8, 9	Essay	7	13
25	Profile	4, 5, 8	Essay	7	13
26	Description	5, 8, 9, 10	Essay	7	13
			Total	100	150