EXAMINATION SPECIFICATIONS
English Language and Literature
Code No. 184
CLASS – X

Division of Syllabus for Term II (October-March)		Total Weightage Assigned
Summative Assessment II		30%
Section	Marks	
Reading	20	
Writing	20	
Grammar	15	
Literature + Value Based Question	**35**	
Formative Assessment		20%
TOTAL	**90**	**50%**

**The question paper will include Value Based Question(s) from Literature
Section to the extent of 3-5 marks**

Note:
- The total weightage assigned to Summative Assessment (SA I&II) IS 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, &4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I&II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term)

- The Summative Assessment I and Summative Assessment II is for ninety marks. The weighatge assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.

SECTION A: READING   **20 Marks**
                                                                     30 periods
Qs 1-4 This section will have four unseen passages of a total length of 800 words. The
       arrangement within the reading section is as follows:
Q 1 **Factual passage** of about **200 words** with Five Multiple Choice Questions   5 marks
Q. 2. **Discursive passage of 200 words** with 5 Multiple Choice Questions.   5 marks
Q. 3. **Literary passage** with five supply type questions   5 marks
Q. 4. Five supply type questions based on **Poetry** to test inference, evaluation and analysis
                                                                                        5 marks

SECTION B: WRITING   **20 Marks**
                                                                     40 periods
Q 5. Letter Writing: One out of two letters (formal/informal/email) in not more than **120-
      150 words** based on verbal stimulus and context provided. Any one out of three   5 marks

- **Informal letters**-– personal, such as to family and friends
- **Formal letters** – letters to the editor
- **Email:** formal letters to principal of the schools or to the Editor of a Newspaper or a Magazine.

Q. 6. An **article or a speech** in 120 – 150 words, based on stimulus provided. (Any out of two).

5 marks

Q. 7. A **debate** in *not more than* 120-150 words, based on the stimulus provided**.**   **5 marks**

Q. 8. A composition in the form of dialogue writing/ story or report of *minimum* 120-150 words (one out of two)   **5 marks**

SECTION C: GRAMMAR   **15 Marks**
     45 periods

This section will assess Grammar items in context for 15 marks.
This section will carry four questions

Q. 9 will have MCQs of three marks .The test types for MCQs include: **3 marks**

- Gap filling
- Sentence completion

Q. 10 will have MCQs of three marks. The test type for MCQ will be based on: **3 marks**
- Dialogue Completion

Q. 11 Three supply type questions test type include sentence reordering: **3 marks**
Q. 12 Supply type questions on editing / omission   **6x1 = 6 marks**
Questions 11 and 12(total 9 marks) will be based on response supplied by students. (Supply Type Questions)

These test types which will not be tested as MCQs include
- Sentence reordering
- Editing/ Omission
- Sentence transformation (including combining of sentences)

The Grammar syllabus will include the following areas in class X:
- Tenses
- Modals (have to/had to, must, should, need, ought to and their negative forms)
- Use of passive voice
- Subject – verb concord
- Reporting
(i). Commands and requests
(ii). Statements
(iii). Questions
- Clauses:
- Noun clauses
- Adverb clauses of condition and time

- Relative clauses
- Determiners, and
- Prepositions

Note: No separate marks are allotted for any of the grammar items listed above.

SECTION D: TEXT BOOKS   **35 Marks**
                                                                                           95 periods

First Flight-NCERT Text Book for Class X
Q13 (a) and 13 (b) **Two** extracts for reference to context (based on **prose or play**). **These extracts would require effort on the part of the students to supply the responses.**
Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.
The extracts will carry 4 marks each.   **8 Marks**

Q 14. Two reference to context stanzas (based on poetry) followed by 3 **MCQs** to test local and global comprehension of the set text .**The extracts will carry 3 marks each.**   **6 Marks**

Q15. Three out of **four short answer** type questions based on prose or play to test local and
   global comprehension of theme and ideas (30 – 40 words) **2 marks** each.   **6 Marks**

Q16. **One question based on values and key messages brought out on the basis of   prescribed texts in about 120-150 words.**   **5 Marks**
Footprints without Feet: NCERT Supplementary Reader for Class X   **10 Marks**

Q 17. One out of **two** long questions from supplementary reader to interpret, evaluate and
   analyze character, plot or situations occurring in the lessons to be answered in about 80-
   100 words.   **4 Marks**

Q 18 Two out of three short answer type questions based on factual aspects, interpretation and
   evaluation of a lesson. (50-60 words)

                                                                                           3x2 =6 Marks

NOTE: Teachers are advised to:
   • encourage classroom interaction among peers, students and teachers through activities such
      as role play, group work etc,
   • reduce teacher-talking time and keep it to the minimum,
   • take up questions for discussion to encourage pupils to participate and to marshal their ideas
      and express and defend their views, and
   • use the scale of assessment for conversation skills to test the students for continuous
      assessment.
Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.
Prescribed Books   Published by NCERT , Sri Aurobindo Marg, New Delhi.
   1. First Flight – Textbook for Class X
   2. Foot Prints without Feet – Supplementary Reader for Class X

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively.

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the summative assessments for the two terms.

NOTE:

PLEASE NOTE THE MODIFIED WEIGHTAGE ALLOCATED TO QUESTIONS IN THE TEXTBOOKS SECTION

ENGLISH LANGUAGE & LITERATURE COURSE
CLASS X
Syllabus for Second Term

TEXTBOOKS
Literature Reader (First Flight)
PROSE
1. A Baker from Goa
2. Coorg
3. Tea form Assam
4. Mijbil the otter
5. Madam Rides the Bus
6. The Sermon at Benares
7. The Proposal
POETRY
1. Animals
2. The Trees
3. Fog
4. The Tale of Custard the Dragon
5. For Anne Gregory
Supplementary Reader (Footprints without Feet)
1. The Making of a Scientist
2. The Necklace
3. The Hack Driver
4. Bholi
5. The Book that saved the Earth

Note:
1. Formative Assessment is assessment 'for' learning. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as language games, quizzes, projects, role plays dramatisation, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up, it must be under the direct supervision of the teacher.

Design of Question Paper
English (Language & Literature)(184)
Class-X (2012-13)

Division of Syllabus for Term II (October-March)		Total Weightage Assigned
Summative Assessment II		30%
Section	Marks	
Reading	20	
Writing	20	
Grammar	15	
Literature + Value Based Question	**35**	
Formative Assessment		20%
TOTAL	**90**	**50%**

The question paper will include Value Based Question(s) from Literature Section to the extent of 3-5 marks

Sr. No.	Skills to be tested	Strategies	No. of Questions and Marks	Total Marks	Remarks
1.	**READING COMPREHENSION**	Multiple Choice Questions on a factual passage of about 200 words	5 MCQs x 1 =	**05**	
2.	**READING COMPREHENSION**	Multiple Choice Questions on discursive passage of about 200 words	5 MCQs x 1 =	**05**	
3.	**READING COMPREHENSION**	Five supply type questions based on inference, evaluation and analysis on a literary passage.	5 VSAQs x 1 =	**05**	
4.	**READING COMPREHENSION**	Five supply type questions based on poetry to test inference, evaluation and analysis.	5 VSAQs x 1 =	**05**	
TOTAL MARKS			*20*		
5.	**WRITING**	Letter writing: one out of two letters (formal/ informal/ e-mail) in not more that 120- 150 words based on verbal stimulus and context provided. **Types of letter: Informal** – personal,	1 LAQ II x5 =	**05**	Any one out of the 3

		such as to family and friends. **Formal:** letters to the Editor **Email:** formal letters to principal of the schools or to the Editor of a Newspaper or a Magazine.			
6.	**WRITING**	An article or a speech based on visual or verbal stimulus in 120-150 words.	1 LAQ II x 5=	**05**	Any one out of two
7.	**WRITING**	A debate based on verbal stimulus in not more that 120-150 word.	1 LAQ II x 5=	**05**	
8.	**WRITING**	A composition in the form of dialogue writing/ story or report of minimum 120-150 words (one out of two)	1 LAQ II x 5=	**05**	Total marks for Writing Section = 20
TOTAL MARKS				*20*	
9.	**GRAMMAR**	MCQs to test • Gap Filling/ Sentence Competition	3 MCQs x1 =	**03**	
10.	**GRAMMAR**	MCQs to test dialogue completion	3 MCQs x1 =	**03**	
11.	**GRAMMAR**	Supply Type Questions Sentence reordering	3 VSAQs x1 =	**03**	
12.	**GRAMMAR**	Supply Type Questions Editing/ Omission	6 VSAQs x1 =	**06**	Total marks for Grammar Section = 15
TOTAL MARKS				*15*	
13 a)	**TEXT BOOKS (Literature)**	One extract for reference to context based on prose or play. This extract would require effort on the part of the students to supply the responses to four very short answer questions Upto one mark in the extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.	4 VSAQs x 1 =	**04**	

82

13 b)	**TEXT BOOKS (Literature)**	One extract for reference to context based on play. This extract would require effort on the part of the students to supply the responses. Upto one mark in the extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.	4 VSAQs x 1 =	**04**	
14	**TEXT BOOKS (Literature)**	Two reference to context stanzas (based on poetry) followed by 3 MCQs to test local and global comprehension of the set text.	3 MCQs x 1 = 3 MCQs x 1 =	**06**	
15	**TEXT BOOKS (Literature)**	Three out of four short answer type questions based on prose or play to test local and global comprehension of theme and ideas. 30-40 words	3 SAQs I x 2 =	**06**	
16	**TEXT BOOKS (Literature)**	**One question based on values and key messages brought out on the basis of prescribed texts in about120-150 words.**	**1 LAQ II X 5=**	**05**	
17	**TEXT BOOKS (Literature)**	One out of two long answer questions from supplementary reader to interpret, evaluate and analyse character, plot or situations occurring in the lessons to be answered in about 80-100 words.	1 LAQ I x 4 =	**04**	
18	**TEXT BOOKS (Literature)**	Two out of three short answer type questions based on factual aspects, interpretation and evaluation of a lesson. 50-60 words	2 SAQs II x3 =	**06**	Total marks for Literature Section = 35
TOTAL MARKS				*35*	

SUMMARY

MCQs	**VSA**	**SA I**	**SA II**	**LAQ I**	**LAQ II**
1 marks 22	1 mark 27	30-40 words 2 marks 6	50-60 words 3 marks 6	80-100 words 4 marks 4	120-150 words 5 marks 5

SAMPLE QUESTIONS

ENGLISH LANGUAGE AND LITERATURE (184)
CLASS X (2012-13)
SECTION A 20
SECTION B 20
SECTION C 15
SECTION D 35

SECTION A: Reading
20 - Marks

Q.1 **Read the poem given below and answer the questions that follow.**   **5 marks**

Once upon a Time

(Gabriel Okara)

Once upon a time, son,
they used to laugh with their hearts
and laugh with their eyes:
but now they only laugh with their teeth,
while their ice-block-cold eyes
search behind my shadow.

There was a time indeed
they used to shake hands with their hearts:
but that's gone, son.
Now they shake hands without hearts:
while their left hands search my empty pockets.

'Feel at home'! 'Come again':
they say, and when I come
again and feel
at home, once, twice,
there will be no thrice –
for then I find doors shut on me.

So I have learned many things, son.
I have learned to wear many faces
like dresses – homeface,
officeface, streetface, hostface,
cocktailface, with all their conforming smiles
like a fixed portrait smile.

And I have learned too
to laugh with only my teeth
and shake hands without my heart.
I have also learned to say, 'Goodbye',
when I mean 'Good-riddance';
to say 'Glad to meet you',
without being glad; and to say 'It's been
nice talking to you', after being bored.

But believe me, son.
I want to be what I used to be
when I was like you. I want
to unlearn all these muting things.
Most of all, I want to relearn
how to laugh, for my laugh in the mirror
shows only my teeth like a snake's bare fangs!

So show me, son,
how to laugh; show me how
I used to laugh and smile
once upon a time when I was like you.

1. Who is the poem addressed to?

2. What does the poet want to relearn?

3. What is the poet asking his son to show?

4. Pick out a word from the poem which means. "either of two long sharp teeth at the front of the mouths of some animal".

5. What is the poet trying to convey through the poem?

Q.2 Read the passage given below and answers the questions that follow: 5 marks
If it weren't for the tastes of coffee drinkers in Saudi Arabia, the cardamom traders in the Indian state of Kerala might well run out of business," quoted a leading cardamom exporter in Kerala, which is a major source of cardamom for all Gulf countries, where the spice is used as an essential ingredient in coffee – 'Qahwah'.

The Cardamom Hills, situated amidst the Western Ghats in Kerala, produce a wide variety of spices and fruits including tea, coffee, teak, pepper, cardamom, rubber and jackfruit. It is cardamom, tea and rubber that make Kerala one of the most prosperous states in India. Its per capita GDP at Rs. 11,819 far exceeds the national average. At present, the southern state accounts for around 70 percent of domestic and 60-66 percent (next only to Guatemala) of world cardamom output.

During 1998-2000, India's cardamom exports accounted for less than 4 percent of its total production compared with Guatemala's 100 percent. India's average yield of cardamom was

a mere 60kg per acre while that of Guatemala was 147 kg per acre during the same period. Thanks to its increasing productivity and cheap labour, Guatemala supplied almost 64 percent of all cardamom traded worldwide while India's exports declined to 30 percent during late 1990's from its peak level of 50-60 percent of world cardamom exports in the 1970's. Thus, Guatemala gave India's cardamom exporters a run for their money, leading to the loss of its key markets such as Kuwait, Oman, and Japan in late 1990's. However, India retained Saudi Arabia as the largest importer of Indian cardamom.

There are several factors that had contributed to the declining trend in the export competitiveness of cardamom (during 1985-2007). While the growers attributed this to the rising cost of cardamom due to the high labour costs, the exporters stated that high cardamom production in Guatemala resulted in it pushing the entire production in the export market at cheaper rates. Hence, it became difficult for the Indian exporters to compete with them on the price front. Besides, deteriorating quality of their produce and high cost of financing their export operations were cited as the reasons why India lost her dominant position in the world market.

1   The cardamom hills of Kerala produce   (1)
       a. spices
       b. coffee
       c. rubber
       d. all the above

2   What makes Kerala the most prosperous state in India?   (1)
       a. it is situated amidst the Western Ghats
       b. its per capita GDP is less than the national average
       c. it produces cardamom, tea and rubber
       d. it produces coffee

3   Guatemala supplied 64% of all cardamom traded in the world because of its.(1)
       a. increased productivity.
       b. costly labour.
       c. low pricing.
       d. aggressive marketing.

4   What is used as an essential ingredient in Qahwah?   (1)
       a. coffee
       b. spices
       c. cardamom
       d. pepper

5.   India lost her dominant position in the world market due to   (1)
       a. the high cost
       b. poor quality of its produce
       c. expensive export operations
       d. all the above

Q.3   Read the passage given below and write the option that you consider the most appropriate in your answer sheets.   5 marks

The great popularity of greeting cards, began in 19th Century England and America, with cheap, efficient, colour printing methods and low postage rates. By the 1880s there were hundreds of varieties of mass-printed Christmas, New Year's and Valentine cards. But it was Esther Howland, a 19 –year-old American girl, who turned it into a global event.

Born in Worcester, Massachusetts in 1828, she was the youngest of three children. She recognized the potential in mass-producing Valentine's Day cards, when she received a fancy card from her father's friend. She felt she could make a better one. She designed her first card and showed it to her father, who was impressed. He encouraged her to make more cards.

She sent several cards with her brother, when he went on a sales trip to New York. Much to her surprise, he returned with more than $5000 in orders. Faced with the huge order, she asked her three best friends to help her. A Valentine assembly line was born at the Howland home. Esther placed her first ad in the local paper the Daily Spy on February 5, 1850. Business grew rapidly and in 1879 the New England Valentine Company was born. She rented a building and moved the business. She published 31 pages of verse in a small book called. The New England Valentine Co.'s Verse Book for 1879 and this book allowed the customer to choose the verse for the card.

1.   Esther Howland recognized the potential in mass production of valentine cards when …………………
   a. she received a card from her father.
   b. she received a card from her father's friend.
   c. she read as article on st Valentine.
   d. her brother told her about St Valentine.

2.   Whom did she ask for help?
   a. her three friends   b. father   c. local publishers   d. her brother.

3.   How did the customer choose the verse for the cards?
   a. From the verse book Esther published.
   b. From what the customers brought.
   c. From calendars hanging on the walls of the shop.
   d. Esther wrote it for them on demand.

4.   In which newspaper did Esther place her first advertisement.
   a. The Daily Spy   b. The Valentine
   c. The New England Valentine   d. Valentine assembly

5.   Find the antonym of 'discourage' from the passage.

SECTION B - Writing
20- Marks

Q.4   You are Manal / Malini of B-2/96, Kamal Vihar, Delhi. Your relative has been hospitalized with severe eating disorder. You have come to know that many young people are suffering from similar troubles. Write a letter to the Editor of the local daily highlighting how obsession with personal appearance is affecting the self confidence and the health of the youth. Mention how the latest and personal products shown on T.V. are affecting the mental and physical health of the people. (120-150 words)   (5 marks)

Or

You are Mikha / Ruben of A-3, Paschim Vihar , Delhi, write a letter to your friend living in Mumbai telling him about CCE. Explain to him the benefits of the system and how the various activities have helped you gain confidence and improve your academic performance too.(120-150 words)

Q.5   Internet has become an integral part of today's youth. They spend a good amount of their leisure time in front of computers. Using the hints given below write an article for your school magazine elaborating the role that computers can play in shaping the present generations outlook. (120-150 words)   (5 Marks)

> Send E-mails – make reports and presentation – information on various topic on a click – pay bills – get addicted – mind gets diverted – studies affected – children get abused and exploited various social networking sites

Or

Over the last few decades extinction of wildlife has accelerated due to increased human interference. Write a speech for the morning assembly on how we can help in wildlife conservation.   (120-150 words)

Q.6 The classification of the society in India is based on caste – the word that has been misunderstanding over the ages. The classification of society was done on the basis of the profession of people. The issues related to 'caste' have acquired and ugly torn. Write a debate in about 120-150 words that there should not be any biases in the society. (5 marks)

Q.7 Complete this story in 120-150 words. "Once a farmer and his wife lived in a village with their small son. They loved him very much. 'We must have a pet…

(5 marks)

OR
REPORT WRITING

Your school had organized a 'Van Mahotsav' on a grand scale. Write a report 120-150 words describing various programmes / events organized at this occasion. You are Aneesh / Amy the Head girl / Head boy of the school.

SECTION C – Grammar
15 - Marks

Q. 8 Fill in the blanks choosing the most appropriate words from the given options.

(½ x 6= 3 marks)

It was 5 am on 6 August, 1762. John Montague, the Earl of Sandwich, (a) …………. at the gambling table for 24 hours and he was determined to go on. He was too busy to have had his meals. An attendant (b) ………. him some 'fast food' in the form of minced meat put between two slices of toasted bread. Others noticed it and probably (c) …………. this food and in a few days this kind of food came to be known as 'Sandwich'.

a)   i) have been   ii) had been
       iii) has been   iv) had

b)   i) bring   ii) bringing
       iii) brought   iv) has brought

c)   i) tried   ii) is trying
       iii) try   iv) will try

Q.9 Read the following conversation and complete the dialogue by choosing the correct alternative from those given below. **(3 marks)**

Father :   Archy, where were you ?
Archy :   I was at the garden.
Father :   Wash your hands and come (a) ………………………
Archy :   No, I am not hungry Papa.
Father :   Tomorrow I am going to Agra (b) …………………….
Archy :   No I am not coming.
Father :   Then you will stay with your Mom.
Archy :   Yes Papa.
Father :   (c) ……………………………..
Archy :   No, I don't like that school.

a.   1.   let us have supper.
      2.   let us had supper.
      3.   let us have had supper.
      4.   let us have been supper.

b.   1.   can you like to come.
      2.   would you like to come.
      3.   may I come with you.
      4.   I will come with you.

c.   1.   you must go to school, then

2.   then you were go to school.
3.   then you must not go to school.
4.   I shall not go to school.

Q.10 **Look at the words and phrases below. Rearrange then to form meaningful sentences as shown in the example.**   **(3 marks)**

Example: the smallest / coorg / district / or kodagu / of Karnataka.
Coorg, or kodagu the smallest district of Karnataka.
a.   home/ is / forest/ to evergreen/ and coffee/ spices/ plantations.
b.   Evergreen/ covers/ rainforest/ thirty percent/ of this/ district.
c.   It pours/ during/the monsoons / to keep/ enough/ many/ away/ visitors.

Q.11   **The following passage has not been edited. There is an error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet against the correct blank number as given in example.**   **(6 marks)**

Growth during adolescence was		was – is (example)
very fast and physical change	(a)	…………………
that adolescents undergo had	(b)	…………………
a direct influence on their nutritional need.	(c)	…………………
adequate nutrition intake during	(d)	…………………
this period could have serious consequences	(e)	…………………
during adolescence, adulthood of beyond.	(f)	…………………

Section – D LITERATURE (Textbooks)
35 Marks

Q.12 Read the extract given below and answer the questions that follow:

(4 marks)

a) At about the age of twenty five, the Prince, heretofore shielded from the sufferings of the world, while out hunting chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. These sights so moved him that he at once become a beggar and went out into the world to seek enlightenment concerning the sorrows he had witnessed. He wondered for seven years and finally sat down under a fig tree, where he vowed to stay until enlightenment came. Enlightened after seven days, he renamed the tree the BO Tree (Tree of Wisdom) and began to teach and share his new understandings. At that point the become known as (the Buddha the Awakened or the Enlightened).
1.   Who is 'he' in the above lines?
2.   What did he see when he was about twenty-five years old?
3.   How did Budha get his name?
4.   Find words from the passage which mean the same as the following:
    i)   to pledge.
    ii)   Money, clothes and food that are given to the poor.

Q.13 Read the extract given below and answers the questions that follow: (4 marks)

b) The creature that emerged from this sack on to the spacious tiled floor of the consulate bedroom resembled most of all very small, medievally, conceived, dragon from the head to the tip of the tail he was coated with symmetrical pointed scales of mud armour between whose tips was visible a soft velvet fur like that of a chocolate brown mole. He shook himself, and I half expected a cloud of dust, but infact it was not for another month that I managed to remove the last of the mud and see the Otter, as it were, in his true colours.

    1.   Which creature is being talked about here.
    2.   Explain the phrase "in his true colours".
    3.   What was visible between the tips.
    4.   Find a word from the passage which means 'to look like'.

Q. 14 Read the extract given below and answer the questions that follow by choosing the most appropriate options from those given below.   (3 x 2=6 marks)

A.   Belinda paled, and she cried Help! Help!
    But Mustard fled with a terrified yelp,
    Ink trickled down to the bottom of the household.
    And little mouse Blink strategically mouse holed.

    1.   Why did Belinda cry for help ?
        a. because Mustard yelped.
        b. because Blink strategically mousehold.
        c. because Belinda saw a pirate with a pistol.
        d. because ink trickled.

    2.   What did Mustard do ?
        a. Mustard trickle of down.
        b. Mustard fled with a yelp.
        c. Mustard mouse holed.
        d. Mustard cried Help! Help!

    3.   How did ink react ?
        a. Ink trickled down to the bottom of house.
        b. Ink trickled down to the bottom of the ship.
        c. Ink fled with a yelp.
        d. Ink cried for help.

B.   "I heard an old religious man
        But yesternight declare
        That he had found a text to prove
        That only God, my dear,
        Could love you for yourself alone
        And not your yellow hair."
    1.   Whom does 'I' refer to here ?
            a. The young man.
            b. God
            c. The old man
            d. The lady.
    2.   What had the man found?
            a. God
            b. a text
            c. the old man
            d. Anne.
    3.   What did the man hear?
            a. that only God could love the young lady for her own sake and not for her yellow hair.
            b. that only the lady can love herself.
            c. that only the man could love the lady for her own sake and not for her yellow hair.
            d. that nobody can love her.

Q 15 Answer any three of the following questions in 30-40 words each.

(3x2=6 marks)

1.   What is the story about the Kodavu peoples' descent?

2.   Why was the Otter named Maxwell's Otter?

3.   What was Valli's deepest desire?

4.   What are the legends related to the discovery of tea?

Q.16 Answer the following questions in 100 words.   (4 marks)

On the basis of your understanding of the story, sketch the character of Bholi.

Or

The course of the Loisels life changed due to the necklace – comment.

Q 17. Answer any two of the following questions in 50-60 words each.

(2 x 3=6 marks)

1. Why do you think Lutkin's neighbours were anxious to meet the lawyer?
2. What does Noodle suggest Think- Tank about the books. ?
3. How did Ebright's mother help him in his learning?

VALUE BASED QUESTIONS

ENGLISH (LANGUAGE & LITERATURE) (184)
CLASS X (2012-13)

Q.18 **Answer the following questions in about 120-150 words.**

(5 marks)

How did Valli plan her bus ride? What did she find out about the bus, and how did she save up the fare? What characteristics made Valli plan her bus ride? Are there traits of the character which need to be developed consciously? Mention any two and explain why those traits need to be developed?