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CBSE always believes in Global Trends of Educational Transformation. The CBSE curriculum gets its lead from National Curriculum Framework – 2005 and Right to Free and Compulsory Education Act – 2009. CBSE introduced CCE in the later half of 2009. CCE has been started to improve the quality of Education and was meant to lessen the burden of studies on Students. CCE stands for Continuous & Comprehensive Evaluation. The term 'Continuous' in CCE refers to periodicity and regularity in assessment and the term 'Comprehensive' refers to overall assessment of the learner, in both curricular & co curricular scheme of things.

These Oswaal CCE Question Banks for Classes IX & X have been written so as to supplement the need of the students to prepare for these progressive assessments at school during the entire year.

Oswaal CCE Question Bank has been divided into two sections: Summative Assessment (SA) & Formative Assessment (FA). In the Summative section, chapters are arranged ‘TOPICWISE’ where each topic is explained in detail and covers all typologies of Questions specified by CBSE, with well labelled diagrams and high quality figures/diagrams for fast learning. Answers from CBSE Marking scheme are highlighted in order to specify the correct method of answering questions for attaining maximum marks.

Formative section of the book will assist the students to prepare for the frequent class room based evaluation, both as an individual and as a group activity. The various formative techniques include Quizzes, Chapter assignment, Work sheets, Projects, Seminar, Symposium, Action Plans, etc. These activities have been elaborated by CBSE Board on www.cbse.nic.in. The students can read through all these components while revising a chapter to be always prepared for the surprise FA’s in the class.

At last we would like to thank our authors, editors, reviewers and specially students who regularly send us suggestions which helps in continuous improvement of this book and makes this book stand in the category of “One of the Best”. Wish you all Happy Learning.

-Publisher
SYLLABUS

Sectionwise Weightage in English Communicative Class - X
For Term II (October-March)

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Reading Skills</td>
<td>20</td>
</tr>
<tr>
<td>B Writing Skills with Grammar</td>
<td>25</td>
</tr>
<tr>
<td>C Literature Textbook and Long Reading Text</td>
<td>25</td>
</tr>
<tr>
<td>D Assessment of Speaking and Listening (ASL)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Note:

- It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments.
- The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one-third of the 90 marks i.e., 30 should be added each in both Summative Assessments.
- Assessment of speaking and Listening skills (ASL) will be done formally at the term end examination in Summative-II. Schools can conduct ASL for Summative-I themselves as per the guidelines provided by the CBSE. However assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time will be three hours.

**SECTION A : READING**  20 MARKS  50 PERIODS

Qs. 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

Q. 1. A **Factual** passage 300-350 words with eight very short answer type questions.  **8 marks**

Q. 2. A **Discursive** passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis and four MCQs to test vocabulary.  **12 marks**

**SECTION B : WRITING & GRAMMAR**  25 MARKS  60 PERIODS

Q. 3. Letter to the Editor / Article in about 100-120 words will make use of any visual/verbal stimulus. and the question will be thematically based on MCB.  **5 marks**

Q. 4. Writing a short story based on a given outline or cue/s in about 150-200 words.  **10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to / had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject-verb concord
5. Reporting
   (i) Commands and requests
   (ii) Statements
   (iii) Questions
6. Clauses:
   (i) Noun clauses  
   (ii) Adverb clauses of condition, and time  
   (iii) Relative clauses  
7. Determiners, and  
8. Prepositions  
The above items may be tested through test types as given below:

Q. 5. Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 3 marks
Q. 6. Editing or Omission 4 marks
Q. 7. Sentences Reordering or Sentence Transformation in context. 3 marks

SECTION C: LITERATURE TEXTBOOK AND LONG READING TEXT

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Marks</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q. 8.</td>
<td>One out of two extracts from prose/poetry/play for reference to context. Three very short answer questions.</td>
<td>3 marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. 9.</td>
<td>Four short answer type questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each)</td>
<td>$2 \times 4 = 8$ marks</td>
<td></td>
</tr>
<tr>
<td>Q. 10.</td>
<td>One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words).</td>
<td>4 marks</td>
<td></td>
</tr>
<tr>
<td>Q. 11.</td>
<td>One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character in about 150-200 words based on prescribed novel.</td>
<td>10 marks</td>
<td></td>
</tr>
</tbody>
</table>

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series
- Main Course Book (Revised Edition)
- Workbook (Revised Edition)
- Literature Reader (Revised Edition)

Novel (either one)
- *The Diary of a Young Girl*-1947 By Anne Frank (unabridged edition)
- *The Story of My Life*-1903 By Helen Keller (unabridged edition)

Note: Teachers are advised to:
(i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
(ii) reduce teacher-talking time and keep it to the minimum.
(iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
(iv) use the performance descriptors scale 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.

Reading Section:
Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested in Formative as well as Summative Assessments.
Writing Section:

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

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 Assessment for the two terms.

Speaking and Listening Skills:

50 Periods

Since the introduction of Assessment of Speaking and Listening skills (ASL) in classes IX and X, it has become imperative to carryout speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>Literature Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prose</strong></td>
<td></td>
</tr>
<tr>
<td>1. A Shady Plot</td>
<td></td>
</tr>
<tr>
<td>2. Patol Babu</td>
<td></td>
</tr>
<tr>
<td>3. Virtually True</td>
<td></td>
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<tr>
<td><strong>Poetry</strong></td>
<td></td>
</tr>
<tr>
<td>1. Ozymandias</td>
<td></td>
</tr>
<tr>
<td>2. The Rime of Ancient Mariner</td>
<td></td>
</tr>
<tr>
<td>3. Snake</td>
<td></td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td></td>
</tr>
<tr>
<td>1. Julius Caesar</td>
<td></td>
</tr>
<tr>
<td><strong>Main Course Book</strong></td>
<td></td>
</tr>
<tr>
<td>1. Environment</td>
<td></td>
</tr>
<tr>
<td>2. Travel and Tourism</td>
<td></td>
</tr>
<tr>
<td>3. National Integration</td>
<td></td>
</tr>
</tbody>
</table>

**Long Reading Text-Novels (either one)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Diary of a Young Girl</td>
<td>March 16, 1944 to August 01, 1944</td>
<td>By Anne Frank (unabridged edition)</td>
</tr>
<tr>
<td>The Story of My Life-1903</td>
<td>Chapters 15-23</td>
<td>By Helen Keller (unabridged edition)</td>
</tr>
</tbody>
</table>

**Work Book***:

Suggested Break-up of Units for the Purpose of Classroom Teaching only-Not For Testing (see the note below).

**Term II**

1. Comparison
2. Avoiding Repetition
3. Nominalization
4. Modals
5. Active and Passive
6. Reported Speech
7. Prepositions

*Note on Workbook*

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units. Grammar will be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly, Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

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, dramatization, 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.
MIND YOUR METHOD
Does the way in which we go about learning really make a difference?

Multiple experiments have shown that

**STAYING UP LATE**
can often be counter productive.
In fact, a Harvard study found fatigue negatively affects the cortex, which stores information in the brain.

A Hendrix College study broke students into three groups - Night Owls, Morning Larks and Regular Robins - and tracked their study and sleep habits for a year. It was found that early risers and regular workers got better grades than students who preferred studying late into the nights.

**NIGHT OWLS** **MORNING LARKS** **REGULAR ROBINS**

B+  A+  A+

**CRAMMING**
Cramming often proves effective in the very short term, but those gains tend to vanish as time passes. We perform better when study sessions are spaced out over longer periods of time rather than packed into one setting.

**TESTING YOURSELF**
Frequent testing of material you have recently been exposed to can also be effective.
## Question Paper Design (Code No. 101)

### ENGLISH COMMUNICATIVE  2015 - 2016

### Class-X

<table>
<thead>
<tr>
<th>Typology</th>
<th>Testing competencies/learning outcomes</th>
<th>VSAQ 1 mark</th>
<th>SAQ 30-40 words 2 marks</th>
<th>LAQ-I 80-100 words 4 marks</th>
<th>LAQ-II 100-120 words 5 marks</th>
<th>VLAQ 150-200 words (HOTS) 10 marks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Skills</strong></td>
<td>Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.</td>
<td>12</td>
<td>04</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>20</td>
</tr>
<tr>
<td><strong>Creative Writing Skills and Grammar</strong></td>
<td>Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.</td>
<td>10</td>
<td>...</td>
<td>...</td>
<td>01</td>
<td>01</td>
<td>25</td>
</tr>
<tr>
<td><strong>Literature and Textbooks</strong></td>
<td>Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer’s message and writing fluently.</td>
<td>03</td>
<td>04</td>
<td>01</td>
<td>...</td>
<td>01</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>25 × 01 = 25 marks</td>
<td>08 × 02 = 16 marks</td>
<td>01 × 04 = 04 marks</td>
<td>01 × 05 = 20 marks</td>
<td>02 × 10 = 70 marks</td>
<td>70</td>
</tr>
</tbody>
</table>

### Assessment of Speaking and Listening Skills

<table>
<thead>
<tr>
<th>Testing competencies/learning outcomes</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency</td>
<td>20</td>
</tr>
</tbody>
</table>

### Total

- 90 marks
General Instructions:
The question paper is divided into three sections.

Section A : Reading 20 marks
Section B : Writing and Grammar 25 marks
Section C : Literature 25 marks

SECTION A : READING
(20 marks)

1. Read the following passage carefully:

As civilization proceeds in the direction of technology, it passes the point of supplying all the basic essentials of life-food, shelter, clothes and warmth. Then we are faced with a choice between using technology to provide and fulfil needs which have hitherto been regarded as unnecessary or, on the other hand, using technology to reduce the number of hours of work which a man must do in order to earn a given standard of living. In other words, we either raise our standard of living above that necessary for comfort and happiness or we leave it at this level and work shorter hours. I shall take it as axiomatic that mankind has, by that time, chosen the latter alternative. Men will be working shorter and shorter hours in their paid employment. It follows that the housewife will also expect to be able to have more leisure in her life without lowering her standard of living. It also follows that human domestic servants will have completely ceased to exist. Yet the great majority of the housewives will wish to be relieved completely from the routine operations of the home such as scrubbing the floors or the bath or the cooker, or washing the clothes or washing up, or dusting or sweeping, or making beds.

By far the most logical step to relieve the housewife of routine is to provide a robot slave which can be trained to the requirements of a particular home and can be programmed to carry out half a dozen or more standard operations (for example, scrubbing, sweeping and dusting, washing up, laying tables, making beds), when so switched by the housewife. It will be a machine having no more emotions than a car, but having a memory for instructions and a limited degree of instructed or built in adaptability according to the positions in which it finds various types of objects. It will operate other more specialized machines, for example, the vacuum cleaner or clothes washing machine.

On the basis of your reading of the passage, answer the following questions briefly.

1. What is the first basic use of technology?
2. How will women benefit from technology?
3. When will domestic servants disappear?
4. What are the advantages of using robots?
5. How do robots work?
6. What is the added function of a robot?
7. Who would you choose between a domestic servant and robot slave?
8. What are your views regarding technology and leisure in our life?

2. Read the following passage carefully:

The Sahara sets a standard for dry land. It’s the world’s largest desert. Relative humidity can drop into the low single digits. There are places where it rains only about once a century. There are people who reach the end of their lives without even seeing water come from the sky.
Yet beneath the Sahara are vast aquifers of fresh water, enough liquid to fill a small sea. It is fossil water, a treasure laid down in prehistoric times, some of it possibly a million years old. Just 6,000 years ago, the Sahara was a much different place. It was green. Prehistoric rock art in the Sahara shows something surprising: hippopotamuses, which need year round water.

“We don’t have much evidence of a tropical paradise out there, but we had something perfectly liveable,” says Jennifer Smith, a geologist at Washington University in St Louis.

At times when the Northern hemisphere tilts sharply towards the sun and the planet makes its closest approach, the increased blast of sunlight during the north’s summer months can cause the African monsoon (which currently occurs between the Equator and roughly 178° N latitude) to shift to the north as it did 10,000 years ago, inundating North Africa.

Around 5,000 years ago the monsoon shifted dramatically southward again. The prehistoric inhabitants of the Sahara discovered that their relatively green surroundings were undergoing something worse than a drought (and perhaps they migrated towards the Nile Valley, where Egyptian culture began to flourish at around the same time).

As the land dried out and vegetation decreased, the soil lost its ability to hold water when it did rain. Fewer clouds formed from evaporation. When it rained, the water washed away and evaporated quickly. There was a kind of runaway drying effect. By 4,000 years ago the Sahara had become what it is today.

No one knows how human-driven climate change may alter the Sahara in the future. It’s something scientists can ponder while sipping bottled fossil water pumped from underground.

“It’s the best water in Egypt,” Giegengack said—clean, refreshing mineral water. If you want to drink something good, try the ancient buried treasure of the Sahara.

**Answer the following questions:**

1. What is unbelievable about some places in the Sahara?
2. What does the presence of hippopotamuses in Sahara tell us about this region?
3. How was North Africa.
4. Can Sahara ever change?

**Answer the following questions by choosing the most appropriate option.**

5. Remains of plants and animals turned into rock are called:
   (a) stone  (b) gems  
   (c) anthracite  (d) fossils

6. Scientists who study the layer of the earth are called ________.
   (a) geologists  (b) physisists  
   (c) astronomers  (d) ornithologists

7. The verb form of ‘evaporation’ is:
   (a) evaporate  (b) evaporating  
   (c) evaporable  (d) evaporeon

8. The noun form of ‘discovered’ is:
   (a) discovery  (b) finding  
   (c) found  (d) discovering

**SECTION B : WRITING AND GRAMMAR** (25 marks)

3. Using ideas from the unit on ‘Environment’, you decide to write an article on the topic ‘Plastic bags should be banned.’ Write the article in about 100-120 words for a newspaper.

4. Using the hints given below develop a story in about 150-200 words:
   Wind chimes truly lure me. The soft soothing melody actually transports me to a world of peace and happiness. But after that occasion an open terrace and wind chimes signified evil. It reminded me.........
5. Read the following passage. Fill in the blanks by choosing the most appropriate options from the ones given below. Write the answers in your answer sheet against the correct blank numbers. Do not copy the whole passage.

Education is defined as (a) ________ ability of a person to read (b) ________ write. But sadly, millions of children are (c) ________ uneducated in India.

(a) (i) the (ii) an (iii) some (iv) any
(b) (i) and (ii) but (iii) as (iv) while
(c) (i) aren’t (ii) are (iii) our (iv) were

6. The following paragraph has not been edited. One word has been omitted in each line. Write the omitted word along with the word that comes before and the word which comes after against the blank number.

Before  Word  After
The United Nations educating students (a) ________ ______
on proceedings happen inside its chambers (b) ________ ______
They launching a new guide model (c) ________ ______
of the UN all over world. (d) ________ ______

7. Read the conversation given below and complete the passage that follows:

Grandma : Did your mother send these sweets ?
Roopa : No, they are my share.
Grandma : I am still hungry. Fetch more sweets from your mother.

Grandma asked Roopa (a) _________. Roopa answered in the negative saying (b) _________. Grandma then said that she was still hungry and asked Roopa (c) _________.

SECTION C : LITERATURE

Read one of the extracts given below and answer the questions that follow:

8. Well, at least he had gathered some useful information. It wouldn’t have done for him to say he didn’t know if his wife had asked in whose film he had acted and with which actor.

(a) Who is ‘he’ and from where has he gathered information ?
(b) In whose film had ‘he’ acted ?
(c) What does ‘It wouldn’t have done for him’ mean ?

Or

It will inflame you, it will make you mad :
’Tis good you know not that you are his heirs ;
For, if you should, O, What would come of it !

(i) Who is the speaker and who is he talking to ?
(ii) What is ‘it’ and why will it make the listeners ‘mad’ ?
(iii) What does ‘inflame’ mean ?

9. Answer the following questions in about 30-40 words each.

(i) What is the purpose of Antony’s speech ? Does he succeed in his mission ?
(ii) How did Michael help Sebastian regain consciousness ?
(iii) Describe the land that the traveller mentions in the poem, ‘Ozymandias’.
(iv) How does Antony show that he understood the people better than Brutus did ?
Answer one of the following questions in about 80-100 words:

10. “A play involves the work of many and it is the combined efforts of many that make a success of the play.” Based on this statement of Gogon Pakrashi and your personal observation, write an article in 80-100 words for your school magazine on “The Importance of Teamwork in Theatre”.

Or

‘Not that I loved Caesar less, but I loved Rome more.’

Brutus says this as he justifies to the Romans as to why Caesar was assassinated. Do you agree with Brutus? Justify your answer in 80-100 words by giving examples from the play. What values does Brutus display as he says this line to the Romans?

Answer one of the following questions in about 150-200 words:

11. What does Anne call herself in her last diary entry which she wrote on Aug 1, 1944? Why does she say so?

Or

Write a character sketch of Mrs. Frank, Anne’s mother.

Or

How did Helen overcome her helplessness? Explain.

Or

Write a character sketch of Mrs. Hutton.
1. Read the passage given below:

The Perfect Dog

1. In the summer of 1967, when I was 10 years old, my father caved in to my persistent pleas and took me to get my own dog. Together we drove in the family station wagon far into the Michigan countryside to a farm run by a rough-hewn woman and her ancient mother. The farm produced just one commodity—dogs. Dogs of every imaginable size and shape and age and temperament. They had only two things in common: each was a mongrel of unknown and distinct ancestry, and each was free to a good home.

2. I quickly decided the older dogs were somebody else’s charity case. I immediately raced to the puppy cage. “You want to pick one that’s not timid.” my father coached. “Try rattling the cage and see which ones are’t afraid.”

3. I grabbed the chain-link gate and yanked on it with a loud clang. The dozen or so puppies reeled backward, collapsing on top of one another in a squiggling heap of fur. Just one remained. He was gold with a white blaze on his chest, and he charged at the
gate, yapping fearlessly. He jumped up and excitedly licked my fingers through the fencing. It was love at first sight.

4. I brought him home in a cardboard box and named him Shaun. He was one of those dogs that gives dogs a good name. He effortlessly mastered every command I taught him and was naturally well behaved. I could drop a crust on the floor and he would not touch it until I gave the okay.

5. Relatives would visit for the weekend and returned home determined to buy a dog of their own, so impressed were they with Shaun—or “Saint Shaun,” as I came to call him. Born with the course of an uncertain lineage, he was one of the tens of thousands of unwanted dogs in America. Yet by some stroke of almost providential good fortune, he became wanted. He came into my life and I into his—and in the process, he gave me the childhood every kid deserves.

6. The love affair lasted fourteen years, and by the time he died I was no longer the little boy who had brought him along on that summer day. I was a man, out of college and working across the state in my first real job. Saint Shaun had stayed behind when I moved on. It was where he belonged. My parents, by then retired, called to break the news to me. My mother would later tell me, In fifty years of marriage, I’ve only seen your father cry twice. The first time was when we lost Mary Ann—my sister, who was stillborn. “The second time was the day Shaun died.”

7. Saint Shaun of my childhood. He was a perfect dog. At least that’s how I will always remember him. It was Shaun who set the standard by which I would judge all other dogs to come.

1.1 Complete the following statements:

(a) The dog farm was run by ...................................... .
(b) The author did not want an old dog because ...................................... .
(c) He fell in love with the dog the moment the latter ................................. .
(d) Shaun became so obedient that he ................................. until the author allowed him.
(e) After visiting them their relatives wanted ................................. .
(f) When Shaun died even ................................. .

Ans.

(a) The dog farm was run by a rough-shaven woman and her ancient mother.
(b) The author did not want an old dog because he decided that they could be someone else’s charity case. He wanted a puppy instead.
(c) He fell in love with the dog the moment the latter charged at the gate, yapping fearlessly instead of reeling backwards like the rest of the puppies, and licked the author’s fingers through the fence of his cage.
1.2 Find words from the passage which mean the same as the following:

(a) Urgent request (para 1)
(b) Falling (para 3)

Ans. urgent request - pleas
falling - collapsing

2 Read the following passage:

It’s Beginning to Bite

In these trying times, when buying ordinary foodstuff can burn a hole in your pockets, comes the news that can actually help us save some hard cash when we go out to shop the next time. According to a Stanford University study, the first of its kind in the world, there is no evidence to suggest that there are more nutritional benefits from expensive organic food than those grown by conventional methods. The researchers add that there is no difference in protein and fat content between organic and conventional milk and the vitamin count is similar in both types. The only benefit is that organic foods are not contaminated with pesticides but then before you chew on that plate of organic okra with roti made from organic wheat, they are not 100% pesticide free either. In India, organic food has been growing at 20-22% and the export market is valued at ₹1,000 crore. Obviously, the study is not good news for that sector and for people who are big on organic food.

In India, eating organic food is more of a style statement than due to health worries because the stuff is expensive. But people who can, do indulge in not only organic vegetables but even organic eggs laid by ‘happy hens’, who are allowed to roam around freely whereas ‘unhappy hens’ are kept in coops. Then there are companies that have installed music channels in their cowsheds and the milk from those sheds are sold at a marked up price since it has more nutritional value because the animals are happy thanks to lilting 24x7 music. We don’t know yet any farmer using music to improve his crop quality, but then you never know : plants are known to respond to music.

Why such pickiness about food? These days, the huge number of TV shows and articles that we see and read on food provide bread and butter for the specialist. But instead
of decoding food, its sources and what has gone into growing it, isn’t it much better to enjoy what’s on the plate?  

(Adapted from The Hindustan Times)

2.1 Complete the statements given below by choosing the correct options from those that follow:

(a) According to a Stanford University study, organic food in relation to conventional food is ...................... .
   (i) less nutritious
   (ii) more nutritious
   (iii) very conventional
   (iv) as nutritious

(b) The study will not be welcomed by ......................... .
   (i) farmers of conventional food
   (ii) makers of pesticides
   (iii) all sectors
   (iv) exporters of organic food

(c) We can save hard cash by ......................... .
   (i) buying organic food
   (ii) not buying organic food
   (iii) going to the shop
   (iv) not buying food with pesticides

(d) Music channels are installed in the cowshed because the ......................... .
   (i) cows then give more milk
   (ii) milk is sold at a higher price
   (iii) milk becomes more pure
   (iv) workers become happy

(e) In the second paragraph, the author’s attitude to the people who eat food sourced from ‘happy’ animals is that he ...................... .
   (i) is happy with them
   (ii) is unhappy with them
   (iii) is laughing at them
   (iv) wants crops to be grown similarly
(f) One benefit of organic food is that ......................
   (i) it is fashionable to eat
   (ii) only rich people can afford it
   (iii) it is less contaminated with pesticides
   (iv) even poor people can afford it

(g) The word ‘contaminated’ means ....................
   (i) adulterated
   (ii) for adults
   (iii) containing
   (iv) not healthy

Ans.

2. (2.1) a. as nutritious (iv)
   b. exporters of organic food (iv)
   c. not buying organic food (ii)
   d. milk is sold at a higher price (ii)
   e. is laughing at them (iii)
   f. it is less contaminated with pesticides (iii)
   g. adulterated (i)
SECTION B – WRITING

3. You are Geet / Geeta, Head Boy / Head Girl, Vanskriti School, Shimla. Your school is going to organise a trip to Leh-Ladakh during the summer vacation. Write a notice in 50–60 words for the school notice board giving the details of the trip. Imagine all the details.

Ans.

VANSKRITI SCHOOL
NOTICE
07th March 2014

TRIP TO LEH-LADAKH

This is to inform you that the school has scheduled a trip to Leh-Ladakh. This trip will take place during the summer vacation. The details are as follows:
- The trip has been scheduled for 31st May. The duration of the trip is 5 days.
- The trip is only for students of classes VIIIth and IXth.
- Six teachers will be accompanying the students.

Interested students please submit a sum of Rs 5000/- to your class teacher. The class teacher will provide you with further details.

Geete

4. You are Sumit, a student of class X. Your father has been transferred to another city resulting in a change of school for you. You have been attending your new school for you. You have been attending your new school for a week now. Write a diary entry in 50–60 words on your thoughts and feelings about your old school and new school.

Ans.

Friday, 07-03-14
1:05 p.m.

Today marks the end of a long and tedious week at my new school. The change in methodology really did a number on me. The teachers at this school are nice and helpful. However, my geography teacher seems to dislike...
Oswaal CBSE CCE Question Bank With Complete Solutions For Class 10 Term II (Oct-Mar 2016) English Communication

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