

TERM 1
SEP 2016
EXAMS

 OSWAAL CBSE CCE

QUESTION BANK

with Complete Solutions

CLASS 10

ENGLISH LANG. & LITERATURE

Summative & Formative Assessment



HIGHLIGHTS

- Strictly as per the latest CBSE curriculum
- **“Topic-wise”** presentation of chapters
- Includes CBSE Questions from 2012 to 2015 Term-1 Exams
- Includes MCQs, VSA, Short, Long & Very Long Answer Questions, Value Based & HOTS Questions
- Also includes Answers of CBSE Marking Scheme 2011 to 2015



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SEP 2016
EXAMS

 **OSWAAL**

CBSE Continuous and Comprehensive Evaluation (CCE)

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ENGLISH LANG. & LITERATURE

Summative & Formative Assessment

Includes Latest and Revised 'ASL'

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CONTENTS

- Syllabus v - viii
- Solved Paper with CBSE Marking Scheme– 2015 ix - xxiv

Summative

Assessment _____

Section A : Reading

1. Unseen Passages 1 - 28

Section B : Writing & Grammar

1. Letter Writing 30 - 38
2. Articles 39 - 47
3. Story Writing 48 - 52
4. Gap Filling 53 - 57
5. Sentence Transformation 58 - 61
6. Editing 62 - 64
7. Omission 65 - 66
8. Sentence Reordering 67 - 68

Section C : Literature Text Book & Long Reading Text

PROSE

1. A Letter to God 70 - 22
2. Nelson Mandela 73 - 75
3. Two Stories About Flying
(A) His First Flight 76 - 79
(A) Black Aeroplane 80 - 82
4. From the Diary of Anne Frank 83 - 85
5. The Hundred Dresses–I, II 86 - 89

POETRY

1. Dust of Snow 90 - 90
2. Fire and Ice 91 - 91
3. A Tiger on the Zoo 92 - 93
4. How to tell Wild Animals 94 - 95
5. The Ball Poem 96 - 97
6. Amanda 98 - 99

SUPPLEMENTARY READER : FOOTPRINTS WITHOUT FEET

1. A Triumph of Surgery 100 - 102
2. The Thief's Story 103 - 105
3. The Midnight Visitor 106 - 108
4. A Question of Trust 109 - 111
5. Footprints Without Feet 112 - 114

Novels /

Long Reading Text _____

- The Story of My Life** 116 - 124
The Diary of a Young Girl 125 - 132

Formative

Assessment _____

1. Reading 133 - 137
2. Writing 138 - 139
3. Grammar 140 - 143
4. Literature 144 - 170
5. Listening 171 - 173
6. Speaking 174 - 175

Gateway to Assessment of Speaking & Listening _____

177 - 192

SPEAKING

- Specification of Speaking
- Descriptors for Assessment of Speaking
- Speaking Plan
- Problem Solving Task

LISTENING

- Specification of Listening
- Listening Test

GATEWAY TO ASL

(For detailed 'ASL Audio / Visual Scripts,
please log onto www.cbse.nic.in)



PREFACE

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.

CCE Question Bank has been divided into two parts: Formative assessment (FA) & Summative Assessment (SA). Formative part 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.

Furthermore, the Question Bank is divided in three sections i.e. Reading, Writing & Grammar and Literature Reader and Long Reading Text. Each section is updated and in line with CBSE guidelines and syllabus. Our team has given special focus while writing for language based subjects, because this subject is not only important from examination point of view but also improves day to day communication through reading, writing and grammar skills. Solutions are always checked twice and tried to made precise as per the CBSE marking scheme. Practically, this book provides students everything they need to learn. Since we believe in continuous improvement, hence this book is updated, reviewed every year with new questions, changes in syllabus and reader's suggestions.

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

–Publisher



SYLLABUS

English Lang & Lit Class - X

For Term I (April - September)
(Code No. 184)

Course Structure

FIRST TERM

SECTION WISE WEIGHTAGE IN ENGLISH LANGUAGE & LITERATURE

Section	Total	Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbooks and Long Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

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 limit 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. 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 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 based on visual or verbal stimulus.

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.

- Tenses
- Modals (have to/had to, must, should, need, ought to and their negative forms)
- Use of passive voice
- Subject – verb concord
- Reporting
 - Commands and requests
 - Statements
 - Questions



... contd. Syllabus

6. Clauses:
7. Noun clauses
8. Adverb clauses of condition and time
9. Relative clauses
10. Determiners, and
11. 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 TEXTBOOKS AND LONG READING TEXT

25 Marks

60 Periods

- Q. 8.** One out of two extracts from **prose/poetry/drama** for reference to context. Three very short answer questions. **3 marks**
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.
- Q.9.** **Four short answer** type questions from **FIRST FLIGHT & FOOTPRINTS WITHOUT FEET** (two from each) to test local and global comprehension of theme and ideas (30-40 words each)- 2 mark each
2x4 = 08 Marks
- Q.10.** **One out of two** long answer type questions to assess how the values inherent in the texts have been brought out (**FIRST FLIGHT & FOOTPRINTS WITHOUT FEET**). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80- 100 words) **4 marks**
- Q. 11.** **One out of two Long Answer Questions** on theme or plot or character involving interpretation and inference in about 100-120 words based on prescribed novel. **10 Marks**

Prescribed Books:

Published by NCERT, Sri Aurobindo Marg, New Delhi

- **FIRST FLIGHT** – Textbook for Class X
- **FOOTPRINTS WITHOUT FEET** – Supplementary Reader for Class X

NOVEL (either one)

- **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 nonlearning. 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 Term 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.

TEXTBOOKS		
Literature Reader (Summative Assessment - I)		
<p>PROSE (First Flight)</p> <ol style="list-style-type: none"> 1. A Letter to God 2. Nelson Mandela 3. Two Stories about Flying 4. From the Diary of Anne Frank 5. The Hundred Dresses - I 6. The Hundred Dresses - II 	<p>POETRY</p> <ol style="list-style-type: none"> 1. Dust of Snow 2. Fire and Ice 3. A Tiger in the Zoo 4. How to Tell Wild Animals 5. The Ball Poem 6. Amanda 	<p>SUPPLEMENTARY READER : (Footprints Without Feet)</p> <ol style="list-style-type: none"> 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor 4. A Questions of Trust 5. Footprints without Feet
<p>Long Reading Text/Novel (either one) Diary of a Young Girl – June 12, 1942 to March 14, 1944 by Anne Frank (<i>Unabridged Edition</i>)</p> <p style="text-align: center;">OR</p> <p>The Story of My Life – 1903 Chapter 1–14 by Helen Keller (<i>Unabridged Edition</i>)</p>		



... contd. Syllabus

Question Paper Design For English Language & Literature

TIME : 3 Hours

Max. Marks : 90

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	Short Answer Questions 30-40 words 2 marks	Long Answer Questions-I 80-100 words 4 marks	Long Answer Question-II 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	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.	10	---	---	01	01	25
Literature and Textbooks	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.	03	04	01	---	01	25
Total		25 x 01 = 25 marks	08 x 02 = 16 marks	01 x 04 = 04 marks	01 x 05 = 05 marks	02 x 10 = 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90 marks

SOLVED PAPER (with CBSE Marking Scheme)	Summative Assessment-I (2015 – 16) Class–X	English Language & Literature Code–RXTO2IS
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Time : 3 Hours

Max. Marks : 70

General Instructions :

The question paper is divided into Three sections.

Section A : Reading 20 marks

Section B : Writing & Grammar 25 marks

Section C : Literature & Long Reading Text 25 marks

SECTION - A [READING]

(20 Marks)

1. Read the passage given below and answer the questions / complete the sentences that follow : (1 × 8)

In India, as perhaps in many other countries of the world, trees have been held in veneration since ancient times. Our rishis of yore retired to forests to meditate and to do penance amidst trees and “far from the madding crowd”. Our forbears loved trees and forests so much so that they even *deified* and worshipped them as abodes of *Vrikshadevata* and *Vanadevata*. Many of them were not cut without good reason. In ancient India, groves of trees and flower gardens were reared with loving care.

In ancient Sanskrit literature, there are many references to young maidens kicking the Ashoka tree to make it flower. But in fact, the kick can be administered by anyone. The method seems to work, though nobody really knows why? Some say the kick interrupts the flow of water upwards, triggering a defence mechanism which causes the tree to flower.

In Western countries people beat their walnut trees to encourage them to bear fruit. It is believed that a good beating ensures a good crop of walnuts. Like the Ashoka, the Walnut too is a tall tree. Perhaps all tall trees benefit from a sound beating occasionally.

In parts of Uttar Pradesh they resort to another stratagem to get mango trees to flower. If a tree has not given fruit in a particular year, the owner, accompanied by three or four friends, walks menacingly towards it with an axe and loudly announces his intention of cutting down the tree. His friends persuade him not to do so. When he has gone they berate the tree for not giving fruit and advise it to give plenty of fruit the next time if it wants to live. The method is said to give good results.

- Why did our rishis retire to forests?
- Who are referred to *Vrikshadevata* and *Vanadevata* in the passage?
- Why are walnut trees beaten in Western countries?
- In ancient times young maidens used to kick the Ashoka tree when it _____.
- In Uttar Pradesh mango trees are caused to flower by _____.
- According to some people kicking _____ the upwards flow of water.
- The Ashoka is a _____.
- The word ‘menacingly’ means _____.

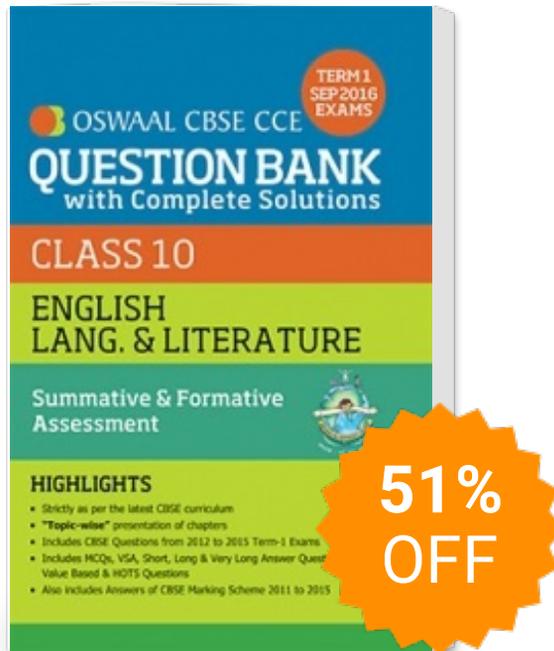
2. Read the passage given below and answer the questions that follow : (2 × 4) + (1 × 4) = 12

Give me your tired, your poor, your huddled masses yearning to breathe free.

These are the words inscribed on the Statue of Liberty in New York. But ironically, those who go there are not the poor and the wretched but the skilled and the highly qualified doctors, engineers, scientists, nurses and technicians, from other countries including India.

The urge to go to the West has become compelling in India in post-independence years. Both the world wars and political upheavals like civil wars and revolutions spawned large migrations during the first half of this century. The migrations in the latter half stemmed from economic motivation. People in power like scientists and

Oswaal CBSE CCE Question Bank With Complete Solutions For Class 10 Term I (April to Sep 2016) English Lang & Literature



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