

Summative Assessment Model Question Paper - I

Time: 3 Hours

Marks: 80

Section A	Reading Comprehension (Questions 1 to 4)	30 Marks (10+5+10+5)
Section B	Vocabulary and Grammar (Questions 5-8)	20 Marks (5+5+5+5)
Section C	Creative Writing (Questions 9-12)	30 marks (10+10+5+5)

Note:

- 15 minutes are allotted for reading the question paper in addition to 3.00 hours for writing the answers.
- All the answers are to be written in the answer booklet only.
- Students can make use of the last pages of the answer booklet for rough work, while answering the discourses.

Section - A: Reading Comprehension

1. Read the following excerpt from ‘The Storeyed House’.

The news that Bayaji was building a storeyed house spread like a cry from the rooftops.

There was only one storeyed house in the village and that belonged to Kondiba Patil. That Bayaji, an untouchable creature, should think of a rival storeyed house was too much for Kondiba to bear. Others also murmured that the untouchables were forgetting their position.

Work on the foundation had started. Dattaram Vadar was given the contract of construction. The foundation trenches were filled with mud, bits of stone and other fillings. Work progressed with speed. One day Bayaji saw Kondiba coming towards him and greeted him. ‘It’s with your blessings that I have ventured on this storeyed house.’

‘Baiju, you shouldn’t lose your head simply because you’ve set aside some money.

Do you aspire to an equal status with us by building this house? The poor should remain content with their cottage, understand?’ Kondiba remarked rather sharply.

‘No Patil, please don’t misunderstand me.’ Bayaji was a little dizzy with nervousness.

‘How do you say that? One should keep to one’s position. You shouldn’t let a little money turn your head.’

‘I only wish to build a shelter for my family. Then I shall be free to breathe my last.’

Bayaji answered.

‘Who says you shouldn’t have a house? You can have a small house with three convenient portions, a veranda in the front and at the back and the living section in the middle. Why spend unnecessarily on a storeyed house?’ Patil gave his counsel.

‘No, but.....’ Bayaji faltered.

‘You may go in for a storeyed house only if you don’t wish to stay in this village. I hope you know what I mean.’ Kondiba shot out as a warning and walked away. Other ruffians in the village threatened Bayaji in a similar manner.

Now, choose the correct answer from the options given and write in your answer script (4x1=4 marks).

1. The people in the village were murmuring that the untouchables were forgetting their positions because
 - a. the untouchables were not respecting the upper caste people
 - b. the untouchables were earning money and were not ready to serve others
 - c. the untouchables were behaving as if they were equal to the upper caste people.
 - d. Bayaji was constructing a storeyed house as that of Kondiba.
2. What do you mean by the word **us**, in the expression, ‘do you aspire to an equal status with us by building this house?’
 - a. Kondiba and his family
 - b. All rich people
 - c. All Patils in the village
 - d. Kondiba and Dattaram Vadar
3. Why does Bayaji say, ‘It’s with your blessings that I have ventured on this storeyed house?’
 - a. Kondiba has given some money to Bayaji to build a house
 - b. Bajaji is expressing his humbleness
 - c. Bayaji is seeking approval from Kondiba for constructing a big house
 - d. Bayaji is trying to justify his decision to construct a big house
4. What type of text is this passage?
 - a. Narrative
 - b. Description
 - c. Biographical sketch
 - d. Report

Answer in one or two sentences in your own words.

(3x2=6 marks)

5. What does Bayaji mean by saying, ‘ Then I shall be free to breathe my last?’
6. ‘No, but.....’ Bayaji faltered. Why does the writer use the word falter in this context?
7. What would be the possible actions Kondiba intends do by saying ‘You may go in for a storeyed house only if you don’t wish to stay in this village?’

2. Read the following poem and answer the questions given at the end. Choose the correct answer from the options given and write in your answer script for questions 3 to 5. All questions carry equal marks. (5x1=5 marks)

If mice could roar
And elephants soar
And trees grow up in the sky;
If tigers could dine
On biscuits and wine,
And the fattest of men could fly!
If pebbles could sing
And bells never ring
And teachers were lost in the post;
If a tortoise could run
And losses be won, and bullies be buttered on toast;
If a song bought a shower,
And gun grew a flower;
This world would be nicer than most.

- Ruskin Bond

1. What is the central idea of the poem?
2. Does the poet believe or not believe that the world could be made nicer than most? Justify your answer.
3. Which of the following do you think may be possible?
 - a. Tigers dining on biscuits and wine
 - b. Teachers losing in the post
 - c. Gun growing a flower
 - d. A song bringing a shower

4. Why the poet has used the expression “if ... the fattest of men could fly”?
 - a. to emphasize the point that man can never fly
 - a. to suggest that if a man is very thin he may be able to fly
 - b. to bring in an element of humour in the poem
 - c. to show that fattest men have several disadvantages
5. The expression “If ... bullies (could) be buttered on toast” is used to suggest that:
 - a. bullies do not like to be buttered on toast
 - b. we need something to butter on toast
 - c. the poet does not like bullies
 - d. bullies being buttered on toast is something impossible

3. Read the following passage.

There was once a town in the heart of America where all life seemed to live in harmony with its surroundings ... Even in winter the road-sides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow. ...

Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death.... There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours....

There was a strange stillness... The birds, for example where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted...It was a spring without voices; only silence lay over the fields and woods and marsh.

On the farms the hens brooded, but no chicks hatched... The apple trees were coming into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit.

The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers no longer visited them, for all the fish had died.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams.

No witchcraft, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves.

**Now, choose the correct answer from the options given and write in your answer script.
(4x1=4 marks)**

1. What is the passage about?
 - a. a town in the heart of America
 - b. the unexplainable deaths of birds, animals and people
 - c. total environmental disaster caused by man
 - d. the deserted feeding stations in the backyard
2. The apple trees were not bearing fruit because
 - a. there was no water
 - b. there were no trees
 - c. there was no pollination
 - d. there were no people to nurture
3. The writer says, “it was a spring without voices”, because
 - a. there were no bees and birds.
 - b. there were no trees
 - c. fire destroyed the vegetation
 - d. there were no living beings
4. The expression ‘had silenced the rebirth of new life?’ means
 - a. the possibility of new life had been taken away
 - b. animals and birds had been made silent
 - c. life on earth had been endangered
 - b. there had been drastic changes in the seasons.

Answer in one or two sentences in your own words.

(3x2=6 marks)

5. Why does the writer say that there was a shadow of death?
6. What according to you the white granular powder be?
7. The writer says, ‘People themselves are responsible for the disaster.’ Cite one example of the disastrous action done by the people.

4. Read the following passage and answer the questions given at the end. Choose the correct answer from the options given and write in your answer script for questions 3 to 5. All questions carry equal marks. (5x1=5 marks)

“They came on a Wednesday,” said Sunday, “Many, many big lorries. They took all day unloading them. No-one told us what was in them. They gave the Chief a brown paper bag-I saw him smiling as the lorries drove away. This was five years ago. Then three months ago, one of

the brightest boys in the village - Thomas Agonyo - started university in Lagos. He came home one weekend with a new Chemistry book, and spent all day looking at the drums and writing things down and talking to himself and shaking his head. We all thought he had gone mad. Then he called a meeting of the village and told us that the drums contained poisonous chemicals. He said they had come from Italy. But I don't know where that is. Is it in Europe?"

Mr. Sunday Nana stopped, frowning, a troubled look on his face, "In the last five years, 13 people have died in this village, my own elder brother one of them. They have been in pain, terrible pain. We have never seen deaths like that before. Lots of our children are sick. We have asked the Government to take the drums away, but they do nothing. We have written to Italy, but they do nothing. The Chief says we should move our houses to another place. But we have no money to buy land. We have no choice. We have to stay here. "And they" pointing to the mountain of death in the clearing - "are our neighbours."

1. Why has Italy dumped the drums containing poisonous chemicals in Nan's village?
2. Why hasn't the African government taken away the drums in spite of the repeated requests from the people?
3. What is the tone of the expression "They are our neighbours"
 - a. anger b. agony c. happiness d. hatred
4. people in the village cannot move away?
 - a. they have no money b. they cannot live in other places c. they are emotionally attached to the place d. they don't trust the chief
5. "They came on Wednesday." Who is "they" referred to?
 - a. the people who brought the drums b. the big lorries c. the big drums d. the Italians

Section - B: Vocabulary & Grammar

5. Read the following passage and write the suitable answer against each number in your answer sheet by choosing from the alternatives given below. (5x1=5 marks)

A young man asked Socrates the secret to success. Socrates told (1) young man to meet him near the river the next morning. They met. Socrates asked the young man to walk with him toward the river. When the water got up to their neck, Socrates took the young man (2) surprise and ducked him into the water. The boy struggled to get out but Socrates was strong and kept him there until the boy started (3) blue. Socrates pulled his head out of the water and the first thing the young man did was to gasp and take a deep breath of air. Socrates asked, "What (4) you want the most when you were there?" The boy replied, "Air." Socrates

said, "That is the secret to success. When you want success as (5) as you wanted the air, then you will get it." There is no other secret.

- | | | | |
|-------------------|------------|-----------|----------------|
| 1. a). a | b).an | c). the | d). some |
| 2. a). with | b).on | c). by | d). in |
| 3. a). turn | b).turning | c). turns | d). turned |
| 4. a). did | b).do | c). does | d). have |
| 5. a). more badly | b).bad | c). badly | d). most badly |

6. Read the following passage focusing on the parts that are underlined and answer the questions given at the end. (5x1=5 marks)

Savitri established her credentials with '*Ardhangi*'(1955) . She gave an exceptionally (1) brilliant performance as a woman forced to marry a mentally retarded person. She nurses him back to health. She also teaches a lesson to her in-laws who conspire against her husband.

Savitri captured the audiences with her charm and magnificent (2) acting. She was able to convey a wide range of feelings through her expressive eyes. Her mischievous look - it captivates anyone; the look of fake anger provokes, the look filled with real anger pierces the heart. The look of passionate (3) while waiting for her lover; the pain filled look when her love fails; the confident look that seems ready to face any situation, all these myriad emotions (4) are hidden in her eyes .The dimensions are endless and pages can be filled to describe the magic spell of her eyes (5).

1. Choose an appropriate synonym from among the given options.

- | | | | |
|---------------|---------------|-----------------|-----------------|
| a. abnormally | b. uncommonly | c. particularly | d. considerably |
|---------------|---------------|-----------------|-----------------|

2. Choose an appropriate antonym from the given options.

- | | | | |
|-----------|---------|------------|-------------|
| a. humble | b. mean | c. trivial | d. ordinary |
|-----------|---------|------------|-------------|

3. Use the correct form of the word.

- | | | | |
|------------|-----------------|-----------------|---------------|
| a. passion | b. passionately | c. Passionating | d. passionate |
|------------|-----------------|-----------------|---------------|

4. The word *myriad* in the expression *myriad emotions* means.

- | | | | |
|--------------|----------------|------------------|--------------|
| a. different | b. innumerable | c. extraordinary | d. brilliant |
|--------------|----------------|------------------|--------------|

5. Meaning of the expression 'the magic spell of her eyes'.

- | | |
|---|--------------------------------|
| a. Beware of the camera eyes | b. She has beautiful eyes |
| c. Everybody eyes at her beautiful clothes. | d. Her eyes filled with tears. |

7. Read the passage carefully. Each number indicates some error in the sentence. Edit the passage by making necessary changes in each sentence and write the changes you have made in your answer sheet. (5x1=5 marks)

The Second World War broke out in 1939, when I was eight years old. (1) For reasons I have never able to understand, a sudden demand for tamarind seeds erupted in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. (2) A day's collection would fetch to me the princely sum of one *anna*. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani. Our area, being isolated was completely unaffected by the War. (3) But soon India was forced join the Allied Forces and something like a state of emergency was declared. The first casualty came in the form of the suspension of the train halt at Rameswaram station. (4) The newspapers now had to be bundle and throw out from the moving train on the Rameswaram Road between Rameswaram and Dhanuskodi. (5) That forced my cousin Samsuddin, distributed newspapers in Rameswaram, to look for a helping hand to catch the bundles and, as if naturally, I filled the slot.

8. Read the conversation given below. Each number indicates some error in the sentence. Edit the passage by making necessary changes in each sentence and write the changes you have made in your answer sheet. (5x1=5 marks)

Old Giant: The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. (1) Then they invites the North Wind to stay with them. When he came, he was wrapped in heavy furs. (2) He roared all day about the garden and rejoiced in blow the chimneypots over.

North Wind: (3) This is a delightfully spot; we must ask the Hail to come on a visit.

Old Giant: So the old Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, (4) and then he ran round and round the garden as fastest as he could go. He was dressed in grey, and his breath was like ice. (5) I sat at the window and looked into at my cold white garden.

The Giant: I cannot understand why the Spring is so late in coming. I hope there will be a change in the weather.

Section - C: Creative Writing (Discourses)

Question 9: (10 Marks)

Read the passage given below.

It was winter. The ponds were all frozen. At the court, Akbar asked Birbal, "Tell me Birbal! Will a man do anything for money?" Birbal replied, 'Yes'. The emperor ordered him to prove it.

The next day Birbal came to the court along with a poor Brahmin who merely had a penny left with him. His family was starving. Birbal told the king that the Brahmin was ready to do anything for the sake of money. The king ordered the Brahmin to be inside the frozen pond all through the night without any attire if he needed money.

The poor Brahmin had no choice. The whole night he was inside the pond, shivering. He returned to the durbar the next day to receive his reward. The king asked "Tell me Oh poor Brahmin! How could you withstand the extreme temperature all through the night?" The innocent Brahmin replied "I could see a faintly glowing light a kilometer away and I withstood with that ray of light."

Akbar refused to pay the Brahmin his reward saying that he had got warmth from the light and withstood the cold and that was cheating. The poor Brahmin could not argue with him and so returned disappointed and bare-handed. Birbal tried to explain to the king but the king was in no mood to listen to him.

The Brahmin reached home shivering with cold. At home his wife was waiting for him. When he entered the house his wife came near him.

'What happened to you, dear?'

What would be the conversation between the Brahmin and his wife?

OR

Narrate the thoughts of the Brahmin when the King refused to pay him money.

Question 10: (10 Marks)

Look at the picture. You may write a news report on the accident. You may make use of the following hints:

What did happen? Where did it happen? When and how did it happen? Who were the people affected?



OR

Imagine that you were one of the eye witnesses of the accident. Write a letter to your friend about what you felt when you watched the accident.

Question 11: (5 marks)

Look at the picture given below. Prepare a poster on making people aware of the pollution caused by plastic.



Question 12: (5 Marks)

Look at the picture given below. What do you see in it? Have you ever come across children living in streets? What could be their problems? What can you do to help them?



Now, write a notice exhorting your friends to raise funds for the welfare of street children in the country.

Key:

Question 1: 1.d 2.a 3.c 4.a

Question 2: 3.b 4.a 5.d

Question 3: 1.c 2.c 3.c 4.a

Question 4: 3.b 4.a 5.a

Question 5: 1c; 2 c; 3 b; 4 a; 5.c

Question 6: 1 a; 2 d; 3 a; 4.b; 5.c

Question 7:

1. I have never been able to
2. fetch me
3. forced to join
4. to be bundled and thrown
5. my cousin Samsuddin who distributed.

Question 8:

1. Invited
2. Blowing
3. Delightful
4. As fast as
5. Look out

Indicators for 1 mark and 2 marks questions:

1 mark - contextual relevant and proper structure sentence structure (1/2 mark each).

2 marks - contextual relevant and proper structure sentence structure (1 mark each).

Assessment Indicators for a Conversation

1. writing dialogues with five to ten exchanges
2. using proper sequence of exchanges
3. sustaining the conversation with social norms (being polite, reflecting relationships etc.)
4. using discourse markers (well, precisely etc.)
5. using short responses and tags wherever necessary
6. using dialogues apt to the context
7. using appropriate cohesive devices
8. using well-formed constructions
9. maintaining conventions of writing – spelling
10. using proper punctuations

Note: All indicators (except 1) carry one mark each; indicator 1 carries 2 marks.

Assessment Indicators for a Narrative

1. containing a sequence of events and dialogues
2. evoking sensory perceptions and images
3. evoking emotions
4. writing about setting and other details
5. using characterization
6. maintaining coherence
7. reflecting point of view
8. using well-formed constructions
9. maintaining conventions of writing –spelling
10. using proper punctuations

Note: All indicators carry one mark each.

Assessment Indicators for a personal/ informal letter

1. using language appropriate to the context
2. using appropriate format, layout
3. using appropriate conventions (salutation, endorsement, etc.)

4. expressing ideas sequentially
5. using persuasive language
6. maintaining coherence
7. reflecting relationship
8. using well-formed constructions
9. maintaining conventions of writing –spelling
10. using proper punctuations

Note: All indicators carry one mark each.

Assessment Indicators for a Poster

1. showing the context (occasions and purposes)
2. using appropriate format, layout and design
3. maintaining brevity
4. using rhythmic language
5. using well-formed constructions

Note: All indicators carry one point each.

Assessment Indicators for a Notice

1. showing the context
2. using appropriate format, layout and design
3. using persuasive language
4. organization
5. using well-formed constructions

Note: All indicators carry one mark each