

## Summative Assessment Modal Question Paper - II

**Max. Marks:** 80

**Time:** 3 Hours

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

**Note:**

1. 15 minutes are allotted for reading the question paper in addition to 3.00 hours for writing the answers.
2. All the answers are to be written in the answer booklet only.
3. 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 passage given below.**

On my way home from the bus stop, my trunk had been carried by a porter. The problem now was we couldn't find anyone who could help me carry the trunk to the bus stop. At another time of the year, we would have easily found someone to help me, but now most of the villagers were busy in the fields. Nobody had time to spare for me. In fact, carrying the trunk should not have been such a worry for me except that my education had made me shun physical labour. After all, I was a government officer and the idea of people seeing me carry my own luggage was not at all amusing. Otherwise, for a young man like me it should not have been an issue to carry a 20- kilo chest on my back.

Finally, my father came up with a solution. 'Don't worry. I myself will see you off at Dirang.'

I protested. How could I allow my old father to carry my trunk? What would people think? What would they say? But I failed to dissuade him. It was decided that father would carry the chest.

A large crowd gathered at our place the day I was to leave. People had come to wish me luck. It was 10.20 when I left for Dirang. My father had already left. As I had to do a bit of catching up, I walked fast. Three kilometres down the road, I caught up with my father. Father said, 'You are late. Would you like to rest for some time?'

Having walked fast I was tired. Moreover, I had to cross two hills on the way up to the spot. I quickly sat down on a rock. My father laughed at my plight.

‘So this little distance has tired you? Rest for a while. But we have to be in time for the bus.’

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

1. Carrying the trunk to the bus stop was a worry for the writer because .....
  - A. the trunk was very heavy.
  - B. there was a long distance walk to the bus stop.
  - C. he didn't want others watch him carrying his own luggage.
  - D. well-educated people are not supposed to carry luggage.
2. The writer did not go to the bus stop along with his father because .....
  - A. he was ashamed to walk with his father who was carrying the luggage.
  - B. a lot of people had come to his place to wish him good luck.
  - C. he was busy doing some work at home.
  - D. he waited till 10.20 to leave his home.
3. The real feeling in the writer's mind which made him protest the idea of father carrying the trunk was .....
  - A. his love and respect for his father.
  - B. his false notion of dignity.
  - C. his worries about others.
  - D. His readiness to carry the trunk
4. The type of text given here is .....
  - A. a picturesque description
  - B. an expository essay
  - C. a detailed report
  - D. an autographical narrative

**Answer the following questions in one or two sentences.**

**(3x2=6 marks)**

5. ‘My father laughed at my plight.’ What was the plight and why did he laugh?
6. What is the message that you get from the text?
7. While reachin home the writer did not have any problem with his luggage but on his return journey this became a problem. Why?

**2. Read the following passage carefully.**

It was a unique friendship that developed between a French-Canadian priest and one of the world's greatest film directors, and had a singular impact on Bengali films both academically and practically. It was en-route to India in 1961, at a stopover in New York, that 26-year- old Fr.

Gaston Roberge was acquainted with the works of Satyajit Ray through the Apu Trilogy. He found the world of Apu so fascinating that he saw all three films in one sitting; and there began his longstanding love affair with the people of India and Bengali cinema and culture, which led to path-breaking work in those fields. In his latest book, *Satyajit Ray, Essays: 1970-2005*, a compilation of his essays as the name suggests, being published by Manohar Publishers, New Delhi, Roberge provides a scholarly, original analysis of Ray's works, giving an insight into the greatness of Ray both as a person and as an artist.

"The Apu Trilogy was, in fact, my first portal to West Bengal and its people," he told *Frontline*. In his youth, all he knew of Bengal was through Mircea Eliade's *La Nuit Bengalie*, some of Tagore's poems, and a *Reader's Digest* article on Mother Teresa. If the harsh image of poverty brought out by the article on the "Saint of the Slums" haunted him, Apu's world came as a reassurance. "No. Apu, Sarbajaya, even Harihar did not need my help-but how not to love them? I thought it was fortunate that I would soon be among them," he wrote.

**Now, choose the correct answer from the options given and write in your answer sheet, (3x1=3 marks)**

1. The purpose of the passage is .....
  - A. to provide reader with a complete picture about Ray.
  - B. to show how Ray can be considered one of the stalwarts of Bengal.
  - C. to throw some insights into Ray's work in order to raise the enthusiasm to know more about him.
  - D. to introduce the films made by Ray.
2. Which of the following words given in the passage means 'on the way'.
 

A. path-breaking	B. en-route
C. compilation	D. portal
3. The narrator knew about Bengal through an article on Mother Teresa in ———
  - A. Reader's digest
  - B. Frontline
  - C. Manohar publishers
  - D. La Nuit Bengalie

**Answer the following question in one or two sentences.**

**(2x1=2 marks)**

4. How did you feel as an Indian when you read the line, 'and there began his longstanding love affair with the people of India and Bengali cinema and culture'?
5. Who wrote the book, '*Satyajit Ray, Essays*' and what was the book about?

**3. Read the passage carefully.**

Tyagaraja was born at Tiruvarur in Tanjavur District of Tamil Nadu on May 4, 1767. He was the third child of his parents, Ramabrahmam and Sitamma. They spoke Telugu at home. Tyagaraja had an elder brother named Panchapakesan or Jalpesan.

There was music in Tyagaraja's blood. His mother was a good singer. He had his first lessons in music from her. His father was a good scholar in Telugu and Sanskrit. He learnt both the languages from him. When he was seven years old, the family moved to a village called Thiruvaiyaru.

Tyagaraja was interested in music from his childhood. Even as a young boy he used to compose songs and write them on the walls of his house. Noticing his son's interest in music, his father took him to Sonti Venkataramayya, a musician at the court of King Sarabhoji of Tanjavur. Tyagaraja became his disciple and learnt music from him.

When he grew up, he spent most of his time composing songs and singing them in front of the idol of Lord Rama in his house. He married at the age of eighteen. He had only one child, a daughter named Sitalakshmi. Once a week, he went along the streets singing songs in praise of God and maintained his family with what people gave him. He never cared for wealth. He did not want to join the royal court. sBut his elder brother, Jalpesan, wanted him to earn money through his music.

One day the Raja of Tanjavur invited Tyagaraja to sing in his court. He offered him a gift of fifty acres of land and a lot of gold coins. But Tyagaraja refused to sing in the King's Court. Jalpesan, his elder brother was wild with anger. "Your Rama is not going to give you food. Why don't you sing in the king's court? We can be rich and live a happy life," he said to Tyagaraja. But Tyagaraja did not heed his brother's words. Jalpesan took the idol of Lord Rama and threw it into the river Kaveri.

Not finding his deity at home, Tyagaraja was in a great sorrow. He composed many songs in praise of Lord Rama and sang them with great feeling. After two months he had a dream. In his dream, he saw the place where his idol of Lord Rama was lying. The next morning he went to the place, found the idol and brought it back home. In a joyful mood, he sang many fine songs in praise of his deity.

**Choose the correct answer from the options given and write in your answer sheet. (4x1=4 marks).**

1. Tyagaraja refused the gift of land and gold coins offered to him by the king because .....
  - A. His songs were his dedications to God.
  - B. He had sufficient money to live.

- C. He enjoyed singing on the streets more.  
D. He did not have any respect for the king.
2. Jalpesan threw the idol of Rama into the river because .....
- A. the king had ordered him to do so.  
B. he wanted to stop Tyagaraja singing in praise of Rama  
C. Rama was not giving them any food.  
D. he was a cruel person who had no faith in God.
3. Tyagaraja got back his idol because .....
- A. Lord Rama himself told Tyagaraja where the idol was lying.  
B. his brother told him where he had thrown the idol.  
C. he found the idol in a place quite unexpectedly.  
D. in his dream he saw the place where the idol was lying.
4. The type of text have you read just now is .....
- A. a biographical sketch  
B. a description  
C. an essay  
D. a report

**Answer the following questions in two or three sentences.**

**(3x2=6 marks)**

1. 'Tyagaraja did not heed to his brother's words.' Do you think Tyagaraja did right? Justify your answer.
2. Tyagaraja composed many songs when he was in great sorrow and also when he was in a joyful mood. Why do you think it was possible?

**4. Read the following poem.**

Be thankful that you don't already have everything you desire.  
If you did, what would there be to look forward to?  
Be thankful when you don't know something,  
for it gives you the opportunity to learn.  
Be thankful for the difficult times.  
During those times you grow.  
Be thankful for your limitations,  
because they give you opportunities for improvement.  
Be thankful for each new challenge,  
because it will build your strength and character.

Be thankful for your mistakes.  
They will teach you valuable lessons.  
Be thankful when you're tired and weary,  
because it means you've made a difference.

It's easy to be thankful for the good things.  
A life of rich fulfillment comes to those who  
are also thankful for the setbacks.  
Gratitude can turn a negative into a positive.  
Find a way to be thankful for your troubles,  
and they can become your blessings

**Now, choose the correct answer from the options given and write in your answer sheet. (3x1=3 marks).**

1. According to the poet we need new challenges because .....
  - A. they give us opportunities for improvement
  - B. they strengthen our character
  - C. they help us grow
  - D. they give us opportunity to learn
2. According to the poet we look forward in life when .....
  - A. we have nothing
  - B. we have everything
  - C. we have expectations
  - D. we have no desires
3. The message that the poem gives us is .....
  - A. be optimistic
  - B. be pessimistic
  - C. be disinterested
  - D. be detached

**Answer the following questions in one or two sentences. (2x1=2 marks).**

4. What according to the poet gives us opportunity to learn?
5. According to you whose life will be better? The life of a person who has everything or that of person who don't have anything? Why?

**Section-B: Vocabulary & Grammar**

**5. The passage given below contains some errors. The sentences containing errors are numbered. Identify the errors and write the correct words/ phrases/ sentences against each number in your answer sheet. (5x1=5 marks)**

(1) It was a well-known preacher who found dead in a first-class railway carriage with a third-class ticket in his pocket. And as for books, who has any morals where they are concerned? I remember some years ago the library of a famous divine and literary critic, who had died, being old. (2) It was a splendid library of rare books, chiefly concerned seventeenth-century writers, about whom he was a distinguished authority. Multitudes of the books had the marks of libraries all over the country. (3) He had borrowed them and never found a convenience opportunity of returning them. They clung to him like precedents to law. (4) Yet he was a holy man and preaches admirable sermons, as I can bear witness. And, if you press me on the point, I shall have to own that it is hard to part with a book you have come to love.

It is possible, of course that the gentleman who took my silk umbrella did really make a mistake. Perhaps if he knew the owner he would return it with his compliments. After my experience to-day, I think I will engrave my name on my umbrella. (5) But not on that baggy thing in the corner standing. I do not care who relieves me of that. It is anybody's for the taking.

**6. In the passage given below, some words are missing. Choose the correct word from the given options and write them in your answer sheet. (5x1=5 marks)**

Homework has been given to students to reinforce what they learn at school, and to help them learn the material (1) ..... (2) ....., too much homework is not helpful and (3) ..... be counter- productive. Excessive amounts of time spent on completing homework can (4) ..... the kid's social life, family time and it limits their (5) ..... in sports and other activities.

- |                   |               |                 |                   |
|-------------------|---------------|-----------------|-------------------|
| 1. (a) good       | (b) better    | (c) more better | (d) best          |
| 2. (a) Tough      | (b) However   | (c) In addition | (d) Therefore     |
| 3. (a) should     | (b) must      | (c) can         | (d) would         |
| 4. (a) take away  | (b) take back | (c) take down   | (d) take off      |
| 5. (a) attachment | (b) dimension | (c) compulsion  | (d) participation |

**7. There are some gaps in the conversation given below. Choose the correct word to fill in the gaps and write them in the answer sheet. Make use of the clues given in the brackets. (5x1=5 marks)**

**Aunt Jane** : Well, that's all right. But I still don't altogether understand. This house- it's very lovely- but.....(1).....(do/ cost) a great deal for rent?

**Jack** : Rent? Oh, no, we don't pay rent.

**Aunt Jane** : But Jack, if.....(2).....(pay rent), you'll get turned out- into the street. And that would never do. You've Jill and the baby to think of now, you know.

**Jack** : No, no, Aunt Jane. You misunderstood me. We don't pay rent because ..... (3).....(house/ ours) .

**Aunt Jane** : Yours?

**Jill** : Why, yes; you just pay ten pounds and it's yours.

**Jack** : You see, Aunt Jane, we realized how uneconomic it is to go on paying rent year after year, when .....(4).....(buy/ enjoy) a home of your own for ten pounds- and a few quarterly payments, of course. Why Mr. Tenant when .....(5).....(be/ owner) ?

**Aunt Jane** : I see. Yes, there's something in that. Even so you must be getting on very well to keep up a place like this.

**8. The following passage contains some errors in the sentences that are numbered. Edit the passage and write the changes you have made in your answer sheet. (5x1=5 marks)**

(1) It is time we look at the latent causes. Where does the strength of India lie? (2) Not in numbers, not necessary in our moral stands on international issues. (3) In modern times, the strength of a nation lies in it's achievement in science and technology. This is not to say that other fields do not count. In the five decades after independence, we have yet to demonstrate our originality in applied science and technology. (4) Though Japan also started like us, on cultivating technology of West, the Japanese adapted and improved originality in the areas of science and technology. The generation which is at the helm of affairs in science and technology in our country, mostly consisted of self-seekers. (5) By and by, with a few exceptions, the science and technology managers in India concentrated in gaining power and influence. They loved publicity.



### Section – C: Writing Discourses

#### Question 9:

Read the following news report carefully.

**Andhra teen becomes youngest woman to scale Everest**



(Malavath Purna and Sadhanapalli Anand Kumar, students of the A.P. Social Welfare Residential Schools, after having reached 21,300 ft on way to scaling Mount Everest (29,035 feet).

In a historic feat for Indian mountaineering, 13-year-old Malavath Purna on Sunday became the youngest female climber to scale the Mount Everest. Purna a tribal girl from Nizamabad district was accompanied by Sadhanapalli Anand Kumar (16), a Class IX student from the Khammam district of Andhra Pradesh, and completed the feat this morning.

Anand and Purna are both students of Andhra Pradesh Social Welfare Educational Society.

“They climbed Everest at 6 am today after a 52-day long expedition,” the official said.

“Purna created a record by becoming by youngest girl to climb the Everest,” he said.

The duo were selected among about 150 children who were initially chosen for adventure sports as part of the society’s initiative to promote excellence in the students of the society, he said. Twenty of them were sent to a prestigious mountaineering Institute in Darjeeling for training and nine among them were sent on expedition to Indo-China border earlier. The two students with a higher degree of toughness and endurance were sent to the Everest Expedition in April, he said.

The two students were now returning to the base camp, the official added.

(Source: The Hindu 25 May 2014)

**Imagine that you are one of the classmates of Purna. Write a letter to your friend studying in Chennai, describing Purna's achievement. (10 marks)**

OR

**Imagine that the village people had conducted a programme to honour Purna and that you have to make a speech on the occasion. Prepare a speech congratulating Purna on her victory.**

**Question 9:**

**Look at the picture. What do you see in it? Who are these people? What are they doing? What are the other things that come to your mind? You may write a paragraph describing the picture. (10 marks)**



OR

**Develop a conversation that may have taken place between the girl who is holding the bucket and the child standing before her. (10 marks)**

**Question 10:**

**Read the following narrative.**

One day when I was in fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore the sacred thread. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the new teacher saw it, I was asked to go and sit on the back bench. I felt very sad.

**If you were in the narrator's place how you would feel? Write the diary entry of your thoughts. (5 marks)**

**Question 11:**

Imagine that you are the president of the Health Club in your school. Most of the students in your school come from slums. They do not come to school regularly as they fall sick very frequently.

**Prepare a poster on 'The Significance of Personal Hygiene' for displaying on the notice board at your school. (5 marks)**

The indicators for Reading Comprehension: 2 marks question

1. Answer is contextually relevant (1 mark)
2. Used grammatically correct sentences (1/2 mark)
3. Used proper word forms (1/2 mark)

**1 Mark Question**

1. Answer is contextually relevant (1/2 mark)
2. Used grammatically correct sentences (1/2 mark)

**Key:**

**1. Answers:** 1. C, 2. B, 3. A, 4. D

**2. Answers:** 1. C, 2. B, 3. A, 4. D

**3. Answers:** 1. A, 2. B, 3. B, 4. A

**4. Answers:** 1. B, 2. C, 3. A

**5. Answers:** 1. who was found dead, 2. concerned with, 3. convenient opportunity, 4. preached, 5. standing in the corner

**6. Answers:** 1. (b), 2. (b), 3. (c), 4. (a), 5. (d)

**7. Answers:** 1. Doesn't it cost; 2. You don't pay rent; 3. the house is ours; 4. you can buy and enjoy; 5. you can be Mr. Owner.

**8. Answers:** 1. looked at, 2. Necessarily, 3. Its, 4. by cultivating, 5. By and large

**Assessment Indicators for Creative Writing - Discourses**

**Personal/ informal letter**

1. stating the context
2. using language appropriate to the context
3. using appropriate format, layout
4. using appropriate conventions (salutation, endorsement etc.)
5. expressing ideas sequentially
6. using persuasive language
7. maintaining coherence

8. using well-formed constructions
9. using proper word forms
10. maintaining conventions of writing

(Note: All indicators carry one mark each.)

### Speech

1. contextual relevance
2. organisation of ideas
3. use of argumentative/ persuasive/ interactive language
4. use of discourse markers
5. citation of examples, quotations etc
6. coherence
7. presenting a point of view
8. using well-formed constructions
9. using proper word form
10. maintaining conventions of writing

(Note: All indicators carry 1 mark each)

### Description:

1. creating vivid images
2. using variety of sentence forms
3. proper sequencing of ideas (avoiding digression)
4. giving personal reflections on the event or persons
5. using appropriate cohesive devices such as pronouns, connectives etc.
6. using syntactically well-formed constructions
7. using proper word forms (tense, aspects, PNG agreement markers, affixes)
8. maintaining conventions of writing –spelling
9. maintaining conventions of writing

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

### 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

(Note: All points except 1 carry 1 mark each; 1 carries 2 marks)

**Diary**

1. using expression of personal reflections, thoughts and feelings
2. using language appropriate to the mood
3. self criticism and future plans
4. coherence
5. using well-formed structures

(**Note:** All indicators carry one point each.)

**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.)