

# SAMPLE WORKSHEET FOR LISTENING TEST

## 1. Task 1

Genre – Vox pop

Topic – environment

### Listening Text - 1:

**Speaker - 1:** Oh, I love these long, hot summers we have nowadays. It used to be cold by September and now it's still warm and you can walk outside in your T-shirt. And the garden looks great. You can even plant things twice in one year and they'll grow. So now you can have your own vegetables for nearly half the year. I really could get used to this global warming if it means I get to enjoy the sunshine for this length of time in the year!

**Speaker - 2:** I remember when all this was fields with cows and goats. Sadly, now there are houses everywhere and people drive to work. Instead of having farms and growing enough food for ourselves, we import all our food from other countries. No one seems to do the old kinds of jobs. No one can be bothered to make anything, in fact to do any physical work at all. They call this progress?

**Speaker - 3:** The centre of our city looks terrible nowadays. The people living here have let it become dirty and ugly. There's graffiti on the walls and there are film posters just about everywhere. As for the growing heaps of garbage, the less said the better. Our city could really do with a massive campaign. It makes me depressed to think that this was the city which used to be called the Garden City, a haven for old and young alike.

**Speaker - 4:** It's amazing what science can do, isn't it? Take food, for example. We can produce lots more different types of food and more of it because of modern technology. And housing. How quickly we can build homes for masses of people moving into our cities. In education children's lives are enriched with all the wonders of technology. And then industry. Factories now often use robots to do the boring tasks so humans can use their skills more productively.

**Speaker - 5:** I saw a programme on TV recently about water and the fact that there is a shortage of water in many countries because of Global Warming. If scientists could find an economic way to get clean water from the sea, surely that would solve the problem? I know I make it sound too simple but there are countries and governments

that share the oceans and they need to do more to work together. By the end of the programme, I was a bit depressed, to be honest. (401 words)

**You will hear five short extracts of people talking about the environment. Read the statements below then listen to the extracts and match each statement A – G to each speaker 1 - 5. You will hear the recordings twice.**

audience.

Mithun: He had so many facts at his finger-tips, didn't he? And he made sure to back up his points with statistics.

Harish: Yes, not to forget the way he mixed real-life stories with statistics! It really made the presentation stand out from the rest.

Mithun: True. Did you notice the way he got us involved in the presentation?

Harish: How do you think he did that?

Mithun: He asked us so many questions and made us really think. It felt as though we were part of the presentation!

Harish: Ah, I see your point. If I'm not mistaken, only one other presenter at the conference did that.

Mithun: You're right. I seem to recall it was someone on the very first day.

Harish: Yeah, give me a minute... if I remember right, the other presenter was from the Newton Group.

Harish: Yes! That one was impressive. And he opened with that balloon trick to get everybody in a good mood.

Mithun: Mmm...I liked the way he encouraged us to ask him questions, but kept them all for the very end, so the flow of the presentation was not interrupted. And he was really patient while answering all of the questions.

Mithun: But some experienced presenters allow people to jump in with questions at any time.

Harish: I suppose there are different styles. Inexperienced presenters are better off handling questions at the end of their presentation. Besides, if there's a specific time set aside for questioning, the audience can really explore issues fully.

- Mithun: You're right, it does allow for a deeper exchange of ideas. And some heated arguments as well.
- Harish: Oh, you're referring to that incident earlier today! Yes, what a pity the conversation turned into a disagreement. It ruined the mood for quite a while.
- Mithun: I think that in a discussion, people should present their points of view but also respect others' opinions.
- Harish: Absolutely. Just because one doesn't entirely agree with another person's viewpoint, there is no excuse to be rude or dismissive.
- Mithun: And personal attacks are the worst. We're all here to discuss broader issues. Rude comments do not serve any purpose.
- Harish: Absolutely. Another thing I wish people would learn to do is listen! It's very frustrating when everyone talks at the same time. If a person is making a point, I say, let him finish before you respond.
- Mithun: I agree with you on that. But today's discussions have been interesting and in a good spirit most of the time.
- Harish: Let's hope it continues that way! Oh, look, the next presentation's about to start.
- Mithun: Let's take our seats. (480 words)

**You will hear a man and a woman talking about presentation skills. Read the sentences below then listen to the conversation and complete the sentences with one, two or three words only. You will hear the recording twice.**

**Tips for good presentation skills:**

1. A \_\_\_\_\_ to a presentation is a good way to catch everybody's attention.
2. To make sure a presentation is successful, you should \_\_\_\_\_ your ideas with facts.
3. Numbers and statistics are important, but try to use \_\_\_\_\_ to make your presentation really interesting.
4. Your presentation will really \_\_\_\_\_ if you use different presentation styles.

5. Get the audience in a \_\_\_\_\_ by opening your presentation with something funny or entertaining.
6. If you are experienced at giving presentations, it can be a good idea to let the audience \_\_\_\_\_ with their questions during the presentation.
7. Having time for questions can lead to discussion, but be careful it doesn't lead to \_\_\_\_\_.
8. If a speaker is \_\_\_\_\_, listen and let them finish.

## 2. Class XI Task 3

Genre – speech/lecture

Topic – festivals

### Listening Text 3:

There is nothing like a festival to stir the heart and the mind. The bells, the lamps, the sweets, the packed malls, the rush of people everywhere. What an atmosphere Indian festivals possess!

But, although the same traditions remain, some aspects are so different from my childhood. My young grandchildren, aged seven, eight, ten and eleven, all have their own mobile phones, electronic toys, DVD's, video games and new clothes. I never had so much in my childhood. I wonder to myself – they have more things than I can keep up with, but can they appreciate them? The boys do not care about the things boys should be doing. They do not build tree houses; they do not long for a pair of binoculars, a compass, or a pocketknife; they do not search for birds' nests, or play at pirates; they do not climb trees or pretend to be explorers or warriors. They hunch over little bleeping video game boxes or stare at the television.

Children can no longer take donkey rides at the beach. Animal lovers will protest at the 'cruelty'. The best of outdoor adventures has been banned for various reasons. Even kite flying is not allowed because kites are dangerous and people might risk injuring themselves. Since my childhood, people seem to have forgotten how to live, what to do with themselves and how to order their lives.

In the words of a wise monarch who spoke about festivals, “The truth behind the festival is still there, under the toys, decorations and presents. We must try to find out what the truth is, who it is, and follow it. It is not a commodity – it cannot be bought. This is the time to share not only material gifts but also love, happiness, and the spirit

of oneness. This can live in our actions if we choose. We must preserve and revive the great truths.” (308 words)

**You will hear someone giving a talk on festivals. Read the question below then listen to the extracts and choose FOUR of the options A - G which are correct. You will hear the recording twice.**

**Which FOUR of the following statements does the speaker believe to be true?**

- A Festivals in the past had a different atmosphere.
- B Traditions are lost when we worry too much about hurting ourselves.
- C Childhood isn't what it used to be.
- D Festivals are best when they are celebrated outside.
- E Festivals should be about what we do, not what we receive.
- F Festivals are a feast for the senses.
- G Giving presents has a special meaning.

### **3. Class XI Task 4**

Genre – speech/lecture

Topic – competition

#### **Listening Text 4:**

Man: Is competition helpful or harmful to children? Most people feel that competition can cause more harm than good. But good, healthy competition is the best way for us to improve our education. Most people would think this is a harmful way of looking at life. But without competition, we would never strive to do our best in all things we do. Competition drives us to do better – sometimes it can make us accomplish things that we never would have thought possible. Also, competition is all around us – it is inescapable. Whether it is sports, studies or just everyday life, there is competition and we have to be equipped to deal with such competition.

Woman: I agree. If there were no competitions, sports activities would be very boring. No one would want to buy tickets to watch a game – cricket, basketball or football. When we watch a sport or play a game, it is to see who will win the game. Everyone plays to win – even if we lose the match or the game. No one starts a game in the hopes of losing. And in the end, we should feel that we tried our best, even if we lost.

Man: In academics, we are motivated to do better when we hear of another person's achievements. It makes us want to do better too. So we begin to work hard. Such competition encourages us to do our best. Spelling bees are a popular way to learn

how to spell. We will try our best to beat our classmates to get the right answer. Competing with friends helps us work harder at improving ourselves. It also teaches us to compete fairly and to accept defeat gracefully.

Woman: There is competition in every aspect of our lives. So it is best if we are exposed to it while we are young. If we learn about competition from childhood, we will know what it's going to be like when we grow up and go out into this competitive world. But it is equally important to know the proper way to compete. Healthy competition is achieved through education and hard work. Sometimes, we use wrong methods to get what we want. We cheat, lie, fight and hurt others just so that we can win. This is unhealthy and unfair and should be avoided at all costs.

Man: I think teachers and coaches should encourage a winning attitude in young people. They may not win every time, but they will see themselves as winners. We must teach them to strive to achieve and to desire to be the absolute best at whatever they are involved in. Not so that they might think more highly of themselves than others, but rather that they may know that they can succeed at whatever they do! The positive affect that this thinking could have upon the lives of children, in their lives, and in their future could be overwhelming.

Healthy competition will make us better individuals. We will be inspired to do better all the time. In doing so, we compete with ourselves and that is the right way to compete. (512 words)

**You will hear a seminar discussion about competition. Read the questions below then listen to the seminar and choose A or B or C for each question. You will hear the recording twice.**

1. According to the boy, most people think that competition
  - A is effective at making children succeed in life.
  - B is necessary for educational purposes.
  - C is damaging despite some good results.
2. The boy believes competition is all around us because
  - A it is a necessary part of life.
  - B it is essential to winning.
  - C it is part of doing well at school.
3. The girl believes we watch sport
  - A to see who will win.

- B to enjoy a good competition.  
C to support our favourite team.
4. The boy thinks that competing against our friends  
A makes us envied by them.  
B encourages us to try harder.  
C teaches us to help others.
5. The boy says that while we are young we should  
A learn to compete at school.  
B learn to avoid competition.  
C learn to compete fairly.
6. The girl believes that cheating  
A should be reported.  
B is completely unacceptable.  
C might make people ill.
7. According to the boy it is important that young people  
A win every competition they enter.  
B want to win at everything.  
C do better than all their friends.
8. The boy says that the best way to compete is  
A to improve on our own best performance.  
B to defeat everyone else.  
C to win as an individual.

#### Class XI - Key

Task 1	Task 2	Task 3	Task 4
1 D	1 strong introduction	1 F	1 C
2 A	2 back up	2 C	2 A
3 C	3 real life stories	3 B	3 A
4 G	4 stand out	4 E	4 B
5 E	5 good mood		5 C
	6 jump in		6 B
	7 heated arguments		7 B
	8 making a point		8 A



## CBSE ASL SAMPLE TEST Speaking test (10 minutes)

### Stage 1: Introduction (1 minute)

- 10 seconds Examiner: Hello, please sit down. My name is xxxxx.  
What's your name? (to Candidate A) And what's your name? (to Candidate B)
- 25 seconds (Candidate A), where do you live? What do you like about where you live? Candidate A responds
- 25 seconds (Candidate B), tell me something about your family.  
Candidate B responds

### Stage 2: Topic presentation (4 minutes)

- 5 seconds Examiner: Now (Candidate A), you are going to tell us about your topic. When you have finished, (Candidate B) will ask you a question and then I will ask you some more questions. Would you like to begin please?
- 1 minute Candidate A speaks
- 15 secs Examiner: Thank you. (Candidate B) can you ask (Candidate A) a question please?  
Candidate B asks question; Candidate A responds.
- 40 seconds Examiner asks 2 or 3 questions as appropriate from the list below.
- 5 seconds Examiner: Thank you. Now (Candidate B), you are going to tell us about your topic. When you have finished, (Candidate A) will ask you a question and then I will ask you some more questions. Would you like to begin please?
- 1 minute Candidate B speaks
- 15 secs Examiner: Thank you. (Candidate B) can you ask (Candidate A) a question please?  
Candidate A asks question; Candidate B responds.
- 40 seconds Examiner asks 2 or 3 questions as appropriate from the list below.



### Stage 2 example follow-up questions

*Can you tell me something about (choose angle of talk)?*

*Why do think \_\_\_\_\_ is important?*

*What made you choose \_\_\_\_\_ ?*

### Stage 3: Problem solving (3 minutes)

15 secs

Examiner: Thank you. Now let's go to the next task. I'm going to give you a card which has information about a problem. I'd like you to read the information and then discuss together how you are going to solve the problem. You have 2 minutes to do this. OK? Here is your problem.

Candidates read card (10 secs) then ask them to start speaking.

2 minutes

Candidates discuss the problem and a solution.

45 seconds

Examiner: OK, can you stop now please.

Option A (for candidates who have reached a solution): Thank you. (Move straight on to a question)

Option B (for candidates who have not reached a solution): Can you agree on a solution? What is it?

Candidates explain

### Stage 3 sample problem solving card

*You have noticed that your classmates do not live very healthy lifestyles. Students at the school do very little exercise and are eating a lot of sweet and fatty food.*

*With your partner, discuss this problem and decide what you can do to encourage students at the school to live more healthily.*

*You have 2 minutes to discuss the problem. You will then present a solution to the examiner. The examiner will then ask you some questions.*

### Stage 4: follow-up questions (2 minutes)

2 minutes

Examiner asks 3 or 4 questions as appropriate from the list below. (NB focus on quiet candidates if necessary).

### Stage 4 example follow-up questions

- What would your approach be towards \_\_\_\_\_ ? Why?
- How easy/difficult do you think it would be to put your solution in place?
- What do you think the consequences/response would be? Why?

## Speaking

**Focus:** The focus of the speaking assessment is to test the candidates' abilities to speak fluently and cohesively on a topic of their choice; to interact with another candidate and the examiner in asking and responding to questions; and to communicate with another candidate to solve a problem.

### Task 1 - Introduction

**Objectives:** The aim of the introduction task is to set the candidate at ease with some general, open ended questions. It is for the candidate to express and respond with personal feelings and opinions.

### Topic Areas

- Family
- Home
- Social life
- Personal information, for example, age, interests

**Focus of Questions:** The introduction task is there to set the candidates at ease and to allow them to relax into the speaking assessment with some general questions about for example their hobbies, family, friends, and so on.

**Teaching Tips:** Practise greetings and polite 'small talk' with turn taking. Practise responding to questions about family (for example, do you have brothers and sisters? How many?) or hobbies (for example, what do you do in your spare time?).

In large classes, you can try dividing the class into smaller groups who must meet and greet one another once you have modelled the language to the whole class.

Questions cue cards are also a good way to randomise the activity and prevent repetitious questions and responses. The students can select from a pack of cards containing various questions such as 'How old are you?'; 'What's your favourite food?', 'How far did you travel to school?' and continue interviewing one another and practising their responses.

## Task 2 - Topic Presentation

**Objectives:** The aim of the Topic Presentation task is for the candidate to show that they are able to present an oral report or summary on a subject of their choice or to narrate an incident or event in their lives.

### Topic Areas

- People
- Relationships
- Health and Fitness
- Education
- Career
- Environment
- Travel
- Entertainment
- You can add topics of your
- Students' choice

**Focus of Task:** The focus of the Topic Presentation task is for the candidate to sustain a straightforward description of a subject that is within their field of interest. Ideally the presentation should be fluently and cohesively ordered and presented as a linear series of points. The candidate should speak for one minute about a topic they have selected and prepared in class. This is repeated again for the second candidate in each examination.

### Teaching Tips

The subject should be chosen in class in advance and the presentation prepared with teacher support.

The topic must use the language of the curriculum. Candidates should be encouraged to incorporate language items of the appropriate level into their contributions.

When preparing the topic, encourage candidates to think carefully about the amount of material necessary to sustain a discussion for one minute only.

Candidates should NOT prepare a written script of their presentation nor should they memorise a presentation to recite in the exam room. Ideally, the candidates should practise narrating or presenting in a spontaneous fashion, perhaps using short notes in class.

## Task 3 - Topic Questions

**Objectives:** The aim of the Topic Questions task is for the candidates to show that they are

able to adopt different strategies to convey ideas according to purpose, topic and audience and also to frame questions so as to elicit a desired response.

**Focus of Task:** The focus of the Topic Questions task is for the candidate to communicate confidently on matters related to his or her topic and to exchange and check information. The task is focussed on interaction between the two candidates with each other and with the examiner. The examiner will first ask the candidate questions about their topic for 30 to 40 seconds after which the other candidate will ask questions for a further 20 to 30 seconds. This is repeated for the second candidate following their Task 2 presentation.

**Teaching Tips:** When students have prepared their topics, they can ask one another questions to practise both asking and responding to questions.

Students can get as much practice as possible by presenting their topic to lots of other students. Each student in the class should be able to ask questions on any topic as pairs will be selected randomly before the examination. Rotating pairs is a good way to ensure that each student is having lots of practise in both presenting and asking questions.

Set time limits to help them prepare for the real examination. For example, if the whole class is paired up, or in groups of four, sound an alarm after one minute to mark the end of a student's presentation, then again after a further minute to mark the end of questions and the start of the next student's presentation.

Remember the questions will be spontaneous so the candidate must be ready to answer these without having prepared.

#### **Task 4 - Problem Solving**

**Objectives:** The aim of the Problem Solving task is for the candidates to show that they are able to take part in group discussion, summarise ideas, elicit views and opinions of others, express and argue a point of view and participate in spontaneous spoken discourse.

**Focus of Task:** The focus of the Problem Solving task is for the candidate to show that they can enter unprepared into conversation on familiar topics and express personal opinions. This is by way of two candidates discussing a problem selected randomly by the examiner. The problem, written on a card, will be within one of the topic areas above.

#### **Teaching Tips**

- Debates are a good way for students to practise discussion, turn taking and expressing a point of view. For large classes a rolling debate can work well - divide the class into 2 and give them the topic for the debate (for example, School uniform

should be abolished). Make one group for the idea, the other against. The students can prepare their points for the debate working together or alone, perhaps limiting them to three points of argument.

- The students then line up facing one another. Each pair debates their point for a set amount of time, say 2 minutes for the 'For' and 2 for the 'Against' with a further minute for discussion and agreement or disagreement. After 5 minutes, one line moves down so that each student has a new partner and the debate can happen again until several rotations have taken place.
- In feedback, the students can reflect on whether their opinion was changed by what they heard and discuss solutions. In very large classes, there can be several smaller groups of for and against working together at the same time.
- The students can also practise problem solving. Give students situations to work on together with the aim of presenting a proposed solution to the class.

### Task 5 - Discussion

**Objectives:** The aim of the Discussion task is for the candidates to show that they are able to interact with fluency and spontaneity and take an active part in discussions.

**Focus of Task:** The focus of the Discussion task is for the candidate to show that they can enter unprepared into conversation and speak fluently and spontaneously and give opinions on familiar and unfamiliar matters. The examiner will ask the candidates questions related to the problem solving task in order to elicit Class XI language.

### Teaching Tips

- The students need to practise their general discussion skills. Cue cards with conversation starter questions on them are a good way to get every student involved in a discussion. The students can mingle as a whole class or in smaller groups asking one another questions and practising their responses.
- To involve the students further, they can be responsible for creating the materials for the activity by each writing some questions. They could for example write one question about something familiar (what is your favourite school subject and why?) and one about something unfamiliar (what do think it would be like to live in another country?). Encourage them to produce open ended questions.
- When mingling the students should aim to respond fluently and in sentences, not simply with yes or no answers.

- Familiarise yourself with the language functions for Class XI. When monitoring the students, try to encourage them to use more complicated forms in their questions and answers for example questions using conditional forms (If you weren't at school today, what would you be doing?) or future forms (Where will you be in ten years time?).

### Sample of Speaking Activity

Activity name:	Asking questions for clarification and summarizing other stories.
Time:	40 min
Grouping of students:	2-3
Materials:	Many pictures - Each of the pictures represent a topic or theme.

**Objective:** Students will be able to generate authentic language in meaningful situations.

Enabling:

- Students will be able to ask questions for clarifications.
- Students will be able to summarize and explain.

### Instructions:

**Warm-up:** (5-8mins)

**Ask the students if:**

- their friends have told them any stories lately.
- they remember stories their parents told them of their parents' childhood.

**Ask the students:** Who would like to share this story with us? One of the students will share a story. If there are no responses to this request, the teacher will share a short story.

### Introduction: (2 mins)

Ask the students: Who likes to listen to stories? (They respond by a show of hands) Ask the students: Who likes to tell stories? (They respond by a show of hands) The teacher explains to the students that this is what they will be doing today.

### Explanation: (5 mins)

Today you will work in groups of two. The teacher will organize the students into pairs. Each group will choose a topic and a picture that matches their topic. The topics include:

- School
- Work
- Childhood
- Birth
- Marriage
- Travel
- Family
- Weekend plans
- " Sports

**Teaching: (30-35 mins)** One of the group members will begin by sharing a story about the topic with the other group member. The student sharing the story will have about ten minutes to share it. The students will begin by telling how their story is similar or different to the picture. The listener will ask questions to check their understanding of the story. The types of questions to be used are wh-questions (they studied this in grammar class yesterday). The questions may be asked at the beginning of the practice or at the end. After the first person has finished sharing their story the listener will summarize and explain the story to the group next to them. This student has five minutes to summarize and explain their partners story. Then, they will switch and the member who listened and explained the story will share a story.

**Evaluation:** Teacher will circulate among the groups monitoring their communication in an informal way, providing assistance when asked to.

**Self Evaluation:** After discussing this lesson plan with class members the teacher realized that she needed to make minor adjustments to it. Instead of having a few pictures available for discussion purposes, she had a wide variety of pictures for the students to use. The students will choose the pictures, would provide a visual stimulus for the discussion. Additionally, the wh-questions will be asked by the students at the beginning or the end of the story. This enables the teacher and the students to check listening and comprehension skills. Depending on the proficiency level of the students, the teacher will give them time to make an outline of their story before sharing it. This will help them to feel more confident in the activity as well as organizing their thoughts before telling their story to other class members.

**Objective:**

To	Activity name:	Radio show
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Time:	10 minutes
Grouping of students:	Team of six
Materials:	Placards, poster, music system, musical instruments (guitar, keyboard etc), paper, pen

To develop the ability to communicate confidently and effectively.

To speak fluently and coherently with grammatical accuracy.

Display creativity and originality.

Learning to contribute to the team by active participation.

Organising ideas logically using appropriate vocabulary.

Develop the script, plan the activity as a team and build on presentation skills.

Learning to speak with correct intonation, voice modulation with right pronunciation, posture and gestures while communicating.

### **Instructions:**

Activity- Group work: Speaking-Radio show

Ask the students to work in groups of six.

Ask the students to prepare a script which should include a radio jockey presenting the programme.

The radio show must have an interview session with a famous personality, some fillers (eg. jokes, advertisements, jingles, song, or music).

**Preparation time** - 10 days.

The team will be given 10min to present their show.

Each team has to adhere to the time limit and meet the deadline.

The rubric for assessment of this task will be - originality, creativity, content, relevance, fluency, diction, confidence, presentation and connectivity.

**Stages** (please include suggested times):

Forming of groups

Giving instructions - guidelines, objectives, rules time limit and rubric for assessment.

Allow students to practice.

Monitor and supervise.

Observe and see the students' performance.

Note down errors and give feedback to students.

Presentation

Practice

Production - should be authentic

Or ACR

Assess and give feedback

## SAMPLE PAPER - 1

1. Read the following poem and answer the question by selecting the best option:

### A Grandparent's Love

It seems only like yesterday  
Our lives were just beginning.  
Your love for us never failed  
Our hearts continually mending.

It is strange to watch time fly  
Before our very eyes,  
Which reminds me of the blessing  
That we have put in our lives.

To have yet to feel the touch  
That's as gentle as your hand  
The closeness of our family  
One could never understand.

As each of our lives  
Continue to change,  
Reflections of your love  
In each of us remain.

You have pointed out the path  
And led us along the way:  
The wisdom you have planted,  
We each still hold today.

-Tina Williams

**Complete the statements given below with the help of option that follow;**

- a) This poem is about-----
- i) parents
  - ii) grand parents
  - iii) great people
  - iv) young people

- b) Though our lives change the thing that remains unchanged is -----
- i) grandfather's business
  - ii) grandmother's cooking
  - iii) grandparent's love
  - iv) grandfather's journey
- c) The writer of this poem is now-----
- i) a child
  - ii) a grandparent
  - iii) a young adult
  - iv) a sister
- d) The poet says that their grandparents have always shown them-----
- i) the way of life
  - ii) the love
  - iii) the life's struggle
  - iv) how to work
- e) The phrase 'watch time fly' means-----
- i) watch their grandparents
  - ii) watch the birds fly
  - iii) see the watch
  - iv) watch the passage of time go quickly

2. With the help of the given clues complete the bio-sketch of Helen Keller in not more than 80-100 word:

### HELLER KELLER

Born	: 1880, healthy child till age of 19 months
Sickness	: suffered high fever, become deaf and blind
Communicate	: began to feel people's hands, find what they were doing and recognize people. feeling their faces or clothes ---made signs with hands---to communicate family.
Success	: determination; strong willed

3. Draft a notice to be put up on your school notice board to inform the students of classes 10th and 11th about a symposium on "Reaching out to educate the girl child"

You are Praful/Priya, president of the Community Service Club. Invent all necessary details words. (50 words).

4. "Nature - A Provider, Man- A Destroyer," Write an article for the school magazine, highlighting the need to conserve and preserve nature, and not keep destroying it for our selfish desires. (150-200 words).

(NOTE please incorporate Section C of the sample paper from Malathi's and Valsa's sample paper)

#### Section D:

9. Read the extract given below and complete the statements that follow with the help of given options:

Neither stones nor prayers nor sticks,  
Insults or complaints or bricks  
Stilled the frog's determination  
To display his heart's elation.

- a) The stones were thrown at the \_\_\_\_\_  
i) Frog ii) nightingale  
iii) Birds iv) free
- b) The frog was determined to \_\_\_\_\_  
i) Sing from dusk to dawn ii) Sing from dawn to dusk  
iii) Perch upon the sumac tree iv) Croak from dusk to dawn
- c) The figure of speech in line 1 is \_\_\_\_\_  
i) Simile ii) Metaphor  
iii) Alliteration iv) Personification
10. Read the extract given below and answer the question that follow in brief:  
"An old man was walking through the town, now and again drawing his tattered clothes tighter to shield his body from the cold and beating wind,"
- a) Who is the old man?  
b) Where is he going?  
c) Why is he going there?

11) Read the extract given below and answer the questions that follow, in brief:

"It didn't take you to start dividing my things between you";"

- A) Who is the speaker?
- B) Who were dividing the speaker's things between them?
- C) Why were they doing that?

12. Answer any four of the following in 30-40 words each:

- A) How do you know that Ali was a familiar figure at the post office?
- B) Why didn't the narrator go inside Lucia's room in the hospital? What character trait is revealed here?
- C) Compare and contrast the character of Victoria and her mother.
- D) What was the frog's reaction when the earnings from the box office dropped?
- E) Why are the candles and the moon called liars?

13. Answer the following question in about 150 words:

One fine day Miriam visits her father when he was still alive. Ali, no sooner he sees her, collapses, on account of extreme joy. She too is heartbroken and is shocked to realize that she caused his death! write down her feelings the form of a diary entry.

The narrator decides to write an article on "Dignity of Child Labour", keeping in mind Nicola and Jacapo, who preferred to do jobs to earn money for their ailing sister. They might have easily resorted to begging for the treatment of their sister. But they didn't. write this article.

## SAMPLE PAPER - 2

### Passage 3

- I. Read the following passage and answer the following questions selecting the best option:

It happened far away on a rainy morning. I had come up a long path looking for fossils, and there just at eye level, lurked a huge yellow and black spider, whose web was moored to the tall buffalo grass, it was her universes and her senses did not extend beyond the lines and spokes of the great wheel she inhabited. Her extended claws could feel every vibration throughout the delicate structure. She knew the tug of the wind, the fall of a raindrop, the flutter of a trapped moth's wing. Down one spoke of the web ran a stout ribbon of gossamer on which she could hurry out to investigate her prey. Curious, I took a pencil from my pocket, and touched a strand of the web. Immediately there was response. The web plucked by it menacing occupant, began to vibrate until it was a blur. Anything that had brushed claw or wing against that amazing snare would be thoroughly entrapped. As the vibrations slowed I could see the owner fingering her guidelines for signs of struggle. A pencil point was an intrusion into this universe for which no precedent existed.

1. The narrator was hunting for fossils
  - A) near his house
  - B) up on a hill
  - C) far away from home
  - D) under the tall buffalo grass
2. The spokes of the wheel here are the
  - A) Spokes of a wheel where the spider had made her web.
  - B) The web which looked like a wheel.
  - C) The buffalo grass which looked like a wheel.
  - D) All of the above.
3. The narrator suggests that the spider
  - A) Was very sensitive to any movement
  - B) Did not respond to touch
  - C) Was busy in its web
  - D) Was afraid to come out.



4. The word intrusion means  
A) To enter  
B) To come out  
C) To interrupt  
D) To integrate
5. The narrator was curious  
A) to see the spider.  
B) to see the web vibrating  
C) to see the spiders reaction to something touching the web.  
D) to see whether something happened to the pencil or not.

### Section - B

1. Write a paragraph of about 150 words on Bihu festival.

Describe the Bihu festival using the hints given below.

- Bihu a festival of Assam - The word is derived from the Sanskrit word Biswa.
- It is to express joy and welcoming spring.
- First day spent in prayers goes on for a week.

Dance, song , feast and entertainment.

2. You are the president of the Science club. You have received an invitation to speak at a seminar on "energy Conservation". Write your speech highlighting conservation of power electricity. Suggest alternative means to get energy.
3. As a member of the tourist department of the state, write a report to the chairman about your findings regarding the the depletion of tourists in the state, giving the reasons, effects and also suggesting methods of improvement.

(Note: The grammar exercises can be taken from Malathi and Valsa sample paper.)

### Section - D

9. Read the extract given below and answer the following by choosing the correct answer.

He holds him with his glittering eye - The wedding guest stood still,  
And listens like a three year child - THE Mariner hath his will.

- A) The Wedding Guest stood still because
    - i) Of the hypnotic effect of the mariners gaze.
    - ii) He was frightened.
    - iii) He respected the mariner.
    - iv) The mariner was very old.
  - B) Listens like a three year child means
    - i) Listens with understanding
    - ii) Listens without interest
    - iii) Listens out of fear.
    - iv) Listens obediently.
  - C) The mariner hath his will when
    - i) He set sail on a ship
    - ii) He holds the wedding guest's hand
    - iii) He manages to get the wedding guest to stop and listen to his story.
    - iv) He stops the wedding.
- 10) Read the extract given below and answer the following:
- As I removed my visor I looked in the printer tray.  
This time it was empty. I felt really bad. I had failed Sebastian, I'd failed the game.
- a) Why was the narrator wearing a visor?
  - b) Why did he look in the printer tray.
  - c) Why did he feel bad?
- 11) Read the extract given below and answer the following:
- Cowards die many times before their death. The Valiant never taste of death but once
- a) What does 'Cowards die many times before their death' mean?
  - b) What did he mean by saying 'The valiant never taste of death but once'?
  - c) Which trait of the speaker's character is revealed in this line?
- 12) Answer any 4 of the following questions in 30 to 40 words each.
- a) Who was Gogon Pakrashi?
  - b) What does the partially destroyed statue of Ozymandias symbolize?
  - c) What was Michael's Theory about how Sebastian had entered?
  - d) How does Decius convince Julius Caesar to go to the Senate?

13. Answer the following in about 120 words.

a) what reasons does Brutus give for murdering Caesar? Or

The poem , "The Rime of Ancient Mariner" is based on the concept of Sin and Redemption ,punishment..justify.

14) PatolBabu glanced at the paper and found that a single word has been scrolled on it - oh! At the end, PatolBabu is so happy and satisfied with his performance that he goes away without taking the money.

Write a diary entry expressing your feelings on how doing tasks to perfection gives one a sense of pride and satisfaction.

### Answer Key

1. Objective: to identify the main points of the text. 1 mark for each correct answer.

2. Section B:

a) Notice:

Notice to be encased

Name of the Organization

Suitable heading

Details of the topic, date time, venue.

Fees to be paid

Name and designation of the writer

Marking:

Content: 2 , expression and fluency 2

b) Objective; biosketch; to use the information to write a short description of a person's life, interest and achievements in a short sustained piece of writing.

Marking:

Content: 3, fluency 2, accuracy 1

c) letter to the editor : appropriate style and format and polite language

marking content: 4, fluency : 2, accuracy : 1

all the value points should be mentioned.

Article Writing: content : 4 exprerssion\_4





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