

EXAMINATION SPECIFICATIONS
English Communicative
Code No. 101
CLASS – X

Division of Syllabus for Term II (October-March)		Total Weightage Assigned
Summative Assessment II		30%
Section	Marks	
Reading	20	
Writing	25	
Grammar	20	
Literature + Value Based Question	25	
Formative Assessment		20%
TOTAL	90 marks	50%
The question paper will include Value Based Question(s) from Literature Section to the extent of 3-5 marks		

Note:

1. The total weightage assigned to Summative Assessment (SA I&II) IS 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, &4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I&II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term)
2. The Summative Assessment I and Summative Assessment II is for ninety marks. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%

SECTION A: READING**20 Marks**

Qs 1-3 The reading section will have three unseen texts as shown below:

Text Number	Text Type	Length	Marks	Type of Questions.
Text 1	Factual/Discursive/ Literary	450 - 500 words	10 marks (7 + 3)	Supply Type - 7 Qs (Gap filling, sentence completion, Table completion, w, short answer questions and Reference questions) Vocabulary/ word attack skills – 3 Qs
Text 2	Factual/Discursive/Literary	200 – 300 words	5 marks	Multiple Choice Questions.
Text 3	Factual/Discursive/Literary/	200 – 300 words In case of a poem, it may be shorter than 200 words.	5 marks	Multiple Choice Questions

The total length of the three passages will be between 850 – 1100 words. There will be at least 5 marks for assessing vocabulary. All questions on vocabulary will not be from the same passage.

Care should be taken to cover all the three text types, ie factual, discursive and literary while selecting the passages. A poem may or may not be used as one of the three texts. Text I will be either factual or discursive. Apart from a poem, prose literary texts may include excerpts from authentic literature such as short story, autobiography, biography, travelogue, novel etc.

Whenever a poem or a prose literary text is used, the other two texts should be discursive and factual, thus covering all the three text types.

SECTION B: WRITING

25 Marks

The writing section comprises six writing tasks as indicated below.

- Q.4** Writing a **Notice** in 50 -60 words 3 marks
- Q. 5** Writing a **Message or a Diary Entry** in 50-60 words 3 marks
- Q. 6** A composition of up to 80-100 words in the form of **Biographical sketch, Interpretation, or Description (people, objects or events)** 4 marks
- Q. 7** An extended writing task of length up to 120 – 150 words in the form of a **Formal/Informal Letter or Email**. The long piece of writing will assess the use of appropriate style, language, content and expression. 5 marks
- Q. 8** An extended writing task of 120 -150 words in the form of a **Story or a Report**. 5 marks
- Q. 9** An extended writing task of 120 - 150 words in the form of an **Article or a Speech** 5 marks

All the above questions will assess students' skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing, transcoding information from one form to another or using a style appropriate for a notice, message or diary entry.

Students' skill in expressing ideas in clear and grammatically correct English, planning, organising and presenting ideas coherently by introducing, developing and concluding a topic, comparing and contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of writing and creative expression of ideas will be assessed.

Qs 6, 7, 8 & 9 will make use of a visual/ verbal stimulus.

Important Note on Format and Word Limit:

- Format will not carry any separate marks and in most cases, format will be given in the question paper.
- The word limit given is the suggested minimum word limit. No candidate may be penalised for writing more or less than the suggested word limit provided the topic is covered and adequately. Stress should be on content, expression, coherence and relevance of the content presented.

SECTION C: GRAMMAR

20 Marks

This section will assess **Grammar** items in context for **20 Marks**. It will carry **5 questions of 4 marks each**.

Questions no 10 will have Multiple Choice Questions. The test types for MCQs include the following:

- Gap filling
- Sentence completion
- Dialogue completion

Questions 11, 12,13 & 14 will be based on response supplied by students (Supply Type). The test types will include the following:

- Sentence reordering
- Editing/ Omission
- Sentence transformation

These questions will test grammar items which have been dealt with in class IX. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases etc., can be tested through formative assessment over a period of time. **As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test them in context.**

Tests types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, recording word groups into sentences, editing, dialogue-completion and sentence-transformation.

The grammar syllabus will be sampled each year, with marks allotted for:

Verbs forms

Sentence structures

Other areas etc.

Note: Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

SECTION D: LITERATURE**25 Marks**

Q. 15 will have the following arrangement:

15 A: An extract from poetry with three Multiple Choice Questions based on reference to context. 3 marks

15 B: An extract from a short story with three reference to context questions requiring the students to supply the answers. 3 marks

15 C: An extract from a play with three reference to context questions requiring the students to supply the answers. 3 marks

Q. 16 Three out of four short answer type questions in 50 -60 words based on prose, poetry and play of **2 marks each**. The questions will not test recall but inference and evaluation. 6 marks

Q. 17 One question based on values and key messages brought out on the basis of prescribed texts based on prose or play in about 120-150 words. 5 marks

Q 18 One out of two long answer type questions to assess personal response to text (story, poem or play) by going beyond the text/ poem/story or extract. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed in 120-150 words. 5 marks

Prescribed Books/ Materials

1. Interact in English – X Main Course Book Revised edition
2. Interact in English – X Literature Reader Revised edition Published by CBSE
3. Interact in English –X Workbook Revised edition Delhi-110092

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively. There will be no division of passages for this section, however, for reading purpose. The Interact in English Main Course Book will be read in two terms i.e. Term I (April-September) and Term II (October-March).

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment. For purpose of assessment all themes dealt with in Main Course Book and other themes may be used.

Note on assessing Writing Tasks.

Long Answer Question (LAQ)I (80-100 words)

Q. 4 Content	: 2 marks
Expression	: 2 marks (Accuracy & Fluency)
Total	: 4 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Long Answer Question II (120-150 words)

Q. 5 Content	: 3 marks
Fluency	: 1 mark
Accuracy	: 1 mark
Total	: 5 marks

Though marks have been allotted specifically for Content, they should not be awarded in a mechanical manner. For instance, if a student has merely mentioned the value points (content) as per the marking scheme, the examiner should assess whether the content has been expressed/communicated in a **coherent** and **cohesive** manner. It means content and expression are perceived as **interlinked** aspects of writing.

Similarly in all the writing tasks credit should be given to creativity in the realm of ideas and language use. What it means for the examiner is that students who think differently and are able to use the language with felicity in terms of structures as well as vocabulary should be given due weightage. This need not necessarily be seen as leaning towards subjectivity in marking. **A proper balance of content, expression (accuracy, fluency, cohesion and coherence) and creativity** would encourage students to aim for higher standards in written communication. Errors in spelling, punctuation and grammar should be penalised to the extent of marks allotted for Accuracy.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed summatively as well as formatively over a period of time. There will be no division of syllabus for Grammar in the

summative of formative assessments for the terms. However a suggested split – up of the Work Book for the two terms is given to help teachers in planning their classroom teaching.

NOTE:

***PLEASE NOTE THE MODIFIED WEIGHTAGE ALLOCATED TO QUESTIONS
IN THE TEXTBOOKS SECTION.***

ENGLISH COMMUNICATIVE COURSE
CLASS X
Syllabus for Second Term

Textbooks
Literature Reader
PROSE
1. A Shady Plot
2. Patol Babu, Film Star
3. Virtually True
POETRY
1. Ozymandias
2. The Rime of the Ancient Mariner
3. Snake
DRAMA
1. Julius Caesar
Main Course Book
1. Environment
2. Travel and Tourism
3. National Integration

*** NOTE ON WORKBOOK**

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested recycling grammar items learnt over a period of time in

a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is **assessment 'for' learning**. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.

Design of Question Paper
English (Communicative) (101)
Class-X 9 (2012-13)

Division of Syllabus for Term II (October-March)		Total Weightage Assigned
Summative Assessment II		30%
Section	Marks	
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Writing	25	
Grammar	20	
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Sr. No.	Skills to be tested	Strategies	No. of Questions	Total Marks	Remarks
1.	READING COMPREHENSION	<p>One Literary unseen comprehension passage of 450-500 words with questions based on any of the following</p> <p>Very Short Answer Questions, Gap Filling or Sentences Completion or Table Completion and Reference to context</p> <p>Vocabulary/ Word Attack Skills</p>	<p>10 VSAQs x 1</p> <p>07 } 10</p> <p>Very Short Answer</p> <p>03 } Answer</p>	10	

2.	READING COMPREHENSION	One Factual unseen comprehension passage of 200-300 words with questions based on Inference and Interpretation and Vocabulary	5 MCQs x 1	05	
3.	READING COMPREHENSION	One Discursive unseen comprehension passage of 200-300 words based on Inference and Interpretation and Vocabulary	5 MCQs x 1	05	Total 20 marks for Reading Section
TOTAL MARKS				20	
4.	WRITING	A composition of 50-60 words in the form of a Notice	1 SAQ II	03	
5.	WRITING	A Message or a Diary Entry in 50-60 words	1 SAQ II	03	
6	WRITING	A composition of 100-120 words in the form of Biographical Sketch or Data Interpretation or Description of (People or Objects or Events)	1 LAQ I x 5 =	04	
7	WRITING	An extended writing task of 120-150 words in the form of a Formal/ Informal Letter or Email. The long piece of writing will assess the use of appropriate style, language, content and expression.	1 LAQ II x 5 =	05	
8.	WRITING	An extended writing task of 120-150 words in the form of a story or a report	1 LAQ II x 5 =	05	
9.	WRITING	An extended writing task 120-150 words in the form of an Article or a Speech.	1 LAQ II x 5 =	05	Total marks for Writing Section 25
TOTAL MARKS				25	

10.	GRAMMAR	Question 10 will have Multiple Choice Questions on Gap filling, Sentence Completion, Dialogue Completion	4 MCQs x 1 =	04	
11.	GRAMMAR	Questions 11 will be based on response supplied by students (Supply Type). Sentence reordering	4 VSAQs x 1 =	04	
12.	GRAMMAR	Questions 12 will be based on response supplied by students (Supply Type). Editing/ Omission	4 VSAQs x 1 =	04	
13.	GRAMMAR	Questions 13 will be based on response supplied by students (Supply Type). Sentence transformation	4 VSAQs x 1 =	04	
14.	GRAMMAR	Questions 14 will be based on response supplied by students (Supply Type). Sentence transformation	4 VSAQs x 1 =	04	Total Marks for Grammar Section 20
TOTAL MARKS				20	
15 (a)	LITERATURE	Question 15 A an extract from poetry based on reference to context.	3 MCQs x 1 =	03	
15 (b)	LITERATURE	Question 15 B an extract from a short story with three reference to context questions requiring the students to supply the answers.	3 VSAQs x 1 =	03	
15 (c)	LITERATURE	Question 15 C, an extract from a play with three references to context questions requiring the students to supply the answers.	3 VSAQs x 1 =	03	

16	LITERATURE	Question 16 Three out of four answer type questions based on prose, poetry and play testing inference and evaluation 50-60 words each	3 SAQs I x 2 =	06	
17	LITERATURE	Question 17 One question based values and key message brought out on the basis of prescribed texts based on prose or play in about 120-150 words.	1 LAQ II x 1=	05	
18	LITERATURE	Question 18 One out of two long answer type questions to assess personal response to text (story, poem play) by going beyond the text/ poem/ story or extract. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed in 120-150 words.	1 LAQ x 1=	05	Total marks for Literature Section 25
TOTAL MARKS				25	

TEMPLATE FOR ENGLISH – COMMUNICATIVE COURSE

SUMMARY

MCQs	VSA	SA I	SA II	LAQ I	LAQ II
1 marks each	1 mark each	30-40 2 marks	50-60 words 3 marks	80-100 words 4 marks	120-150 words 5 marks

SAMPLE QUESTIONS
ENGLISH (COMMUNICATIVE) (101)
CLASS X (2012-13)

SECTION: A
20 - Marks

Q Read the passage given below carefully.

10 marks

“DAIJA”

It was Monday morning when the phone rang. It was my mother. After talking for a minute, she said “I am giving the phone to someone. Talk to her.”

"Hello," came a familiar voice and I immediately knew who was at the other end. I was very happy to hear that voice. It had been too long.

"Daija! How are you? When did you come there?"

"Just yesterday. I am fine. How are you?" said Daija

Daija was my grandparents' helping hand for many years. She came to work for them almost 51 years ago. My mother was just seven years old then. Daija came unannounced. She had heard that my grandparents were looking for a maid and she travelled for two days to apply for the job. She was around 20 years old then.

Daija was puny. She frequently laughed out loud. Her husband had left her for another woman but this had not embittered her about life. Slowly, she became part of the family. Her real name was Kamlaben but my mother would call her “Daija” affectionately and it stuck to her for the rest of her life. Her personality was such that she became the life of every festival and get-together. She was a good dancer and though she did not have a good voice she enjoyed singing too.

When my mother was married and moved to another town, Daija cried more than my grandmother. When my mother was pregnant she came to live with her. Every winter, we used to go to our grandparents' place for holidays and she became our playmate. She would hide some special food from my grandmother to give us later.

My grandmother could not do without her. When my grandfather died 10 years ago, she became my grandmother's sole companion. They had disagreements but that didn't bother either of them.

But once grandfather was gone, Daija started feeling insecure. My grandmother, who was six years older than Daija, was also not keeping well. Daija would take care of her but who would take care of Daija? She was already 72. One day, she came to my mother and took out about Rs. 6,000, which she had saved. She said "Kamala, please secure a place for me in an old age home. I may not be staying here for a long time." My mother dismissed her but that act remained in her mind. Sometimes, she would discuss Daija's future with my father.

Daija, too old by now to do everything herself, had other maids helping her. She was now the task manager. At times, we could not differentiate her from our grandmother. She was as influential. Then, one day after 45 years, without warning, her husband came to visit her. She had no feelings. She had not seen him for all these years. The other woman had passed away leaving her grown-up son, who was earning decent lives for themselves. The husband himself had made a name in palmistry. Now he was expecting her to come back. She was not sure. He left without an answer. It took her a long time to decide. She finally decided to go. The day she left, a vacuum was created in our lives. There was no one to take her place. Today, we miss her laughs, her unconditional love and her spontaneity. She still visits my grandmother on every festival. These days, Daija has been travelling around with her husband, and his son takes care of her. Some people like Daija leave a void in lives, and are always remembered.

Q On the basis of your reading of the above passage, complete the following statement briefly.

1 x 6 = 6 marks

1. Daija came to their house _____.
2. Daija's personality was _____.
3. Her husband had _____.
4. The narrator could not differentiate between Daija and her grandmother because _____.
5. Daija wanted to go to an old age home because _____.
6. She eventually decided to _____.

Q Answer the following questions briefly.

1 mark

- a) What was Daija's husband doing?

Q Find words from the passage which mean the same as the words given below:

1 x 3 = 3 marks

- a) space
- b) avoided
- c) readiness

Q Read the following passage carefully:

5 marks

Have you heard people saying that the 'rupiah makes the world go round? Do you know the story of the rupee?

The word rupee comes from the Sanskrit term 'Rupya' or 'Rupa' which means silver. The very early coins before the second century BC, were all made of silver but the coins were neither of any standard weight nor had any face or value printed on them. It was Sher Shah Suri who first gave the name "rupia" to the

silver coins. The last silver coins were minted in 1940 with the face of King George VI on them. In 1942 the silver coin was replaced by a cupro-nickel coin for the first time.

Money was invented by man to get power but now money has become more powerful than man. All over the world, money and power go together. The more money a person has, the more successful he is judged to be. A rich man is accepted by society even if he is corrupt or evil.

Man works hard to earn more and more money and saves a lot of it. He thinks that money will give him more freedom to enjoy himself and to have lots of fun. He thinks he will not be anyone's slave but be his own master. But soon he becomes the slave of money. The more he has, the more he wants. He is never satisfied with what he has got but always wants something more even though he knows that in the end, he cannot carry anything with him. Money can buy everything but it cannot buy peace or happiness or a ticket to heaven.

Read the following questions and write the option you consider the most appropriate in your answer sheet:

(a) The early coins were made of.....

- (i) copper
- (ii) gold
- (iii) silver
- (iv) lead

(b) The cupro-nickel coins came into existence in the year.....

- (i) 1924
- (ii) 1942
- (iii) 1429
- (iv) 1294

(c) Today money is.....

- (i) less powerful than man
- (ii) equal to man
- (iii) more powerful than man
- (iv) none of the above

(d) Society willingly accepts..... from a rich man.

- (i) honesty
- (ii) corruption
- (iii) bribery
- (iv) none of the above

(e) The word satisfied can be replaced by.....

- (i) contended
- (ii) happy
- (iii) fulfilled
- (iv) overjoyed

SECTION B

25 Marks

Q Notice: Your school has planned an inter class debate competition. Write a notice for the school notice-board informing students of the competition giving details like date, time venue, contact person etc in 50-60 words. **3 marks**

Q You have to rush for your tuition class, and nobody is at home. Leave a message for your mother informing her about the same. **3 marks**

OR

Your mother promised you to buy a new I-Pad or any gadget, on achieving a good result. You are awaiting the good result, as well as the I-Pad. Explain your anticipation in a diary – entry.

Q Recently your colony has witnessed and suffered acute water shortage. As the Secretary of your RWA, write a letter to the Chairman DJB highlighting the problem and suggesting ways to solve the issue.

Or

Write a letter to your younger brother, who has got admission in a hostel, emphasizing the importance of a good breakfast. **5 marks**

- HINTS :energy in the morning to perform
- Important meal
- nutrition and healthy
- Never skip
- Will lead to fatigue

Q It was a dark night. There was no one at home suddenly it started raining. I could hear the distant howling of the wild cats and suddenly **5 marks**

Q The students of today are becoming ‘Couch Potatoes’ due to their excess T.V. viewing habit. This has a negative effect not only on their health, but overall personality. Write an article, expressing your views on the same. **5 marks**

Q Write a speech, to be given in the morning assembly, talking about the importance of education in one's life. **5 marks**

HINTS: education helps in making one.....

*independent

*confident

*aware

*access to information

*wise

*lead a better quality of life

Section - C: Grammar

20 Marks

Q Read the paragraph given below and fills in the blanks with the help of options that follow.

4 marks

Humans have always thought of the moon as living. In earlier times, it was seen that it had always been changing. Since it was the brightest star in the dark sky, humans watched and wondered why it (i) _____ Humans (ii) _____ always afraid of the dark, so the bright light (iii) _____ both welcome and mysterious. Today, we still feel fear or mystery when we (iv)..... at the moon. It is these feelings which keep the old superstitions about the moon alive.

- | | | | | |
|-------|------------|-----------------|-------------|------------------|
| (i) | (a) change | (b) is changing | (c) changed | (d) was changing |
| (ii) | (a) had | (b) have been | (c) were | (d) got |
| (iii) | (a) were | (b) was | (c) had | (d) has |
| (iv) | (a) looks | (b) looking | (c) look | (d) looked |

Q Complete the following passage by filling up the blanks. Write the correction in your answer sheet.

4 marks

Pollution (a)..... the destroying of environment. It (b)..... to the degeneration of soil, air water. Soil, air and water (c).....been degraded by waste, smoke and chemicals. In metro cities problem (d).....become very serious. Smoke from chimneys and automobiles (e)..... polluting the air. The acid rain (f)..... to degeneration of buildings. Government should take strict measures if it (g)..... to protect the earth. Man's greed and selfishness (h).....the major causes of pollution.

Q Rearrange the following jumbled words to make meaningful sentences and write the same in the answer sheet. **1 x 4 = 4 marks**

(a) in/other animals/elephant/an/excels/ intelligence

(b) displays/ he/ his intelligence/little actions/in his

(c) with a difficulty/a way out/whenever/with/his intelligence/faced/he finds

(d)one/the/of/loved/most/animals/world/in/the

Q The following paragraph has not been edited. There is one error in each line. Identify the error in each line, and write it along with the word that comes before and the word that comes after in your answer sheet. The first one has been done as an example. **4 marks**

Example: On reaching his room he entire broke down, and became a prey for the most violent agitation. The vulgarity of those twins, and the gross materialism of Mrs. Otis, was naturally extremely annoying, but what really distress him most was that he had been unable to wear the suit of mail.

he entirely broke
i. _____
ii. _____
iii. _____
iv. _____

Q Read the following conversation between two friends, Ginnie and Dimpi and complete the paragraph that follows. **4 marks**

Ginnie: Why have you not brought my dress?

Dimpi: I haven't brought it because I had gone to my cousin's house with my mother, so I forgot to keep it.

Ginnie: Don't give me lame excuses. I want to know the truth.

Dimpi: I am sorry Ginnie. I was playing with my friends till late. I forgot that you needed it today.

Ginnie asked Dimpi (a)Dimpi said that she (b)Ginnie (c) and further added that (d)..... Dimpi said that he was sorry and further added that she was playing with her friends and she had forgotten that she needed it that day.

SECTION – D: LITERATURE

25 Marks

Q Read the extract given below and answer the questions that follow by writing the correct option in the answer sheet.

1 x 3 = 3 marks

Gainst death and all oblivious enmity

shall you pace forth, your paradise shall still find room.

Even in the eyes of all posterity,

That wear this world out to the ending doom.

a) Why would the young man be remembered by the future generations?

- i) Because he is very brave
- ii) Because he is very philanthropic
- iii) Because he has written immortal verses
- iv) Because he is very religions

b) What does the poet mean by ending doom?

- i) The day when war would come to an end.
- ii) The day when the whole mankind will die
- iii) The day when the whole earth will be destroyed
- iv) The day on which God will decide the fate of all mortal beings.

c) What is the tone of these lines?

- i) Pessimistic
- ii) Sad
- iii) Confident
- iv) optimistic

Q Read the following extract carefully and answers the questions that follow by choosing the most appropriate alternative from those given below:

“I’ve seen a weekend cottage near Darking that I should rather like to buy,” said Miss Mebbin with seeming irrelevance. “Six hundred and eighty, freehold. Quite a bargain, only I don’t happen to have the money.” **1 x 3 = 3 marks**

- a) Who is Miss Mebbin talking to?
- b) Why is Miss Mebbin talking about the cottage when she can’t afford to buy it?
- c) What does the phrase ‘seeming irrelevance’ here means?

Q Read the extract given below and answer the questions that follow:

1 x 3 = 3 marks

“What are they coming for? They haven’t been here for ages.”

- (a) Who is coming?
- (b) Why are they coming?
- (c) Why haven’t they been here for ages?

Q Answer the following in about 50-60 words each.

2 x 3 = 6 marks

- a.) “We do many things, sir’. Explain this statement with reference to the context.
- b.) Why had the tiger turned to eating of small animals?
- c.) Why did the postmaster call Ali a pest?

Q Answer any one of the following in about 125 words.

5 marks

‘Tough day’s never last but tough people do’. Explain this statement with reference to the two boys.

OR

Do you admire the frog for his intelligence or criticize him for his cruelty? Explain, with suitable examples.

VALUE BASED QUESTION
ENGLISH (COMMUNICATIVE) (101)
CLASS X (2012-13)

5 marks

Patol Babu, Film Star

..’ They just got hold of some people, got them to go through certain motions, paid them for their labours and forgot all about it. Paid them, yes, but how much? Ten, fifteen, twenty rupees? It is true that he needed money very badly, but what was twenty rupees when measured against the intense satisfaction of a small job done with perfection and dedication.’

At the end it was not money which would have given so much happiness as he got from playing his role well.

Motivated by his story, you decide to write an e mail to your friend telling him about the value of putting in ones best in everything one does be it at work, home or play because the quality of one’s work is a measure of the quality of the person himself.

Marking scheme:

Content –3 +2 marks

Expression—1 mark

Value points: Award one mark each for any three points covered from the list below. Accept any other relevant point brought out by the candidate.

- **Accomplishing tasks to perfection gives one a sense of pride and self esteem**
- **Job well done gives happiness and contentment**
- **Perfection leads to excellence**
- **One learns to respect the job be it small or big**
- **Perfection should be made a habit**
- **Working towards perfection is a healthy attitude**