

Sample/Pre-Board Paper 11
Class X Term 1 Exam Nov -Dec 2021
English Language and Literature (Code 184)

Time Allowed : 90 Minutes

Maximum Marks : 40

General Instructions :

1. The Question Paper contains THREE sections.
2. Section A-READING has 18 questions. Attempt a total of 14 questions, as per specific instructions for each question.
3. Section B-GRAMMAR & WRITING has 12 questions. Attempt a total of 10 questions, as per specific instructions for each question.
4. Section C-LITERATURE has 30 questions. Attempt 26 questions, as per specific instructions for each question.
5. All questions carry equal marks.
6. There is no negative marking.

READING**I. Read the passage given below.**

- I. Over the past few decades, research has revealed a great deal of information about how readers get meaning from what they read and about the kinds of instructional activities and procedures that are most successful in helping students to become good readers. For many years, reading instruction was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing. Comprehension was viewed as the mastery of these skills.
- II. One important classroom study conducted during the 1970s found that typical comprehension instruction followed what the study called a mentioning, practicing, and assessing procedure. That is, teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Such instruction did little to help students learn how or when to use the skills, nor was it ever established that this particular set of skills enabled comprehension.
- III. At about this time, a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works — how people think and learn. A goal of this new research movement, called cognitive science, was to produce an applied science of learning.
- IV. In the field of reading, a number of cognitive scientists focused their attention on how readers construct meaning as they read. Specifically, they studied the mental activities that good readers engage in to achieve comprehension. From these studies an entirely new concept emerged about what reading is. According to the new concept, reading is a complex, active process of constructing meaning - not skill application.

The act of constructing meaning is :

1. **Interactive** - it involves not just the reader but also the text and the context in which reading takes place.

2. **Strategic** - readers have purposes for their reading and use a variety of strategies and skills as they construct meaning.

3. **Adaptable** - readers change the strategies they use as they read different kinds of text or as they read for different purposes.

V. While cognitive science research was producing valuable information about comprehension processes, reading education researchers were reporting important findings about what comprehension instruction looks like in the most effective reading classrooms.

VI. The convergence of these strands of research has provided a wealth of information about what good readers do as they read, about how good and poor readers differ, and about the kind of instruction that is needed to help students to become good readers.

Based on your understanding of the passage, answer any eight out of the ten questions by choosing the correct option.

1. Which of the following is not a procedure that followed a typical comprehension instruction during the 1970s, as revealed after a classroom study done by researchers ?
 (a) practicing procedure
 (b) mentioning procedure
 (c) memorisation procedure
 (d) assessing procedure

Ans : (c) memorisation procedure

2. A goal of a new research movement called cognitive science was :
 (a) to promote a more practical sort of learning.
 (b) to produce an applied science of learning.
 (c) to introduce an element of learning through assessment.
 (d) to reveal a better method of learning.

Ans : (b) to produce an applied science of learning.

3. A number of cognitive scientists, in the field of reading, focused their attention on :
- how much an average reader can read in a day.
 - learning why many people preferred learning through reading.
 - learning why readers had a much better knowledge of vocabulary than others.
 - how readers construct meaning as they read.

Ans : (d) how readers construct meaning as they read.

4. According to the new concept of reading, reading is not _____ but a complex, active process of constructing meaning.
- an insignificant expertise
 - a comprehension skill
 - a skill application
 - a preferred ability

Ans : (c) a skill application

5. The act of constructing meaning is :

- Comprehensive
- Adaptable
- Strategic
- Interactive

- I, II and III
- I, III and IV
- II, III and IV
- I, II, III and IV

Ans : (c) II, III and IV

6. Many years ago the mastery of reading instruction skills was viewed as :
- comprehension.
 - cognitive learning.
 - interactive learning.
 - interpretation.

Ans : (a) comprehension.

7. The readers change the strategies they use as they read different kinds of text or as they read for different purposes. This is an _____ feature of the act of constructive meaning.
- adaptable
 - strategic
 - cohesive
 - interactive

Ans : (a) adaptable

8. Choose an option that lists a statement that is not true.
- In the late 20th century a group of psychologists, linguists, and computer scientists began to focus research attention on how the mind works i.e. how people think and learn.
 - The act of constructing meaning is interactive because it involves not just the reader but also the text and the context in which reading takes place.

- Research has revealed a great deal of information about the kinds of instructional activities and procedures that are most successful in helping students to become good readers.
- Reading instruction is even now based on a concept of the application of a set of skills like identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing.

Ans : (d) Reading instruction is even now based on a concept of the application of a set of skills like identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting and sequencing.

9. The convergence of the strands of cognitive science research and reading education research has provided a wealth of information about :

- what methods are required to instil in students the habit of learning through reading.
- the kind of instruction that is needed to help students to become good readers.
- what good readers do as they read.
- how good and poor readers differ.

- 1, 2 and 3
- 1, 3 and 4
- 2, 3 and 4
- 1, 2, 3 and 4

Ans : (c) 2, 3 and 4

10. Choose an option that clearly states the meaning of the word 'convergence'.

- two or more things become similar or come together
- two thoughts or things going parallelly
- the emergence of new and distinct thoughts or patterns
- the violent mixing of two or more things

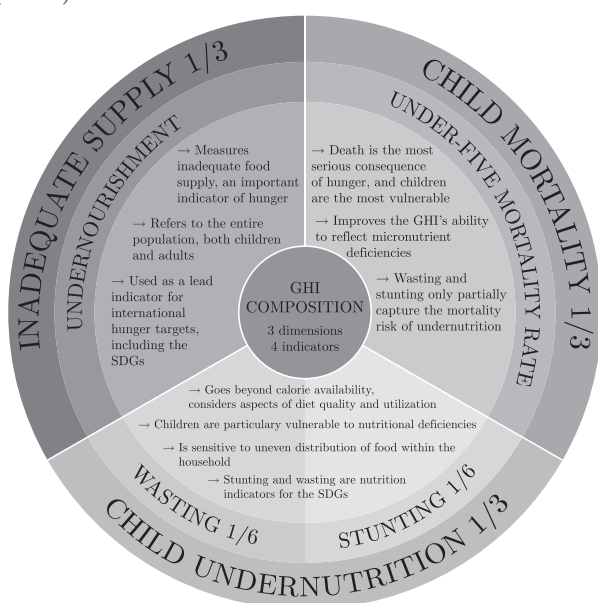
Ans : (a) two or more things become similar or come together

II. Read the passage given below.

- India is home to 46.6 million stunted children, a third of world's total as per Global Nutrition Report 2018. Nearly half of all under-5 child mortality in India is attributable to undernutrition. Any country cannot aim to attain economic and social development goals without addressing the issue of malnutrition. Poor nutrition in the first 1000 days of a child's life can also lead to stunted growth, which is associated with impaired cognitive ability and reduced school and work performance. Malnutrition in children occurs as a complex interplay among various factors like poverty, maternal health illiteracy, diseases like diarrhoea, home environment, dietary practices, hand washing and other hygiene practices, etc. Low birth weight, episode of diarrhoea within the last 6 months and the presence of developmental delay are often associated with malnutrition in most developing nations including India.
- In present era malnutrition is reflected as double burden, one aspect is undernutrition and other being overnutrition. But, in India and other low and middle-income countries (LMICs), basically malnutrition

is synonymous with protein energy malnutrition or undernutrition, which signifies an imbalance between the supply of protein and energy and the body's demand for them to ensure optimal growth and function.

- III. Globally, approximately 149 million children under-5 suffer from stunting. In 2018, over 49 million children under-5 were wasted and nearly 17 million were severely wasted. There are now over 40 million overweight children globally, an increase of 10 million since 2000. It is estimated that by 2050, 25 million more children than today will be malnourished.
- IV. India is one among the many countries where child undernutrition is severe and also undernutrition is a major underlying cause of child mortality in India. In a recently released Global Nutrition Report 2018, revealed the prevalence of stunting, wasting and overweight at national level as 37.9, 20.8 and 2.4% respectively.
- V. In India as per National Family Health Survey IV (2014-2015, recent in the series) 38.4, 21 and 35.7% of children below 5 years suffer from stunting, wasting and underweight respectively (corresponding figure for NFHS III, 2005-2006 were 47.9, 19.8 and 42.5% respectively). Prevalence of severe acute malnutrition (SAM) in India is 7.5%.



- VI. In the 2018 Global Hunger Index, India ranks 103rd out of 119 qualifying countries. With a score of 31.1, India suffers from a level of hunger that is serious. Figure given depicts dimensions and indicators of Hunger index and its relationship with child malnutrition.

Based on your understanding of the passage, answer any six out of the eight questions by choosing the correct option.

11. As per National Family Health Survey IV, the prevalence of severe acute malnutrition (SAM) in India is :
 (a) 2.4%
 (b) 7.5%
 (c) 20.8%
 (d) 35.7%
Ans : (b) 7.5%

12. Which of the following is an indicator of inadequate food supply?
 (a) undernourishment
 (b) stunting
 (c) under 5 mortality rate
 (d) wasting

Ans : (a) undernourishment

13. Which of the following is not a factor in the occurrence of malnutrition in children?
 (a) low birth weight
 (b) poverty
 (c) diarrhoea
 (d) maternal health illiteracy

Ans : (a) low birth weight

14. Which of the following is not a feature of undernutrition?
 (a) stunting and wasting are nutrition indicators
 (b) children are particularly vulnerable to nutrition deficiencies
 (iii) uneven distribution of food within a country
 (d) goes beyond calorie availability

Ans : (c) uneven distribution of food within a country

15. Global Nutrition Report 2018 recently revealed the prevalence of overweight at a national level in India is at :
 (a) 2.4%
 (b) 7.5%
 (c) 20.8%
 (d) 35.7%

Ans : (a) 2.4%

16. What does the given passage highlight?
 (a) the increase the number of under 5 child mortality rate
 (b) childhood malnutrition in India
 (c) the prevalence of undernourishment
 (d) global hunger problems

Ans : (b) childhood malnutrition in India

17. Which of the following statements is not true in the context of the passage?
 (a) In 2018, there are now over 50 million overweight children globally, an increase of 1.0 million since 2000.
 (b) Any country cannot aim to attain economic and social development goals without addressing the issue of malnutrition.
 (c) Death is the most serious consequence of hunger, and children are the most vulnerable.
 (d) In India and other low and middle-income countries malnutrition is synonymous with undernutrition.

Ans : (a) In 2018, there are now over 50 million overweight children globally, an increase of 10 million since 2000.

18. Poor nutrition in the first 1000 days of a child's life can lead to _____, which is associated with impaired cognitive ability and reduced school and work performance.
- reduced cognitive ability
 - under 5 mortality
 - increased chances of malnutrition
 - stunted growth

Ans : (d) stunted growth

GRAMMAR & WRITING

GRAMMAR

III. Answer any five out of six questions by selecting the most appropriate option for each.

19. In the first _____ months of life, an infant learns how to lift its head, how to smile and how to recognize its parents.
- many
 - any
 - few
 - None of these

Ans : (c) few

20. We _____ respect our parents and teachers.
- ought to
 - may have to
 - will
 - shall

Ans : (a) ought to

21. She along with her friends _____ taking the exam.
- are
 - were
 - have
 - is

Ans : (d) is

22. He _____ hard since morning.
- worked
 - had worked
 - has been working
 - would work

Ans : (c) has been working

23. Which option displays the correct change of the following to reported speech?
He asked me, "How is your mother?"
- He asked me how was my mother.
 - He asked me how my mother was.
 - He asked me how your mother was.
 - He asked me how was your mother.

Ans : (b) He asked me how my mother was.

24. Which option displays the correct change of the following to reported speech?
The commander said to the army, "March forward".
- The commander asked the army march forward.
 - The commander ordered the army to march forward.
 - The commander requested the army to go forward.
 - The army requested the commander to march.

Ans : (b) The commander ordered the army to march forward.

WRITING

IV. Answer any five out of the six questions by selecting the most appropriate option for each.

25. What would you say in the opening part of a formal letter?
- Discussing the recipient if he is hale and hearty
 - Discussing how good the weather is in your city
 - Ask how good the weather is in the recipient's city
 - Inform the recipient why you are writing the letter
- Ans :** (d) Inform the recipient why you are writing the letter

26. When you are writing a formal letter, what information might you need?
- Dates
 - Names
 - Contact details
 - All of these
- Ans :** (d) All of these

27. When writing a formal letter, you think about who you are writing to. What else is important?
- Why you are writing
 - What you want the reader to do
 - What you need to tell the reader
 - All of the above
- Ans :** (d) All of the above

28. Why does it help to plan a letter?
- You can decide how to order all the points in your letter
 - You can make a list of all the points you want to include
 - Both a and b.
 - None of the above
- Ans :** (b) You can make a list of all the points you want to include

29. When you are writing a formal letter to a company, what information do you include?
- Your date of birth
 - Only company's address
 - Your address
 - Both your address and the company's address
- Ans :** (d) Both your address and the company's address

30. What should be avoided while writing a formal letter?
- I'd
 - I won't
 - I'll
 - All of these
- Ans :** (d) All of these

LITERATURE

This section has sub-sections - V, VI, VII, VIII & IX. There are a total of 30 questions in this section. Attempt any 26 questions from the sub-sections V to IX.

V. Read the given extract to attempt the questions that follow:

The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him with his cowardice.

(Two Stories About Flying)

31. Based on the given sentence, pick the option that corresponds to what human parents would say. 'while his parents circled around raising a proud cackle.'
- (a) Well done! (b) Oh no!
(c) Ready?! (d) Really!?

Ans : (a) Well done!

32. Which option lists the image nearest to 'skim the waves'?



(i)



(ii)



(iii)



(iv)

- (a) image (i)
(b) image (ii)
(c) image (iii)
(d) image (iv)

Ans : (c) image (iii)

33. Imagine that the young gull attended a workshop on inspiration and confidence building and received a couple of pieces of advice. Choose the option that reflects these pieces of advice, most relevant to his situation.



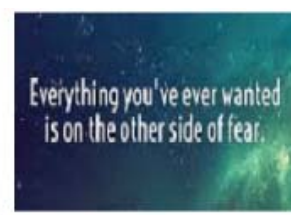
(i)



(ii)



(iii)



(iv)

- (a) (i) and (ii) (b) (ii) and (iii)
(c) (iii) and (iv) (d) (i) and (iv)

Ans : (c) (iii) and (iv)

34. Which of the following feelings did the young gull, NOT feel according to the given context? "...all day long, he had watched his parents flying about with his brothers and sister..."

- i. sad
ii. incompetent
iii. excluded
iv. ungrateful
v. inspired
vi. jealous
vii. anxious
- (a) i, iii, vi (b) ii, v, vii
(c) ii, iii, vii (d) iv, v, vi

Ans : (d) iv, v, vi

35. Select the most appropriate option for the following:
devour : guzzle : nibble : _ _ _ _ _
(a) chew (b) savour
(c) peck (d) gulp

Ans : (c) peck

VI. Read the given extract to attempt the questions that follow:

Mr. Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next lesson he assigned me a second essay. This time it was supposed to be on 'An Incurable Chatterbox'. I handed it in, and Mr. Keesing had nothing to complain about for two whole lessons. However, during the third lesson he'd finally had enough. "Anne Frank, as punishment for talking in class, write an essay entitled "Quack. Quack, Quack." Said Mistress Chatterbox.

(From The Diary Of Anne Frank)

36. The argument that made Mr. Keating laugh was:
 (a) talking was a birth right
 (b) talking was a fundamental right
 (c) talking was a trend
 (d) talking was a student's trait

Ans : (d) talking was a student's trait

37. The topic of the second essay was:
 (a) An Idiotic chap
 (b) An Incurable Chatterbox
 (c) An Incorrect chapter
 (d) An Insecure manner

Ans : (b) An Incurable Chatterbox

38. Anne was being punished because:
 (a) she laughed a lot
 (b) she abused a lot
 (c) she talked a lot
 (d) she cried a lot

Ans : (c) she talked a lot

39. The word 'incurable' means:
 (a) that can't be fooled
 (b) that can't be judged
 (c) that can't be corrected
 (d) that can't be made

Ans : (c) that can't be corrected

40. The character traits of Anne were:
 (a) talkative and quarrelsome
 (b) patient and panicky
 (c) smiling and cheerful
 (d) talkative and patient

Ans : (d) talkative and patient

VII. Read the given extract to attempt the questions that follow:

And no one buys a ball back. Money is external.
 He is learning, well behind his desperate eyes,
 The epistemology of loss, how to stand up
 Knowing what every man must one day know
 And most know many days, how to stand up.

(The Ball Poem)

41. What is epistemology?
 (a) The philosophical theory of knowledge
 (b) The philosophical theory of work
 (c) The philosophical theory of behaviours
 (d) None of these

Ans : (a) The philosophical theory of knowledge

42. What piece of advice is being given to the child by the poet?
 (a) To concentrate on other balls
 (b) To jump into the water
 (c) To stand up again after forgetting that ball
 (d) All of these

Ans : (c) To stand up again after forgetting that ball

43. What is the poet trying to tell us in this poem?
 (a) That age once lost can't be regained
 (b) That ball once lost can't be regained
 (c) That all the balls are useless
 (d) None of these

Ans : (a) That age once lost can't be regained

44. Which literary device has been used in 'No one buys a ball back'?
 (a) Oxymoron
 (b) Assonance
 (c) Alliteration
 (d) Personification

Ans : (c) Alliteration

45. Why does the poet say 'Money is external'?
 (a) He means money can buy everything
 (b) He means money can't buy everything
 (c) He means money can buy everything except balls
 (d) None of these

Ans : (b) He means money can't buy everything

VIII. Read the given extract to attempt the questions that follow:

And that is why it was so difficult to rob him. It's easy to rob a greedy man, because he can afford to be robbed; but it's difficult to rob a careless man sometimes he doesn't even notice he's been robbed and that takes all the pleasure out of the work. Well, it's time I did some real work, I told myself; I'm out of practice. And if I don't take the money, he'll only waste it on his friends. After all, he doesn't even pay me.

(The Thief's Story)

46. According to the extract, it's easy to rob a _____.
 (a) great man
 (b) powerful man
 (c) careless man
 (d) greedy man

Ans : (d) greedy man

47. Why was it difficult to rob a careless man according to Hari Singh?
 (a) For he gets angry
 (b) For he doesn't pay attention to
 (c) For he can pay attention to it
 (d) None of these

Ans : (b) For he doesn't pay attention to

48. What reason did Hari Singh find for cheating on his host?
 (a) That he was not much worried about money
 (b) That he didn't pay him
 (c) That he would spend money on his friends
 (d) All of these

Ans : (d) All of these

49. What does the speaker mean by 'Out of practice'?
- That he was not used to stealing
 - That he was used to stealing
 - That he had not committed a stealth for a period of time
 - None of these

Ans : (c) That he had not committed a stealth for a period of time

50. Which of the following adjectives describes Anil?
- Trustworthy
 - Philanthropist
 - A good host
 - All of these

Ans : (d) All of these

IX. Attempt the following.

51. What did Lencho compare the large raindrops with?
- silver coins
 - pearls
 - diamonds
 - new coins

Ans : (d) new coins

52. Why did other countries broke off diplomatic relations with South Africa?
- White rulers
 - Other countries are racial
 - It is a poor country
 - Apartheid policy

Ans : (d) Apartheid policy

53. Wanda said that she had dresses made by _____.
- Cotton and silk
 - Velvet and Rayon
 - Velvet and silk
 - Silk and Rayon

Ans : (c) Velvet and silk

54. What was Maddie reminded of by the Petronski's house?
- how they teased her
 - how she could stop all of it
 - Wanda's drawings
 - Wanda's dress; unironed but clean

Ans : (d) Wanda's dress; unironed but clean

55. The crow and Hemlock tree symbolize _____.
- sorrow
 - happiness
 - celebration
 - death

Ans : (a) sorrow

56. What is the rhyming scheme of the poem "Fire and Ice"?
- abaa bcbcb
 - aaba bcbcb
 - aaab bcbcb
 - abab bcbcb

Ans : (a) abaa bcbcb

57. The patrolling cars come to _____ at night.
- Vigilate the zoo
 - Kill the tiger
 - Take the animals
 - Visit the place

Ans : (a) Vigilate the zoo

58. Why did the other dogs ignore Tricki?
- he was an uninteresting object
 - he was ill
 - he was furious
 - all of the above

Ans : (a) he was an uninteresting object

59. Anil instructed the thief to sleep on the _____.
- Study
 - Balcony
 - Dinning room
 - Drawing room

Ans : (b) Balcony

60. How did Griffin finally escape?
- by hitting them
 - by taking off all his clothes
 - by running away as fast as he could
 - by hiding

Ans : (b) by taking off all his clothes

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