

Sample Paper



Time : 90 Minutes

Max. 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-WRITING & GRAMMAR 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 SECTION

I Read the passage given below.

The difference in the ways of thinking and perception in the people of two different generations, which results in behavioural differences and sometimes, conflict among them is usually called generation gap.

Generation gap is generally seen in the family between parents and their children. It is not only because of the gap in age, but also because of the way parents react to a particular situation. Children being very young and immature do not understand the way of thinking of their parents. In many cases, the parents, even if they are matured, do not empathize with the changing values and thinking pattern of the modern world. This creates a communication gap between these two generations.

Generation gap between parents and children is mostly caused by parents themselves. They do not talk openly to their children and do not take part in solving their problems. This behaviour gives the impression about parents being authoritative persons, because they only dictate without understanding the problems faced by their children. As a result, the children become mentally isolated from their parents. Some parents become so busy with their work that they don't spend quality time with their family, which makes them completely unaware of how their children are growing, what kind of mentality is being developed in them, and so on. This ultimately creates a gap between them. They only realize it when it is too late.

Changes in technology have led to the generation gap in this modern world. Children tend to spend most of their time with their digital devices and are so busy with social media, that they do not discuss their problems with their parents. The internet provides solutions to most of the worldly problems. So children, instead of contacting their own parents, seek the help of internet in case of any problem, thus again reducing the communication, leading to a generation gap between them. The generation gap has greatly increased these days because the time is changing fast and people find it difficult to cope up with this change. To overcome this problem, parents should show interest in all matters of their children and deal with them positively instead of just scolding them and leaving them alone to deal with their problems. Giving time to the children, having open communication, and allowing the child to feel free and not in any kind of pressure, will eventually reduce the generation gap to a tolerable extent.

Answer any four of the following questions:

1. What cause the gap between the parents and their children?
 - (a) Difference in thinking
 - (b) Difference in talking
 - (c) Difference in clothing style
 - (d) Difference in lifestyle

2. Why is generation gap there in the families?
(a) Due to parents (b) Due to children (c) Due to the age gap (d) Due to teachers
3. Why do children view their parents as dictatorial?
(a) Parents don't talk to children openly (b) Parents love children a lot
(c) Parents shower them with gifts (d) Parents spoil them
4. How has advancement in technology led to the generation gap?
(a) Parents have no time (b) Children are busy with gadgets
(c) Parents scold them (d) Parents love them
5. What steps need to be taken to bridge this gap?
(a) Parents should show their interest in their children's work
(b) Parents should scold them
(c) There should be strict parenting
6. What is meant by the word, 'particular'?
(a) specific (b) usual (c) normal (d) instant
7. What is meant by the word, 'isolated'? (Para 3)
(a) bound (b) grown (c) separated (d) unconcerned
8. What is the antonym of the word, 'solutions'? (Para 5)
(a) difficulties (b) irritations (c) problems (d) decisions
9. What is the antonym of the word, 'reduce'?
(a) tear (b) expand (c) open (d) abridge
10. Most of the parents don't spend _____ time with their family.
(a) free (b) quality (c) weekend (d) leisure

II. Read the passage carefully

One day Gandhiji and Vallabhbai Patel were talking in the Yeravda jail when Gandhiji remarked, "At times even a dead snake can be of use." And he related the following story to illustrate his point: Once a snake entered the house of an old woman. The old woman was frightened and cried out for help. Hearing her, the neighbours rushed up and killed the snake. Then they returned to their homes. Instead of throwing the dead snake far away, the old woman flung it onto her roof.

Sometime later a kite flying overhead spotted the dead snake. In its beak, the kite had a pearl necklace which it had picked up from somewhere. It dropped the necklace and flew away with the dead snake. When the old woman saw a bright, shining object on her roof she pulled it down with a pole. Finding that it was a pearl necklace she danced with joy!

One day a bania found a snake in his house. He could not find anyone to kill it for him and had not the courage to kill it himself. Besides, he hated killing any living creature. So, he covered the snake with a pot and let it there.

As luck would have it, that night some thieves broke into the bania's house. They entered the kitchen and saw the overturned pot. "Ah", they thought, "the bania has hidden something valuable here." As they lifted the pot, the snake struck. Having come with the object of stealing, they barely left with their lives.

Once he came out of jail, Gandhiji went from city to city, village to village collecting funds for the Charkha Sangh. During one of his tours, he addressed a meeting in Orissa.

After his speech a poor old woman got up. She was bent with age, her hair was grey and her clothes were in tatters. The volunteers tried to stop her, but she fought her way to the place where Gandhiji was sitting. "I must see him," she insisted and going up to Gandhiji touched his feet.

Then from the folds of her sari, she brought out a copper coin and placed it at his feet. Gandhiji picked up the copper coin and put it away carefully.

The Charkha Sangh funds were under the charge of Jamnalal Bajaj. He asked Gandhi for the coin but Gandhi refused.

On the basis of your reading of the passage given above, answer the following questions:

11. On seeing the _____ the thieves ran for their life from the bania's house.
(a) necklace (b) dead snake (c) woman (d) snake
12. Gandhiji went to Orissa for _____.
(a) a meeting (b) collecting funds (c) the old woman (d) volunteer.

13. _____ was in charge of the Charkha Sangh funds.
 (a) Jammalal Bajaj (b) Gandhiji (c) Vallabhbhai Patel (d) Volunteers
14. The kite dropped:
 (a) a snake (b) a pot (c) a pearl necklaces (d) a copper coins
15. The Bania could not kill the snake because:
 (a) he was kind to living creature (b) he could not find anyone
 (c) he had no courage to kill it himself (d) all of these
16. The thieves thought the Bania had hidden something valuable:
 (a) under a stone (b) in a box (c) under a pot (d) in a hole
17. The volunteers tried to stop the poor woman from going to _____.
18. When the poor woman came to Gandhiji, Gandhiji touched her feet.
 (a) True (b) False

WRITING AND GRAMMAR

GRAMMAR

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

19. She _____ (study) since morning today.
 (a) Had been studying (b) Has been studying
 (c) Will have been studying (d) studied
20. He _____ (play) all day with his cousin.
 (a) Was playing (b) Played (c) Is playing (d) Are playing
21. they _____ not in the swimming pool.
 (a) Was (b) Is (c) Were (d) Had been
22. we _____ to follow traffic rules.
 (a) Need (b) Should (c) Would (d) Ought
23. there _____ to be a way out of this problem.
 (a) Was (b) Is (c) Had (d) Has
24. let's _____ out and play in the garden.
 (a) Come (b) Go (c) Row (d) Show

WRITING

IV. Answer any five questions.

You are Dev, a resident of Delhi. You have to write a letter to the editor of Hindustan times drawing attention towards importance of disaster management in day-to-day life.

25. Select the option with relevant aspects that Dev should select, for this letter.
 (1) The newspaper's name
 (2) Attached proof of the newspaper subscription
 (3) Dev's address
 (4) Formal tone
 (5) Expected date of the letter's receipt
 (a) (1) and (5) (b) (2), (3) and (4) (c) (3) and (5) (d) (1), (3) and (4)
26. Select the appropriate subject for this letter.
 (a) Drawing attention towards disaster management as a necessity
 (b) disaster management: a way to tackle loss
 (c) disaster management techniques
 (d) issue of disaster management
27. Select the option that correctly justifies the choice of the concluding portion of this letter
 1. I expect the authorities to take action on this issue.
 2. I hope my views get published in the column of your newspaper so that this issue may garner more public support and awareness.

- (a) Yes, to option 1 because of the authoritative tone.
 (b) No, to option 1 because of informal tone.
 (c) Yes, to option 2 because of the tone of polite expectation
 (d) No, to option 2 because of the certainty of the tone.
28. Select the option that completes the concluding line appropriately. I hope that my letter will
- (a) help the authorities to realise their mistake
 (b) help children to get equipped with disaster management techniques
 (c) inform authorities about the issue of disaster management as the topic of the hour
 (d) spread awareness among the masses
29. What is written in the end after concluding paragraph?
- (a) Yours lovingly (b) Yours sincerely (c) Yours affectionately (d) Yours always
30. What is written as salutation to the editor?
- (a) Respected sir (b) Lovingly sir (c) Sir (d) Super sir

LITERATURE

V. Read the extracts given below and attempt the questions that follow.

The sun was now ascending the sky, blazing on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall. He stopped slowly out to the brink of the ledge, and standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing with their heads sunk into their necks. His father was preening the feathers on his white back. Only his mother was looking at him. She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet and then scrapped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scrapping his beak now and again to whet it. (Pages 33-34)

31. Who was looking at the young seagull?
- (a) Father (b) Brother (c) Sister (d) Mother
32. What were his brothers doing?
- (a) Sleeping (b) Hunting (c) Flying (d) Running
33. What was the condition of the seagull?
- (a) Troubled (b) Calm (c) Composed (d) Happy
34. What did he like to do?
- (a) catch the food (b) smell the food (c) tear the food (d) lick the food
35. How many siblings did the young seagull have?
- (a) one (b) two (c) three (d) four

VI. Read the extracts given below and attempt the questions that follow.

"Ga, ga, ga," he cried begging her to bring him some food. "Gaw-col-ah," she screamed back derisively. But he kept calling plaintively, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of the fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, she halted, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived at the fish. (Pages 34-35)

36. What did the young seagull cry for?
- (a) Mother (b) Father (c) Wind (d) Food
37. Did her mother pay attention to his request?
- (a) Yes (b) No (c) May be (d) None of the above
38. Why did the young seagull utter a joyful scream?
- (a) Saw mother coming (b) Saw mother coming with fish
 (c) Saw father coming (d) Saw father coming with fish

39. What was the real intention of the mother?
 (a) Wanted him to fly (b) Wanted him to eat
 (c) Wanted to make him feel bad (d) Wanted to make him jealous
40. what is the meaning of maddened by hunger?
 (a) not hungry (b) very hungry (c) not hungry at all (d) little bit hungry

VII. Read the extracts given below and attempt the questions that follow.

*But he's locked in a concrete cell,
 His strength behind bars,
 Stalking the length of his cage,
 Ignoring visitors.*

41. Where is he locked?
 (a) behind bars (b) behind ropes (c) behind walls (d) behind cave
42. Where is he striding?
 (a) Cell (b) Zoo (c) Concrete cell (d) Open jail
43. Whom does he ignore?
 (a) Zoo keepers (b) Animals (c) Visitors (d) Kids
44. Pick out the word from the stanza that means the same as - "Walk stiffly".
 (a) Stiff (b) Stalk (c) Rigid (d) Sturdy
45. What Is the antonym of ignoring?
 (a) Attention (b) Ignorant (c) Paying no attention (d) Lousy

VIII. Read the extracts given below and attempt the questions that follow.

*He should be snarling around houses
 At the jungle's edge,
 Baring his white fangs, his claws,
 Terrorising the village!*

46. Who is 'he' in the stanza?
 (a) Lion (b) Leopard (c) Tiger (d) Elephant
47. Why does he move around the houses?
 (a) In search of predators (b) In search of preys
 (c) In search of other tigers (d) In search of playmates
48. How should he be terrorising the village?
 (a) With his Fangs and claws (b) With his stripes and claws
 (c) With his body and mood (d) With his legs and eyes
49. Give noun form of 'terrorise'.
 (a) Terror (b) Terrorism (c) Territory (d) Terry
50. give the title of this poem?
 (a) a tiger in the zoo (b) no tiger in the zoo
 (c) tiger (d) zoo

IX. Attempt the following questions.

51. Choose the CORRECT statement about the given poem.
 (a) Fire and ice are images-they help the readers visualise the power of nature over man.
 (b) Fire and ice are symbols-not of natural disasters, but of humanity's ability to create disasters of its own.
 (c) Fire and ice are elements-not of Nature but man-made and possess the ability to create havoc for mankind.
 (d) Fire and ice are agents-they change the thinking of mankind from negative to positive and bring harmony.
52. Identify the most likely tone of the poet in the lines- 'To say that for destruction ice/Is also great'
 (a) sarcastic (b) serious
 (c) amused (d) celebratory

53. Paper has more patience than people.' What does this imply? This implies that Anne
- (a) believed in the power of writing more than speaking to people.
 - (b) felt that she could pour her heart out on paper without any hindrance.
 - (c) had more faith in sharing her thoughts and feelings with paper.
 - (d) felt that she could share her feelings openly on paper.
54. The 'most courteous manner' here means that Peggy was
- (a) on her best behaviour.
 - (b) teasing Wanda.
 - (c) trying to impress Wanda.
 - (d) respectful to Wanda.
55. Peggy gave her friend a nudge because
- (a) she wanted to push her away from the scene.
 - (b) she disliked her friend being distracted then.
 - (c) she was teasing Wanda and wanted her to make others pay attention.
 - (d) she was teasing Wanda and didn't want anyone her miss the 'fun'.
56. The narrator describes Tricky as a "pathetic little animal". The use of the word 'pathetic' indicates that the narrator
- (a) was very fond of Tricky.
 - (b) thought Tricky was contemptible.
 - (c) pitied Tricky's condition.
 - (d) believed Tricky's health was deteriorating.
57. How did Griffin finally escape?
- (a) by hitting them
 - (b) by taking off all his clothes
 - (c) by running away as fast as he could
 - (d) by hiding
58. Where did he go next?
- (a) at the inn
 - (b) a big store
 - (c) theatre store
 - (d) none of the above
59. Why was it a bad time to wander in London?
- (a) it was mid winter
 - (b) he was without clothes
 - (c) both 1 and 2
 - (d) none of the above
60. Griffin's body became as transparent as _____
- (a) glass
 - (b) ice
 - (c) air
 - (d) none of the above

OMR ANSWER SHEET

Sample Paper No – 10

- ★ Use Blue / Black Ball pen only.
- ★ Please do not make any stray marks on the answer sheet.
- ★ Rough work must not be done on the answer sheet.
- ★ Darken one circle deeply for each question in the OMR Answer sheet, as faintly darkened / half darkened circle might be rejected.

Start time : _____ End time _____ Time taken _____

1. Name (in Block Letters)

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3. Candidate's Signature

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SECTION-A

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| 2. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 8. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 14. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 3. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 9. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 15. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 4. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 10. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 16. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 5. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 11. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 17. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 6. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 12. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 18. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |

SECTION-B

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| 20. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 24. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 28. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 21. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 25. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 29. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 22. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 26. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 30. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |

SECTION-C

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| 31. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 41. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 51. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 32. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 42. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 52. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
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| 34. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 44. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 54. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 35. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 45. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 55. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 36. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 46. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 56. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 37. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 47. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 57. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 38. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 48. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 58. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 39. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 49. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 59. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |
| 40. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 50. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d | 60. <input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d |

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Page for Rough Work
