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**Candidate must write the Q.P. Code
on the title page of the answer-book.**

- Please check that this question paper contains **8** printed pages.
- Please check that this question paper contains **10** questions.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- **Please write down the serial number of the question in the answer-book before attempting it.**
- 15 minute time has been allotted to read this question paper. The students will read the question paper only and will not write any answer on the answer-book during this period.

ENGLISH COMMUNICATIVE

*Time allowed : 3 hours**Maximum Marks : 80*

General Instructions:

Read the following instructions very carefully and strictly follow them:

- (i) The question paper is divided into **four** sections A, B, C and D.
Section A - Reading Skills 22 marks
Section B - Writing Skills 22 marks
Section C - Grammar 10 marks
Section D - Literature Textbook 26 marks
- (ii) There are **10** questions in the question paper. **All** questions are compulsory.
- (iii) Answers should be brief and to the point.
- (iv) You may attempt any section at a time.
- (v) All questions of that particular section must be attempted in the correct order.
- (vi) Instructions are given with each section and question, wherever necessary.

SECTION A-READING (22 marks)

Q.1) Read the following passage: (12 Marks)

1. According to the Annual Status of Education Report (ASER) 2013, the proportion of all children nationally in Class V who can read a Class II level text remains virtually the same since 2012: 47 per cent. Among Class V children in government schools, this percentage has decreased to 41.1 per cent.

2. The household-based annual education survey covers six lakh children in the age group 3-16 across 550 districts, about 16,000 villages, and 3.3 lakh households. Despite the dismal figures it throws up, there is some hope still. It comes not so much from the formal learning centers as from the work of volunteers and organizations around the country that are doing stellar work to promote reading among rural children. Learning to read is not an instinctive act like learning to talk, run, or play. But there is no doubt that the ability to read is one of the most important skills children need for their development.: Why are children, especially in rural schools, not reading?

3. “Are you asking about reading skills, or children’s inclination to read?” asks Neha Pradhan Arora, Head of Programs at Swechha, which runs Pagdandi, a volunteer-driven alternative educational space for children of resettlement and slum colonies in Delhi. Since 2009, it has reached hundreds of children in Jagdamba Camp. “The ability to read depends upon learning and teaching, but reading for pleasure depends on access to books. That’s the reason we started Kitabghar. Reading is first a skill, then becomes a joy, and only after that can it empower the child.”

4. Pagdandi runs monthly reading days, and conducts periodical reading-related events. Like Pagdandi, there are hundreds of organisations and individuals who have made it their mission to promote reading for pleasure among children. “Children anywhere will read if they are introduced to the act of reading in the right environment,” says Sathyanarayanan Mundayoor, fondly known as Uncle Moosa. This extraordinary crusader has been instrumental in setting up 13 libraries, called Bamboosa Libraries, in the villages of Arunachal Pradesh through the Lohit Youth Libraries programme.

5. “In Arunachal Pradesh, even the government finds it difficult because of connectivity and terrain. The only hope for promoting reading is the school system. But when these schools lack even basic facilities, having a library is not easy. After coming under Sarva Shiksha Abhiyan, officials are unable to pay attention to teacher training and other aspects of school governance. Add to this the fact that reading is taught only as a means to teach other subjects,” says Mundayoor, who has been working in Arunachal Pradesh for over three decades. “Volunteers, are eager to work with reading-deprived children. Books are accessible and kept in open cupboards. Unlike the top-down approach of school librarians, where they decide what and when a child should read, here the volunteers encourage children to read whatever they choose. Volunteers return to their own villages and start similar reading rooms.”

6. That children love stories is universal. “Children need to be surrounded by books. When reading for pleasure is not part of the culture, there is no push to read. Our children need books that are colourful, exciting and in languages they can read. They need books that have humour. The only way children will learn to read is if they have books to touch and see and read,” says Suzanne Singh, chairperson, Pratham Books.

7. Says Barbara Schmid, a social welfare manager who moved from Germany to Kalkeri six years ago, “Young children are very curious. Even if they are unable to read, they are eager to read, and this makes them quick learners. The older children who have come late to our school find it difficult. The key to inculcate the habit of reading for pleasure is to provide the atmosphere as early in life as possible.”

8. The Accelerated Reading Programme developed by Akshara Foundation, a Karnataka-based non-profit, reverses this process. Their technique starts with ‘reading’ from the first day. Children imagine and wonder, trying to make sense of what they see. They stumble, ‘read’, guess at words, try and understand its meaning, and eventually learn to read.

9. To mark International Literacy Day in September 2013, Pratham Books invited volunteers to spread the joy of reading. We expected 100 volunteers; we got more than 600, who conducted over 1000 book-reading and storytelling sessions in 25 languages across India. That is a small sprinkling of magic dust, but given the serious issue of children not being able to read in India, we need many more warriors like Uncle Moosa.

Answer the following questions, based on the passage above. (12 Marks)

1. What does the ability to read depend upon? (1)

- a. access to books.
- b. learning and teaching
- c. library facilities.
- d. social environment.

2. The Accelerated Reading Programme developed by Akshara Foundation, a Karnataka-based non-profit, reverses this process. List two ways, how the process is reversed. Answer in 30 -40 words (2)

3. Why has Uncle Moosa been called a crusader? (1)

4. In Arunachal Pradesh, even the government finds it difficult because of connectivity and terrain. This means that reading could not be promoted in Arunachal Pradesh because (1)

- a. Libraries cannot be set up because of lack of buildings
- b. People cannot travel in Arunachal Pradesh.
- c. The hilly land makes it difficult for constructing buildings for libraries and also for commuting
- d. There is poor communication and lack of transportation facilities.

5. Briefly explain (in 30-40 words) ‘According to the Annual Status of Education Report (ASER) 2013, the proportion of all children nationally in Class V who can read a Class II level text remains virtually the same since 2012: 47 per cent.’ (2)

6. Which of the following is the right sequence for Reading? (1)

- a. Enjoyment- empowerment- ability
- b. Ability- empowerment- enjoyment
- c. interest- empowerment- enjoyment
- d. Ability- enjoyment- empowerment

7. What is the top-down approach of a librarian? (1)

8. Which paragraph discusses ‘word attack skills? (1)

9. Complete the sentence appropriately. Despite the dismal figures it throws up, there is some hope still as _____ (para 2) (1)

10. State whether the given assertion is TRUE or FALSE. (1)

Reading for pleasure is not part of Indian culture.

Q2. Read the passage and answer the questions that follow: - (10 Marks)

The term ‘child labour’ is often defined as work that deprives children of their childhood, their potential and their dignity and that is harmful to physical and mental development. It refers to work that: - is mentally, physically, socially or morally dangerous and harmful to children; and/or -interferes with a child’s ability to attend and participate in school fully by obliging them to leave school prematurely or requiring them to attempt to combine school attendance with excessively long and heavy work.

There are many inter-linked factors contributing to the prevalence of child labour. Child labour is both a cause and consequence of poverty. Household poverty forces children into the labour market to earn money. Some perform child labour to supplement family income while many also are in it for survival. They miss out on an opportunity to gain education, further perpetuating household poverty across generations, slowing the economic growth and social development.

Child labour impedes children from gaining the skills and education they need to have opportunities of decent work as an adult. Inequality, lack of educational opportunities, slow demographic transition, traditions and cultural expectations all contribute to the persistence of child labour in India. Age, sex, ethnicity, caste and deprivation affect the type and intensity of work that children perform.

Child labour remains a persistent problem in the world today. The latest global estimates indicate that 160 million children – 63 million girls and 97 million boys – were in child labour globally at the beginning of

2020, accounting for almost 1 in 10 of all children worldwide. Seventy-nine million children – nearly half of all those in child labour – were in hazardous work that directly endangers their health, safety and moral development.

Global progress against child labour has stagnated since 2016. The percentage of children in child labour remained unchanged over the four- years period while the absolute number of children in child labour increased by over 8 million. Similarly, the percentage of children in hazardous work was almost unchanged but rose in absolute terms by 6.5 million children.

Based on your understanding of the passage, answer the following questions by choosing the correct option- (1x6=6 MKS)

i) The purpose of the passage is to highlight

- a) The issue of child labour
- b) The reasons behind child labour
- c) The increase in the number of child labourers in the past four years
- d) The decrease in the number of child labourers in the past four years

ii) Select the option that is true for the two statements given below-

- 1. Poverty forces children into the labour market.
- 2. Child labour perpetuates poverty across generations.

- a) (1) is the result of (2).
- b) (1) is the reason for (2)
- c) (1) is independent of (2).
- d) (1) contradicts (2)

(iii) According to the data provided in the above passage, _____ engaged in labour are in hazardous work.

- a) Almost half of all children.
- b) Almost all of children
- c) 10% of all children.
- d) None of the above

(iv) Select the option listing the severe effects of child labour.

- 1) Impedes their education.
- 2) Inequality.
- 3) Poverty
- 4) Slow demographic transition
- 5) Hinders skill development

- a) 1, 4 and 5
- b) 2, 3 and 4
- c) 1 and 5
- d) All of these

(v) Which word in Para 2 means 'to cause something to continue' –

- a) perpetuating
- b) supplement
- c) impedes
- d) transition

(vi) The statement “Global progress against child labour has stagnated since 2016” means _____

(Complete the statement)

Answer the following questions –

(vii) What does child labour do to the young minds? 2

(viii) How does the passage explain the word ‘child labour ‘and its effect?

SECTION B : WRITING SKILLS. (22 marks)

Q3. You are Swati, the class monitor of class X, Kendriya Vidyalaya Mancherial. Write an e mail, in about 50 words, to your principal, requesting establishment of new furniture (benches, tables, chairs) for your classroom. 3 marks

Q4. Write a factual description, in not more than 100 words, of a bicycle that your father gifted to you recently. 4 marks

Q5A. Write a letter to the Mayor of your city, addressing the issue of carelessness in transportation habits and advocating for initiatives to promote car-lessness in the community. Deliberate on the environmental, health, and social benefits of reducing reliance on cars and propose specific measures to encourage alternative modes of transportation. Also, emphasise the importance of community engagement and collaboration in achieving a more sustainable and livable city. Use ideas from Unit 3: Science, along with your own to write this letter in not more than 120 words. (7marks)

OR

Q5B. Tourism in India has been on the rise. Write a letter to the Editor of a national daily in about 150 words, as Sheela, discussing the surge in tourism in India since 2021, highlighting the key factors contributing to its growth. Propose additional recommendations to further boost tourism and predict the trajectory of the industry for the upcoming decade.

Use the given cues, along with your own ideas and those you may have gathered from Unit 5: Travel and Tourism, to write this letter. (7 marks)

Q6A. Write an article advocating for concerted efforts to preserve and protect geological heritage sites. Discuss the importance of these sites and highlight the threats they face. Propose specific measures to conserve these valuable natural assets and include suggestive measures for proactive action to safeguard them for future generations.

Use ideas from Unit 4: Environment, along with your own to write this letter in not more than 120 words. (8 marks)

OR

Q6B. Write an article, in about 150 words, as Dikshitha, advocating for the implementation of inclusive education practices in schools, focusing on the benefits for students with diverse learning needs. Share advantages and discuss the importance of fostering an inclusive school environment. Additionally, propose any one recommendation for policymakers and educators to promote

inclusivity in the education system.

Use the given cues, along with your own ideas and those you may have gathered from

Unit 2: Education, to create this article. (8 marks)

-Benefits of inclusive education for students with diverse learning needs.

-Importance of fostering an inclusive school environment.

SECTION C: GRAMMAR (10 marks)

Q7. Complete the tasks (A) to (C), as directed

A. Fill the blanks (I)-(III) with the appropriate option from those in the brackets. 1x3=3 marks

i. You ___ (should/must) wear a helmet while riding a bike.

ii. I ___ (could/must) play the guitar when I was younger.

iii. Students ___ (can/could) leave early if they finish the test.

B. Read the conversation and report the dialogues to complete the paragraph that follows.

Suman: When will you be of eighteen?

Geeta: I don't know.

Suman: Do you not celebrate your birthday?

Geeta: I have no memory of this.

Suman : Sorry, If I hurt you.

Suman asked Geeta (i).....Geeta replied (ii)..... Suman asked further her if (iii).....her birthday. Geeta told her that (iv)

C Rearrange the words to form meaningful sentences (1x3=3 marks)

i. can't/allowed/trees/cut/to/be/be

ii. Government/the /take/ should/strict/very /actions/against/who/those/trees/cut/in/cities

iii. should /pledge/ a/ take /to /birthday /his /on/ tree/ plant/ everybody/ a

SECTION D- LITERATURE TEXTBOOK (26 marks)

Q8. Read the given excerpts and answer the questions briefly, for any two excerpts, of the three, given. (4+4=8)

A. I'd hit the jackpot. I'd finally cracked the game.

At least, that was what I thought then. Now I knew that Sebastian Shultz, the boy from the game, really did exist. I'd seen the proof in the newspaper.

But how? I wondered as I got off the train.

At home I checked the Net. I wanted to learn more about the MIRACLE RECOVERY story.

i. Who is 'I' in the first line?

ii. What is the 'jackpot'?

iii. What was the outcome of the game?

iv. Find a word in the given extract which means the same as "an extraordinary event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency."

B. “Ali came out very slowly, turning after every few steps to gaze at the post office. His eyes were filled with tears of helplessness, for his patience was exhausted, even though he still had faith.”

(The Letter)

i. Why were Ali’s eyes filled with tears of helplessness?

ii. What had exhausted his patience but not his faith?

iii. How often did Ali go to the post office?

iv. The synonym of the word 'tired' from the passage is_____.

C. You must be saving up to emigrate to America,” I suggested. He looked at me sideways, and spoke with an effort. “We would greatly like to go to the States. But here, at present, we have other plans.” “What plans?” He smiled uncomfortably. “Just plans, sir,” he answered in a low voice.

i. Why did the author think that the boys would emigrate to America?

ii. Who is “He’ in the second line and why did he smile uncomfortably?

iii. What were both the boys saving money for?

iv. What is the word for ‘going to live in a foreign country’ in the passage?

Q9. Answer any five of the following six questions in about 30-40 words each. (2X5=10m)

i. What impression do you form of the postmaster after reading the story ‘The Letter’?

ii. “We both knew that by reliving the accident, something wonderful had happened.” Why does the narrator feel so?

iii. Elaborate on the theme of the poem 'Snake'

iv. Analyse Brutus's reasoning for joining the conspiracy against Julius Caesar in the excerpt of Shakespeare's play Julius Caesar.

v. How do we know that Patol Babu was a dedicated actor?

vi. Elaborate on the lesson learnt from the poem 'The Frog and the Nightingale '.

Q10. Answer any one of the following two questions in about 150 words. (8m)

A. Imagine you are Mrs. Packletide. After being betrayed by Louisa Mebbin, you learnt a Lesson for life. Now you are completely changed. You are purged of all ill-will and dislike that you nursed for Loona Bimberton. Write a letter of apology to Loona Bimberton telling her how you were blackmailed because of your craze for fame.

OR

B. After her brothers’ visit, Lucia writes a page in her diary about her past life and her present situation. As Lucia, write the diary entry in about 150 words.