

**CBSE Board**  
**Class X English Literature**  
**Sample Paper – 1 Solution**

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**Maximum Marks: 80**

**Time – 3 hours**

**The question paper is divided into the following sections.**

<b>Section A:</b>	<b>Reading</b>	<b>20 marks</b>
<b>Section B:</b>	<b>Writing &amp; Grammar</b>	<b>30 marks</b>
<b>Section C:</b>	<b>Literature</b>	<b>30 marks</b>

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**SECTION A**  
**(READING-20 MARKS)**

**Q1.**

**I.**

1. respiration, digestion, sleep, excretion, stress, and even mood.
2. the parietal lobe of the brain.
3. thinking and voluntary movements.
4. Meaning of the word 'incredible' – extraordinary, impossible. difficult to believe.

**II.**

(a) in

(b) is

(c) near

(d) between

**III.**

1. affection: attachment
2. unexplained: mysterious

**Q2.**

1. Modern doctors face difficulties in transplant surgeries because people in need of transplant surgery far outnumber the available organs.
2. Patients in need of organs meet an unfortunate end as most of them die before they reach the top of the list of people waiting for transplants.
3. Dying and donating organs is not something most of us like to think about. Many people are reluctant to donate organs as it is an emotive issue.
4. The word 'distraught' in the third paragraph means 'upset'.
5. If you have a donor card and you suddenly lose a life in an accident, you have given permission in advance of your death for your organs to be used. This saves the doctors from asking the next-of-kin for permission to use the organs of the deceased.

**SECTION B**  
**(WRITING & GRAMMAR–30 MARKS)**

**Q3.**

**Challenges Posed by Destabilising Forces within a Country**

**by**

**Vidhisha Raut**

The well-being of a nation depends on various factors—its economy, the quality of its population, the cultural and social mores. Anything that can harm any of the given factors can destabilise the nation and spark chaos.

Though external forces can shake the morale of the country, internal factors can cause profound harm to the harmony of the nation. Internal factors such as civil war can topple the government and cause anarchy. Headless states will then be ruled by proxy governments set up by self-appointed rulers. This can give rise to dictatorship in the nation.

Communal riots can tear the fabric of society and causing irrevocable damage to its sanity. Natural calamities can also contribute to the stability of the nation and can cause loss of property and lives. Thus, internal factors can destabilise a nation and may forever alter its course of progress.

To maintain the sanity of the nation, people should educate themselves about what is best for their nation. Accordingly, they should choose a leader who may guide their country to progress instead of anarchy.

**Q4.**

**A Surreal Journey**

As I lay in my bed last night after a busy day, my eyelids were getting heavier and heavier. The twinkling stars in the dark blue night sky looked as if they were beckoning me. Before I could completely close my eyes, a bizarre sound caught my attention. It sounded like someone was trying to tune a large radio. The eerie, cacophonous sounds were accompanied by unearthly lights in colours of red, blue, purple and orange. I sat up on my bed to take a closer look at a luminous object that was hovering outside my window. It was a large metallic craft shaped like an odd-looking saucer. Parts of the vehicle were covered in what seemed like thick reptilian skin. It was scaly and greenish. The lights around the craft were so bright that I found it difficult to stare at that thing without squinting. The trees and shrubs danced to the wind generated by its propellers. Suddenly I was blinded by a strong light and found myself being beamed up through the air. I grabbed onto my bed post but the strength of the force pulling me was far too strong for me to resist.

Soon I found my limbs go limp and I was now being pulled up into the mysterious craft. When I regained consciousness, I feel someone or something hovering over me. I kept my eyes closed partly because I wanted to play dead and partly because I didn't want to see whatever was in front of me. I felt a cold, clammy caress grazing my forehead. It felt like the digits of a coldblooded animal. When I slowly opened my eyes, I saw a frightening form in front of me. It had an elongated head with tentacles sticking out of it. It had a big shiny blob in the centre of its head in which I could see my own terrified face.

It extended a clammy hand-like protrusion as if in friendship.

I reluctantly extended my hand too. When its digit-like appendages grasped my own palm, I felt a rush of electric charge running through my body. In its shiny blob, I saw the light years it had travelled, the lands it had visited and the creatures it had seen. As if it wanted to share its experiences with me, it made me feel everything it had felt in the course of its journey through surreal places. When it let go of my hand, I saw a star-shaped sign imprinted inside my palm. It took me through the craft where others like itself were seen attending various operations and speaking in an odd language I couldn't follow. The craft was stationed at a point through which one could get a panoramic vantage of the Earth.

Suddenly the craft was flooded with a white light. I again felt myself being beamed out against my will. With a loud thud, I landed on my bed. Thankfully, the mattress broke my fall. I looked all around to make sure it was my bedroom. Slowly I drifted into sleep only to wake up the next morning. Convinced that I had the most surreal dream ever, I dragged myself to the bathroom. There I saw inside the palm of my right hand a star-shaped impression.

**Q5.**

- (a) on
- (b) of
- c) to
- (d) on
- (e) or
- (f) for

**Q6.**

**Correction**

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|--|------------|
| a) BKS Iyengar was founder of Iyengar Yoga                 | <u>the</u> |
| b) was one of the foremost yoga teachers in the            | <u>and</u> |
| c) world. Throughout childhood, Iyengar suffered           | <u>his</u> |
| d) from illness and malnutrition. However, the             | <u>by</u>  |
| e) age of 18, he began teaching Pune and spent             | <u>in</u>  |
| f) many hours teaching experimenting different             | <u>and</u> |
| g) postures. He was supporter nature conservation. Iyengar | <u>a</u>   |
| h) died on 20 August 2014 in Pune the age of 95.           | <u>at</u>  |

**Q7.**

- a. The Nazi army promoted concepts of Aryan racial superiority at the 1936 Berlin Olympics.
- b. Although ethnic Africans were depicted as inferior, Jesse Owens countered this by winning four gold medals.
- c. Owens was an American track and field athlete and four-time Olympic gold medalist who specialized in the sprints and the long jump.
- d. CBSE has re-introduced board examinations effective 2017-2018 academic session.

**SECTION C (LITERATURE – 30 MARKS)**

**Q8.**

1. The poet has compared the fog to a cat.
2. The figure of speech used in the poem is Personification.
3. The word 'it' in the third line refers to the fog.
4. Carl Sandburg

**Q9.**

1. The elders in Goa are nostalgic about the good old Portuguese days, the Portuguese, and their famous loaves of bread.
2. Maxwell thought that he would keep an otter instead of a dog as a pet. Camusfearna, ringed by water a very short distance from its door, would be an eminently suitable spot for the experiment.
3. The lawyer was sent to New Mullion to serve summons on a man called Oliver Lutkins.
4. He expected to find a sweet and simple country village but was severely disappointed on seeing the streets full of mud, with rows of wooden shops, either painted a sour brown, or bare of any paint at all.
5. Unlike other dragons, Custard was a frightened little soul. Belinda, well aware of this fact, tickled him mercilessly because she was sure he would never hurt her. Belinda may have also been extremely fond of her pet, so she may have tickled him out of affection.

**Q10.**

Kisa Gotami had an only son, who unfortunately died. In her grief, she went from door to door in her village and begged people to help her bring her son back to life. People sent her to Gautam Buddha in the hope that he could give her some relief. Gautam Buddha asked her to get a handful of mustard seeds from a house where no one has ever died. Kisa Gotami helplessly sought such a house, but found none. She understood that death is common to all and that there is no means by which any mortal can avoid death.

Richard Ebright used to avidly collect butterflies. At the age of two, having collected twenty five in all, he thought that he had all the species of butterflies. But when he read the book 'the Travels of Monarch X' he came to realise that butterflies could migrate and were present all over the world. His enthusiasm was thus rekindled. He also contributed to the research conducted on the subject. He thus came to realise that there is no end to the possibilities in the world of science.

**OR**

Bholi the simpleton was sent to school by her father Ramlal much like how he sent away the cow Lakshmi who was of no use to him. Ramlal believed that sending Bholi to school will relieve him of her burden. Under the loving tutelage of the school teacher, Bholi learnt to build confidence and knowledge. Bholi surprised everyone by standing up to the man who asked for a bigger compensation to marry her. She asserted her individuality by saying that she would spend her life teaching others and serving her parents rather than marrying someone who did not love her.

**Q11.**

Helen entered the Cambridge School for Young Ladies, to be prepared for Radcliffe. Her instructors there had no experience in teaching special pupils, and Helen's only means of conversing with them was reading their lips. Helen's studies for the first year were English history, English literature, German, Latin, arithmetic, Latin composition and occasional themes. Helen was well-drilled in English by Miss Sullivan, and it soon became evident to her teachers that she didn't need any special instruction in this subject beyond a critical study of the books prescribed by the college. Helen had a good start in French, and received six months' instruction in Latin; but German was the subject with which she was most familiar.

There were some challenges that Helen and Miss Sullivan faced. Miss Sullivan could not spell out in her hand all that the books required, and it was very difficult to have textbooks embossed in time to be of use to Helen. She had to copy her Latin in Braille for a while so that I could recite with the other girls. Helen's instructors soon became sufficiently familiar with her imperfect speech and could answer her questions readily and correct the mistakes. Although she could not make notes in class or write exercises; she wrote all her compositions and translations at home on her typewriter.

Each day Miss Sullivan went to the classes with her and spelled into her hand all that the teachers said. In study hours she had to look up new words for Helen and read and reread notes and books which were not available in raised print. Her German teacher and Mr. Gilman, the principal, were the only teachers in the school who learned the finger alphabet to give her instruction. Although Frau Grote was very slow and inadequate in her spelling, in the goodness of her heart, she laboriously spelled out her instructions to Helen in special lessons twice a week. This helped Miss Sullivan have a little rest. However, ultimately, it was only Miss Sullivan who could turn drudgery into pleasure with her hands. That year Helen finished arithmetic, reviewed her Latin grammar, and read three chapters of Caesar's "Gallic War." She read German partly with fingers and partly with Miss Sullivan's assistance.

Mr. Gilman instructed Helen part of the year in English literature. Together they read, "As You Like It," Burke's "Speech on Conciliation with America," and Macaulay's "Life of Samuel Johnson." Mr. Gilman's broad views of history and literature and his clever explanations made Helen's work easier and pleasanter than it could have been had she only read notes mechanically with the necessarily brief explanations given in the classes.

At the Cambridge school, for the first time in her life, Helen enjoyed the companionship of seeing and hearing girls of her own age. She lived with several others in one of the pleasant houses connected with the school, the house where Mr. Howells used to live, and they all had the advantage of home life. Helen joined them in many of their games, took long walks with them, discussed studies and read aloud the things that interested them. Some of the girls learned to speak to Helen so that Miss Sullivan did not have to repeat their conversation.

Helen took her preliminary examinations for Radcliffe in 1897 and passed in everything, receiving "honours" in German and English. She had to use a typewriter, and therefore her identity could not be concealed. She had to give her examinations in a room by herself because the noise of the typewriter could disturb the other girls. Mr. Gilman read all the papers to her by means of the manual alphabet. A man was placed on guard at the door to prevent interruption.



Mr. Gilman sent her written work to the examiners with a certificate that Helen, candidate No. 233, had written the papers. All the other preliminary examinations were conducted in the same manner. When Helen began her second year at the Gilman school, during the first few weeks she was confronted with unforeseen difficulties. Many of the books she needed had not been embossed in time, and she lacked important apparatus for some of her studies. The classes were very large, and it was impossible for the teachers to give Helen special instruction. Miss Sullivan was obliged to read all the books to her, and interpret for the instructors, and for the first time in eleven years it seemed as if her dear hand would not be equal to the task. The Braille writer was no available for Helen to write algebra and geometry in class and solve problems in physics. She couldn't follow the geometrical figures drawn on the blackboard. The only way to get a clear idea was to make them on a cushion with straight and curved wires, which had bent and pointed ends.

Later, there was a difference of opinion between Mr Gilman and Miss Sullivan on the ground that Helen was working too hard and was on the verge of a breakdown. This resulted in Helen's mother withdrawing her and her sister from the Cambridge school.

Helen continued her studies under a tutor, Mr Keith, who taught her algebra, geometry, Greek and Latin. Miss Sullivan interpreted his instruction. He explained each time what Helen did not understand in the previous lesson, assigned new work, and took home with him the Greek exercises which she had written during the week on her typewriter, corrected them fully, and returned them to Helen. Mr Keith tried and made everything that Helen studied interesting for her, and was always gentle and forbearing.

In 1898, Helen took her final examinations for Radcliffe College. The college authorities did not allow Miss Sullivan to read the examination papers. Mr. Eugene C. Vining, one of the instructors at the Perkins Institution for the Blind, was employed to copy the papers for Helen in American Braille. Mr. Vining was a stranger to her, and could not communicate with her, except by writing Braille. The proctor was also a stranger, and did not attempt to communicate with Helen in any way. The Braille worked well enough in the languages, but when it came to geometry and algebra, difficulties arose. This perplexed Helen and discouraged her, especially in algebra. Helen was familiar with English, American, and New York Point Braille in common use in this country. However, the various signs and symbols

in geometry and algebra in the three systems are very different, and she had used only the English Braille in her algebra.

The administrative board of Radcliffe did not realize how difficult they were making Helen's examinations, nor did they understand the peculiar difficulties she had to surmount. However, Helen bravely overcame them all and Helen entered Radcliffe college in the fall of 1900.

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