SECOND TERM SUMMATIVE ASSESSMENT 2026-27

ANSWER KEY / SCORING INDICATORS

ENGLISH

Std: X SET 1 **Score: 80**

For teachers **Time: 2½ Hours**

Note to the teacher: These are scoring indicators. For discourses, value content, organisation, language and format as usual. Accept suitable answers in the learner's own words.

Questions 1 to 10 **(1 score each)**

1. He was walking towards the town square of Goderville (on market day). (1)

2. Malandain, his enemy, saw him picking up a worthless piece of string from the mud. (1)

3. C. He hid it and pretended to look for something else. (1)

4. Her only son was leaving for the front (war). (1)

5. A. (i) and (iii) (1)

6. Noun phrase: A stout, red-faced man; verb phrase: declared loudly (1)

7. Within its dark bed (in the soil). (1)

8. B. (ii) and (iii) (1)

9. C. Personification (1)

10. C. Modesty and determination (1)

Question 11 **(5 scores)**

11. (A) Indicators: poet and poem introduced; theme – even the weak can succeed by doing their best with self-belief and effort; the seedling personified, talking to itself; images – the dark bed, the little leaflet pushing up to the light; simple language, rhyme and rhythm (ballad-like quatrains); message – start with confidence, small efforts lead to growth; personal response. (5)

(B) Indicators: theme – homelessness, poverty and the indifference of the comfortable towards the suffering; the irony of "paradise" – for some life is easy while others suffer every day; images of a homeless woman ignored by a passer-by; repetition/refrain urging us to think twice; relevance – poverty and apathy in modern cities; call for empathy and action; personal response. (5)

Questions 12 to 15 **(1 score each)**

12. Where the Kadalundi river meets the Arabian Sea (in Kerala). (1)

13. From Siberia, Central Asia and Europe. (1)

14. B. (ii) and (iv) (1)

15. Any suitable answer: stop dumping plastic; protect mangroves; awareness programmes; community participation. (1)

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Questions 16 to 22 **(discourses)**

16. (A) Review: title and author (Kalidasa); setting – the peaceful hermitage of Sage Kanva in the forest; characters – King Dushyanta, Shakuntala and her friends; love and harmony between humans and nature – plants, deer and birds treated as family; theme of love, nature and duty; language and dramatic qualities; relevance – respect for nature; evaluation and recommendation. (7)

(B) Review: author (Pirandello) and setting (a train compartment during the First World War); plot – parents of soldiers talk about their sons; the fat man's speech on patriotism; the woman's simple question breaks his pretence; characters; theme – the universal grief of war, the hollowness of words that glorify it; ending and its effect; message for today's world; recommendation. (7)

17. (A) Character sketch: an old, thrifty Norman peasant; simple and careful – picks up even a bit of string; proud and sensitive to what others think; honest and innocent; falsely accused of stealing a pocketbook; even after the pocketbook is returned, people do not believe him; he keeps explaining, becomes obsessed and broken; dies protesting his innocence – a victim of suspicion and social cruelty. (6)

(B) Letter: date, salutation; the trip – place, time, guide; birds seen and their features (colours, calls, behaviour); using binoculars, keeping silent, field notebook; feelings and lessons about nature; invitation to join next time; closing. (6)

18. (A) News report: headline, place and date; Nature Club of GHSS Ponnani, 40 students, Biyyam Kayal, 6 to 10 a.m.; 52 species recorded including the Brahminy kite, purple heron and little cormorant; guidance by forest officials; plastic waste noted; plan for an awareness drive; quote (optional). (6)

(B) News report: headline, place and date; NSS unit with the District Hospital Blood Bank; 85 donors – teachers, parents and alumni; inaugurated by the Headmistress; certificates given; message on the need for regular blood donation. (6)

19. (A) Any four suitable slogans, e.g. "Save the wetlands, save the wings"; "No plastic near water, more birds tomorrow"; "Mangroves today, migratory birds tomorrow"; "Let wetlands breathe, let birds fly". (4)

(B) Paragraph: war still causes the same grief to families across the world; leaders and slogans glorify it; the story shows how words cannot hide a parent's loss; it urges peace and empathy; examples from present conflicts may be included; conclusion. (4)

20. Any suitable questions, e.g. Who told the story of the string? What did he tell? Where did he tell the story? When did he tell it? / Did Hauchecorne tell the story to everyone he met? (1 score each) (4)

21. Notice: name of the school/club; title; event – birdwatching camp; date, time, venue; what to bring (binoculars, notebook, water); last date and person to give names; issued by – secretary with date. (4)

22. Profile: name; birth – 12 November 1896, Bombay; Indian ornithologist and naturalist, "Birdman of India"; conducted the first systematic bird surveys across India; works – "The Book of Indian Birds" (1941), autobiography "The Fall of a Sparrow" (1985); Padma Bhushan (1958), Padma Vibhushan (1976); role in saving Bharatpur and Silent Valley; died 20 June 1987; legacy. Written as connected prose. (6)

Questions 23 to 33

23. Ananya K. of Government Model HSS (1)

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24. A low-cost water filter made from coconut shell charcoal, sand and clay pots (1)

25. Seeing her village struggle for clean water during the floods (1)

26. A. (i), (iii) and (iv) (1)

27. (a) towards / to (b) on (c) up (d) in / into (e) to (f) of (½ score each) (3)

28. a) set out b) give up c) look after d) turned down (4)

29. a) though b) Neither... nor c) or d) has (½ score each) (2)

30. The mayor asked Hauchecorne if (whether) he had picked up a pocketbook that morning. Hauchecorne replied that he had picked up only a piece of string. (2)

31. (a) What's the matter? / What happened? (b) isn't he? (c) please let me know / don't hesitate to call me (d) Everything will be all right. (Accept suitable answers.) (4)

32. (a) travel (b) are guided (c) reached (d) were watching (e) are (f) rest (½ score each) (3)

33. a – (ii), b – (i), c – (iv), d – (iii) (½ score each) (2)

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