

ENGLISH

Standard

X

QUESTION POOL



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION

Prepared by
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SCERT Kerala

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Foreword

The SCERT Kerala introduced a New Textbook in English for Standard X during the academic year 2016-17. Schools across the state and schools abroad which follow Kerala Syllabus use this Reader to impart English language education in the classrooms.

Introducing a new Reader normally gives rise to an apprehension on the system of evaluation. Learners and teachers constantly enquire about the changes in the evaluation system. This has led to the preparation of a Question Pool on English. The Question Pool for Standard X has been developed with a view to giving necessary guidelines and experiences for learners of English who are preparing for the SSLC Examination.

This book focuses on testing the learner's ability to write answers for various types of questions that appear for the examination. Questions like analysing reading passages and poems, constructing discourses, using language elements, analysing unfamiliar passages, information transfer, etc. are dealt with in this book.

The contents in this book aim at testing the proficiency of learners of English while performing various types of questions. Maximum types of questions from each unit is explored and included in this book. The learners may practise on their own or with the help of their teachers. Sample question papers are also provided for the learners to get a clear idea of the evaluation process and keep away from the fear related to it.

The sample questions given in this book shall be considered as guidelines for teachers to innovate and implement newer techniques and strategies in the classroom to make the evaluation of teaching-learning process more effective and meaningful.


Hope the learners will make maximum use of this book in their preparation for the SSLC examination.

Wish them all the best.

Dr J Prasad
Director, SCERT

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1. Analysing Textual Passages

Analysing textual passages is intended to evaluate the competency of the learners to read, comprehend and critically analyse a passage. An excerpt from any of the textual passages will be given, followed by a set of 5 or 6 questions of the following types:

- Analyse the passage
- Identify vocabulary items
- Use language elements
- Constructing discourses

This set of questions may carry 5 to 8 scores.

Analysing the passage

The questions intended to test the ability to analyse a reading passage can broadly be categorised as questions to test level of comprehension, the ability to infer, evaluate and interpret.

Identifying vocabulary items

These types of questions aim at testing the learners' ability to locate the right word of which the meaning is given, to identify the word opposite in meaning to the one given and to identify the word similar in meaning to the word given.

Using language elements

Questions to assess learners' competence to use language elements like identifying syntactical patterns, reported speech, etc.

Learning Outcomes:	Reads and analyses literary pieces
	Uses words in meaningful contexts
	Identifies the meaning of words
	Uses language elements contextually

Unit 1

HUES OF LIFE

Question 1

Read the passage from the story 'Vanka' and answer the questions that follow:

Nine year old Vanka Zhukov, who had been apprenticed three months ago to Alyakhin the shoemaker, did not go to bed on Christmas eve. He waited till his master and mistress and the senior apprentices had gone to church, and then took from the cupboard a bottle of ink and a pen with a rusty nib, spread out a crumpled sheet of paper, and was all ready to write. Before tracing the first letter, he glanced several times anxiously at the door and window, peered at the dark icon, with shelves holding cobbler's lasts stretching on either side of it, and gave a quivering sigh. The paper lay on the bench, and Vanka knelt on the floor at the bench.

1. How long has Vanka been with Alyakhin?
2. Why didn't Vanka go to bed on Christmas eve?
3. What arrangements did Vanka make to write the letter?
4. ... he glanced several times anxiously at the door and window. ... Why did Vanka look at the door anxiously?
5. Pick out a word from the passage that means 'a block of wood shaped like a foot'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 2

Read the following passage and answer the questions given below:

'Dear Grandad Konstantin Makarich,' he wrote. 'I am writing a letter to you. I send you Christmas greetings and hope God will send you his blessings. I have no Father and no Mummie and you are all I have left.'

Vanka raised his eyes to the dark window-pane, in which the reflection of the candle flickered, and in his imagination distinctly saw his grandfather, Konstantin Makarich, who was a night watchman on the estate of some gentlefolk called Zhivarev. He was a small, lean, old man about sixty-five, but remarkably lively and agile, with a smiling face and eyes bleary with drink. In the daytime he either slept in the back kitchen, or sat joking with the cook and the kitchen-maids, and in the night, wrapped in a great sheepskin coat, he walked round and round the estate, sounding his rattle. After him, with drooping heads, went old Kashtanka and another dog, called Eel, on account of his black coat and long, weasel-like body. Eel was wonderfully respectful and insinuating, and turned the same appealing glance on friends and strangers alike, but he inspired confidence in no one. His deferential manner and docility were a cloak for the most Jesuitical spite and malice. He was an adept at stealing up to snap at a foot, creeping into the ice-house, or snatching a peasant's chicken. His hind-legs had been slashed again and again, twice he had been strung up, he was beaten within an inch of his life every week, but he survived it all.

1. What idea do you get about Vanka's life from the letter?
2. Describe the appearance of Konstantin Makarich.
3. How is Eel described in the passage?
4. What impression do you get about the character of Konstantin Makarich?
 - i. brave and efficient
 - ii. fun loving and agile
 - iii. stubborn and adamant
5. Pick out a word from the passage that is opposite in meaning to the word 'vaguely'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 3

Read the following passage and answer the questions given below:

Grandad was probably standing at the gate at this moment, screwing up his eyes to look at the bright red light coming from the church windows, or stumping about in his felt boots, fooling with the servants. His rattle would be fastened to his belt. He would be throwing out his arms and hugging himself against the cold, or, with his old man's titter, pinching a maid, or one of the cooks. 'Have a nip,' he would say, holding out his snuffbox to the women. The women would take a pinch and sneeze. Grandfather would be overcome with delight, breaking out into jolly laughter, and shouting: 'Good for frozen noses!'

1. What would Grandad be doing on Christmas eve?
2. Why does he hold out the snuffbox to the servants?
3. How does Grandad express his delight?
4. Read the conversation between Grandad and the servant woman.

Grandad : Have a pinch from the snuffbox.

Servant woman : I don't like its smell.

- a. What did Grandad ask the servant woman?
- b. What did the servant woman reply?

Score: Questions 1 to 3 - 1 score each

Question 4 - 2 score

Time: 10 minutes

Question 4

Read the following passage and answer the questions given below:

Even the dogs would be given snuff. Kashtanka would sneeze, shake her head and walk away, offended. But Eel, too polite to sneeze, would wag his tail. And the weather was glorious. The air still, transparent and fresh. It was a dark night, but the whole village with its white roofs, the smoke rising from the chimneys, the trees, silver with rime, the snow-drifts, could be seen distinctly. The sky was sprinkled with gaily twinkling stars, and the Milky Way stood out as clearly as if newly scrubbed for the holiday and polished with snow....

1. How would Kashtanka react to the snuff?
2. How does the author describe the climate of the place?
3. What sights does a person see in the dark night?
4. Identify a word from the passage that means 'to rub something hard in order to clean it'.
5. Read the sentence from the passage.

The Milky Way stood out as clearly **as if** newly scrubbed for the holiday.

Now, write a sentence using 'as if'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 5

Read the passage given below and answer the questions that follow:

'And yesterday I had such a hiding. The master took me by the hair and dragged me out into the yard and beat me with the stirrup-strap because by mistake I went to sleep while rocking their baby. And one day last week the mistress told me to gut a herring and I began from the tail and she picked up the herring and rubbed my face with the head. The other apprentices make fun of me, they send me to the tavern for vodka and make me steal the master's cucumbers and the master beats me with the first thing he finds. And there is nothing to eat. They give me bread in the morning and gruel for dinner and in the evening bread again, but I never get tea or cabbage soup. They gobble it all up themselves.

1. Why did the master beat Vanka?
2. What did the cruel mistress do to Vanka?
3. How did his fellow apprentices behave to him?
4. Identify the sentence from the passage which says that Vanka is not well fed by his master.
5. Read the conversation between Vanka and his mistress.

Mistress: Why did you gut the herring from its tail?

Vanka: I have seen my mother doing so.

Now, complete the sentences given below.

- a. The mistress asked Vanka _____.
- b. Vanka replied _____.

Score: Questions 1 to 4 - 1 score each

Question 5 - 2 score

Time: 10 minutes

Question 6

Read the passage from the story 'Vanka' and answer the questions that follow:

Grandfather would drag the tree to the big house, and they would start decorating it... Miss Olga Ignatyevna, Vanka's favourite, was the busiest of all. While Pelageya, Vanka's mother, was alive and in service at the big house, Olga Ignatyevna used to give Vanka sweets, and amuse herself by teaching him to read, write and count to a hundred, and even to dance the quadrille. But when Pelageya died, the orphaned Vanka was sent down to the back kitchen to his grandfather, and from there to Moscow, to Alyakhin the shoemaker....

1. When did Vanka spend his time with Miss Olga Ignatyevna?
2. 'Olga Ignatyevna used to give Vanka sweets...' What do you understand from this statement?
3. How did Miss Olga help Vanka?
4. What happened to Vanka after the death of his mother?

5. Complete the following sentence.

If Pelageya had not died, _____.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 7

Read the extract from the story 'The Snake and the Mirror' and answer the questions that follow:

It was a hot summer night about ten o' clock. I had my meal at the restaurant and returned to my room. I heard a noise from above as I opened the door. The sound was a familiar one. One could say that rats and I shared the room. I took out my box of matches and lighted the kerosene lamp on the table.

The house was not electrified; it was a small rented room. I had just set up medical practice and my earnings were meagre. I had about sixty rupees in my suitcase. Along with some shirts and dhotis, I also possessed one solitary black coat which I was then wearing.

1. What indication about the time and weather do you get from the passage?
2. Pick out a sentence from the passage which tells you that there were rats in the room.
3. Which sentences tell you that the doctor's financial condition was poor?
4. Imagine that the doctor writes a letter to his friend explaining his life in the rented room. What may be the likely letter? Draft the **letter**.

Score: Questions 1 to 3 - 1 score each

Question 4 - 5 score

Total - 8 score

Time: 15 minutes

Question 8

Read the passage from the story 'The Snake and the Mirror' and answer the questions that follow:

One feels tempted to look into a mirror when it is near. I took a look. In those days I was a great admirer of beauty and I believed in making myself look handsome. I was unmarried and was a doctor. I felt I had to make my presence felt. I picked up the comb and ran it through my hair and adjusted the parting so that it looked straight and neat. Again I heard that sound from above.

I took a close look at my face in the mirror. I made an important decision - I would shave daily and grow a thin moustache to look more handsome. I was, after all, a bachelor, and a doctor!

1. 'One feels tempted to look into a mirror.' Why does the doctor say so?
2. What impression do you get about the character of the doctor?

3. What decision did the doctor take?
4. 'I heard a sound from above.' Begin the sentence with 'A sound'.
5. Read the following sentence.

He was unmarried and was a doctor.

Now, frame a sentence of the same pattern in which 'and' connects two verb phrases.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Unit 2

THE FRAMES

Question 1

Read the passage from the article 'Project Tiger' and answer the questions that follow:

No one can beat Hollywood when it comes to making films with animals in them. I remember films in my childhood - and there were quite a few of them - that had an Alsatian called Rin-tin-tin. This dog's acting was more impressive than a human's. Later, we got to see three or four other films with a collie called Lassie. It seemed that the director could make Lassie do just about anything. These trained dogs were famous stars in their own rights, and the money they earned was no less than what a real film star got. Their owners could easily make as much as a hundred thousand rupees from just one film.

1. How does Hollywood excel others in making films?
2. How does Ray remember Rin-tin-tin?
3. 'These trained dogs were famous stars in their own rights,...' Why does Ray say so?
4. Pick out the word which is opposite in meaning to the word 'notorious'.
5. Read the following sentence.

This **dog's** acting was more impressive than a **human's**.

The words in bold are possessives. Write another sentence in the similar pattern.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 2

Read the following passage from 'Project Tiger' and answer the questions that follow:

The cameraman shouted to everyone to take their positions but the dog remained where it was. This puzzled me. Could it be that it was not required in the next shot?

Before I could ask someone, a strange thing happened. From nowhere appeared a little dwarf, followed by another man carrying a hairy dog-skin. Then, to my perfect amazement, the dwarf went down on all the fours on a chalk mark on the floor, just like an animal, and the dog-skin was draped over him. Then he crawled from one

mark to another, and the cameraman got busy with the lights. It finally dawned upon me that this dwarf was paid to be the dog's stand-in!

1. What happened when the cameraman asked everyone to take their positions?
2. What was the strange thing that occurred at the shooting place?
3. What role did the dwarf play in the shooting?
4. 'The woman **covered** herself with a shawl.' Pick out a word from the passage to replace the word given in bold.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 3

Read the following passage and answer the questions that given below:

Every animal in a Hollywood film is well-trained. It is not difficult to train a horse or a dog. But have you ever heard of trained ravens? Not just one or two, but nearly a hundred of them? Even this was made possible in Hollywood, when the creator of some of the best suspense films in the history of cinema, Alfred Hitchcock, decided to make a film called Birds. In the story, birds from all over the world start attacking humans. Hitchcock needed a variety of birds, but what was required in the largest number was ravens. Notices were placed in the press all over the United States, asking people to contact the filmmaker if they knew how to get hold of trained ravens.

Someone replied within a few days. He was asked to bring his birds, and he arrived with almost a hundred trained ravens. Admittedly, their training had not gone very bad. That is to say, they could not do anything that might be seen as extraordinary. But if as many as fifty ravens are told to perch quietly in a row on a specified spot, and if they obey this command instantly, isn't that pretty impressive?

1. What is the peculiarity of animals used in Hollywood films?
2. Name the film made by Hitchcock mentioned in the passage.
3. Why did Hitchcock need a variety of birds for his film?
4. What did Hitchcock do to get ravens for his film?
5. What was 'pretty impressive' about the trained ravens?
6. Complete the sentence suitably.

If the ravens were trained,.....

Score: Questions 1 to 6 - 1 score each

Time: 12 minutes

Question 4

Read the passage given below and answer the questions that follow:

Needless to say, in our own country, it is not at all easy to find trained animals, although some films have been made in Bombay and Madras that involved working with elephants, horses and tigers. Their performance did suggest that they were used to obeying commands. In Bengal, it is sometimes possible to find clever dogs, particularly police dogs which are quite intelligent. If one is prepared to be patient, it is not altogether

impossible to get good performances out of them as we managed to do with Bhulo in *Pather Panchali*.

Yet, a dog might be difficult, not impossible to handle. What was one supposed to do if there was need for a tiger in a film? We had to deal with this problem, too, when we were shooting *Goopy Gyne Bagha Byne*. In the film *Goopy* who is banished by the king wanders in the forest meets *Bagha* who is also been banished. They see a tiger and freeze. But the tiger simply walks about in the forest, without paying them the slightest attention.

1. What does the performance of the animals suggest?
2. What is Ray's comment about the dogs in Bengal?
3. What should one do to get good performances from animals?
4. Describe the scene in Ray's film *Goopy Gyne Bagha Byne* in which they need a tiger.
5. The traitor was **driven away** from the country.

Pick out the word from the passage to replace the underlined phrasal verb.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 5

Read the passage from *Project Tiger* given below and answer the questions that follow:

Having thought of the scene, I simply had to shoot it. But where were we going to find a tiger? The obvious thing to do was to look in a circus since they were likely to have trained animals. As a matter of fact, one called Bharat Circus was visiting Calcutta at the time, holding shows in Marcus Square. We sent someone to make an appointment with its Tamil manager and then went to meet him one morning. He greeted us warmly and ordered South Indian coffee for us. The manager heard the reason for our visit, then sent for one Mr Thorat. He turned out to be the ringmaster. He, too, was a South Indian, very well built, with features somewhat like those of a Nepali. He was perhaps no more than forty. He showed us an old scar on his forearm, which had been caused by a tiger.

1. 'As a matter of fact, one called Bharat Circus was visiting Calcutta at the time...' What does 'one' refer to?
2. What did Ray do to get the tiger for the shooting?
3. 'The manager offered them South Indian coffee.' Rewrite the sentences beginning with South Indian coffee
4. How is the ring master Mr Thorat described?
5. Imagine that Ray felt very happy after meeting the manager of the circus. In the evening, he wrote his feelings in his diary. What may be the **diary entry**?

Score: Questions 1 to 4 - 1 score each

Question 5 - 5 score

Time: 15 minutes

Question 6

Read the passage from *Project Tiger* given below and answer the questions that follow:

We told him what we wanted. The shooting was taking place near Shiuri in Birbhoom. We wanted to show a tiger in a thick bamboo grove. All the animal was required to do was come out of the bamboo grove into an open space, pace gently for a while, look at the camera if possible, and then go back. Could a tiger from Bharat Circus do this job? Mr Thorat nodded. 'How long will you need it for?' asked the manager. 'Perhaps a couple of hours for the shooting,' I replied. 'But that would be in addition to the time it'll take to travel to and from Shiuri.' On being told that the travel itself should take no more than two days, the manager agreed to put the tiger in its cage and send it in a lorry. He invited us to take a look at the tiger.

1. 'We told him what we wanted.' What did Ray want?
2. What was the tiger required to do?
3. Which phrase tells you that it was not necessary for the tiger to look at the camera?
4. Mr. Ray : Could a tiger from Bharat Circus do this job?
Mr. Ray asked _____.
5. How did the manager agree to send the tiger?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 7

Read the passage given below and answer the questions that follow:

Mr Thorat frowned. 'I'm not sure', he replied. 'I have never let him out of his cage on his own, so really I don't know.'

What! Were all our plans going to go down the drain? How could we let the tiger's trainer be seen with the animal? How could Goopy and Bagha be petrified with fear if the supposedly ferocious animal was accompanied by a man? No, we could not allow that to happen.

Mr. Thorat found a solution. 'I'll tie a wire round the tiger's neck. It will be thin, but strong.'

1. Why did Ray think that his plans were going down the drain?
2. Pick out the word that means 'unable to move or speak'.
3. What was Thorat's suggestion to solve the problem?
4. Complete the following sentence.

If the wire is not tied round the tiger's neck,.....

5. Read the sentence: The wire will be thin but strong. In this sentence two adjectives 'thin' and 'strong' are connected with the word 'but'. Write another sentence of the same pattern.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 8

Read the passage from the screenplay *My Sister's Shoes* and answer the questions that follow:

A small group of men are waiting in a queue outside the bakery to buy nan. The outline of buildings in the street is seen in the distance. Ali is seen coming out from the bakery into the footpath, the parcel of nan in his right hand and the parcel of shoes in his left. He crosses the pavement and walks into a vegetable store. He places the bundle of nan on top of a pile of boxes of vegetables stacked in front of the shop and the bag of shoes in the small gap between two boxes.

On the soundtrack a hawker's voice is heard: 'Salt, salt for trade.' The shopkeeper is seen standing behind the counter.

Ali (to the shopkeeper): Assalamu Alaikkum, Akbar Aqa, I need some potatoes.

Akbar, the shopkeeper gives Ali a small black bag to put potatoes in. Ali starts picking the large, wholesome potatoes in a box at the top of the heap.

Akbar: Not those, kid. Pick some down there.

Ali moves to his right, squats down and fills the bag with smaller potatoes from a box on the floor. Close up of Ali picking the potatoes.

1. Where does the scene take place?
2. What can one see when the scene begins?
3. Where did Ali keep the bundle of nan?
4. What did Ali ask Akbar, the shopkeeper?
5. What did Akbar tell him when he picked up large potatoes?
6. Pick out a word from the above excerpt that means 'to arrange in an ordered pile'.

Score: Questions 1 to 6 - 1 score each

Time: 10 minutes

Unit 3

LORE OF VALUES

Question 1

Read the passage from *The Best Investment I ever made* and answer the questions that follow:

On the second day, out from New York, while making the round of the promenade deck, I suddenly became aware that one of the passengers was watching me closely, following me with his gaze every time I passed. I wanted to rest, to avoid the tedium of casual and importunate ship-board contacts. I gave no sign of having noticed the man.

Yet there was nothing importunate about him. On the contrary, he seemed affected by a troubled, rather touching diffidence. He was in his early 40s, rather short in build, with a fair complexion and clear blue eyes. His thin hair had begun to recede from his forehead. His dark suit, sober tie and rimless spectacles gave evidence of a serious and reserved disposition. At this point the bugle sounded for dinner, and I went below.

1. Who is the I referred to in this passage?
2. Where does the incident take place?
3. Pick out a word from the passage that means 'boredom'.
4. Why did the narrator wish to take rest?
5. Prepare a **character sketch** of the man on the deck.

Score: Questions 1 to 4 - 1 score each

Question 5 - 5 score

Time: 15 minutes

Question 2

Read the passage given below and answer the questions that follow:

As he regained his strength, he told us his story. His parents were dead. An uncle had found him a position as clerk in a London solicitor's office. He had been in the city only six months. Utterly friendless, he had fallen victim to the loose society of the streets, had made bad companions and like a young fool, eager to taste pleasure far beyond his means, had begun to bet on horses. Soon he had lost all his small savings, had pledged his belongings and owed the book-maker a disastrous amount. In an effort to recoup, he had taken a sum of money from the office safe for a final gamble that, he was assured, was certain to win. But this last resort had failed. Terrified of the prosecution that must follow, sick at heart, sunk in despair, he had shut himself in his room and turned on the gas.

1. How did the young man reach the solicitor's office?
2. How did the young man fall victim to the loose society of the streets?
3. '...eager to taste pleasure beyond his means...' What does the writer mean by this?
4. Why did the young man steal money from the office safe?

5. Read the following sentences and identify the prepositional phrases in each sentence.

- a) An uncle had found him a position as clerk in a London solicitor's office.
- b) Utterly friendless, he had fallen victim to the loose society of the streets.

6. Retell the story of Mr John in his own words. You may begin like this.

My parents were dead.

Score: Questions 1 to 4 - 1 score each

Question 5 - 2 score

Question 6 - 4 score

Time: 15 minutes

Question 3

Read the passage given below and answer the questions that follow:

A long bar of silence throbbed in the little attic when he concluded this halting confession. Then, gruffly, the sergeant asked how much he had stolen. Seven pounds ten shillings - the answer sounded pitiful. For this paltry sum, he had almost thrown away his life.

There was a pause. The three of us, the sergeant, the landlady and me, as the sole witnesses of the near tragedy, had the same unspoken thought in our minds. We decided to give the young man a fresh start.

The sergeant, at considerable risk to his job, resolved to make no report upon the case, so that no court proceedings would result. The landlady offered a month's free board until he should get upon his feet again. While I, making perhaps the least contribution, came forward with seven pounds ten shillings for him to put back in the office safe.

1. How much money did the young man steal?
2. How did the sergeant help the young man?
3. What was the best investment made by the narrator?
4. Pick out a word from the passage that means 'too small to be considered as important or useful.'
5. Complete the sentence suitably.

If the sergeant filed the case, _____.

6. 'We three decided to give the young man a fresh start.' Do you think it was a wise decision? Why?

Score: Questions 1 to 5 - 1 score each

Question 6 - 2 score

Time: 14 minutes

Question 4

Read the passage given below and answer the questions that follow:

I'm a storyteller. And I would like to tell you a few personal stories about what I like to call 'the danger of the single story.' I grew up on a university campus in Eastern Nigeria. My mother says that I started reading at the age of two, although I think it probably happened when I was four. So I was an early reader, and what I read were British and American children's books.

I was also an early writer, and when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading. All my characters were white and blue-eyed, they played in the snow, they ate apples, and they talked a lot about the weather, how lovely it was that the sun had come out. But I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to.

1. What books did Adichie read during her childhood?
2. How did Adichie's reading influence her writing?
3. Pick out a sentence which shows that Adichie was an early reader.
4. How were Adichie's characters different from the children of Nigeria?
5. Pick out a word from the passage that means 'having a moral or legal duty to do something'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 5

Read the following passage and answer the questions given below:

I come from a conventional, middle-class Nigerian family. My father was a professor. My mother was an administrator. And so we had, as was the norm, live-in domestic help, who would often come from nearby rural villages. So, the year I turned eight, we got a new house boy. His name was Fide. The only thing my mother told us about him was that his family was very poor. My mother sent yams and rice and our old clothes to his family. And when I didn't finish my dinner, my mother would say, 'Finish your food! Don't you know? People like Fide's family have nothing.' So I felt enormous pity for Fide's family.

1. Describe Adichie's family.
2. What was the single story she heard about Fide?
3. Why did Adichie feel pity for Fide's family?
4. My father was a professor. My mother was an administrator. Combine these two sentences using 'and'.
5. Describe a friend of yours as Adichie describes Fide.

Score: Questions 1 to 4 - 1 score each

Questions 5 - 3 score

Time: 14 minutes

Unit 4

FLIGHTS OF FANCY

Question 1

Read the passage from the story 'The Scholarship Jacket' and answer the questions given below:

The small Texas school that I went to, had a tradition carried out every year during the eighth-grade graduation: a beautiful gold and green jacket was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold 'S' on the left front side and your name written in gold letters on the pocket.

My oldest sister, Rosie, had won the jacket a few years back, and I fully expected to also. I was fourteen and in the eighth grade. I had been a straight 'A' student since the first grade and this last year had looked forward very much to owning that jacket. My father was a farm labourer who couldn't earn enough money to feed eight children. So when I was six I was given to my grandparents to raise.

1. What is the scholarship jacket?
2. Why does the writer think that she will win the scholarship jacket?
3. Why was Martha sent to her grandparents?
4. '...when I was six I was given to my grandparents to raise.'

Here two sentences are combined using the linking word 'when'.

Frame another sentence in the same pattern.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 2

Read the passage from the story 'The Scholarship Jacket' and answer the questions given below:

In May, close to graduation, spring fever had struck as usual with a vengeance. No one paid any attention in class; instead we stared out of the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere. I was called 'beanpole' and 'string bean' and I knew that's what I looked like. That really wasn't much for a fourteen-year-old to work with, I thought, as I absent-mindedly wandered from my history class to the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if someone wasn't dressed for P.E. She had said I was a good forward and even tried to talk Grandma into letting me join the team once. Of course Grandma said no.

1. Why didn't the students pay any attention in the class?
2. Why did Martha feel desperate?

3. By what name was Martha known among her friends?
4. Pick out words used by Martha to describe Coach Thompson.
5. Pick out the word from the passage that means 'to lose hope'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 3

Read the passage from the story 'The Scholarship Jacket' and answer the questions given below:

I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop, I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognised the voices: Mr. Schmidt, my History teacher and Mr. Boone, my Math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.

'I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it.' That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

'Look. Joann's father is not only on the Board, he owns the only store in town. We could say it was a close tie and-'

1. Why didn't Martha enter the classroom?
2. Find out the word from the passage that means 'to listen secretly to a private conversation'.
3. What was the topic of the argument that Martha heard?
4. Who supported Martha in the argument? Why?
5. Read the following conversation carefully and complete the sentences that follow.

Mr Schmidt : Joann's grades don't even begin to compare to Martha's.

Mr Boone : Joann's father is on the Board. He owns the only store in town.

Mr Schmidt told(a).....

Mr Boone replied(b).....

Score: Questions 1 to 4 - 1 score each

Question 5 - 2 score

Time: 12 minutes

Question 4

Read the following passage and answer the questions given below:

It seemed a cruel coincidence that I had overheard that conversation. The next day when the principal called me into his office I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it any easier for him, so

I looked him straight in the eyes. He looked away and fidgeted with the papers on his desk.

'Martha,' he said, 'there's been a change in policy this year regarding the scholarship jacket. As you know, it has always been free.' He cleared his throat and continued. 'This year the Board has decided to charge fifteen dollars, which still won't cover the complete cost of the jacket.'

1. What is the 'cruel coincidence' mentioned in the passage?
2. What was the change in the policy regarding the scholarship jacket?
3. Why didn't the principal look at Martha's eyes?
4. What idea do you gather about the principal from this passage?
5. Find out the word from the passage that means 'move feet or hands due to nervousness'.
6. That day Martha felt very sad. She jotted down her thoughts in her diary. What may be the diary entry? Write the diary entry.

Score: Questions 1 to 5 - 1 score each

Question 6 - 5 score

Time: 20 minutes

Question 5

Read the passage from the story 'The Scholarship Jacket' and answer the questions given below:

He still waited silently. I tried again. 'Grandpa, this year the principal said the scholarship jacket is not going to be free. It's going to cost fifteen dollars, and I have to take the money in tomorrow, otherwise it'll be given to someone else.' The last words came out in an eager rush. Grandpa straightened up tiredly and leaned his chin on the hoe handle. He looked out over the field that was filled with the tiny green bean plants. I waited, desperately hoping he'd say I could have the money. He turned to me and asked quietly, 'What does a scholarship jacket mean?'

1. 'He still waited silently.' Who is referred to as 'he' in the passage?
2. What did Martha inform her grandfather?
3. What did grandfather reply?
4. 'He turned to me and asked quietly.' Here two verb phrases are combined using the word 'and'. Frame a sentence in the same pattern.
5. Find out the word from the passage that means 'a garden tool with a long handle and a blade'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 6

Read the passage from the one-act play 'The Book that Saved the Earth' and answer the questions given below:

MARS SPACE CONTROL

GREAT AND MIGHTY THINK-TANK, COMMANDER-IN-CHIEF Bows low before entering).

NOODLE: (*bowing*) O Great and Mighty Think-Tank, most powerful and intelligent creature in the whole universe, what are your orders?

THINK-TANK: (*peevishly*) You left out part of my salutation, Apprentice Noodle. Go over the whole thing again.

NOODLE: It shall be done, sir. (*in a singsong*) O Great and Mighty Think-Tank, Ruler of Mars and her two moons, most powerful and intelligent creature in the whole universe - (*out of breath*) what-are-your-orders?

THINK-TANK: That's better, Noodle. I wish to be placed in communication with our manned space probe to that ridiculous little planet we are going to put under our generous rulership. What do they call it, again?

1. Where does the action take place?
2. Who is Think Tank?
3. What idea do you gather about the character of Think Tank from the above passage?
4. Do you think Noodle praises Think Tank sincerely? Why?
5. What is Think Tank's opinion about earth?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 7

Read the passage from the one-act play 'The Book that Saved the Earth' and answer the questions given below:

THINK-TANK : Elementary, my dear Omega. Hold one of the items up so that I may view it closely. (Omega holds a book on the palm of her hand.) Yes, yes, I understand now. Since Earth creatures are always eating, the place in which you find yourselves is undoubtedly a crude refreshment stand.

OMEGA : (*to Iota and Oop*) He says we're in a refreshment stand.

OOP : Well, the Earthlings certainly have a strange diet.

THINK-TANK: That item in your hand is called a sandwich.

OMEGA : (*nodding*) A sandwich.

IOTA : (*nodding*) A sandwich.

OOP : (*taking book from his head*) A sandwich?

- THINK-TANK : Sandwiches are the main staple of Earth diet. Look at it closely. (Omega squints at book.) There are two slices of what is called bread, and between them is some sort of filling.
- OMEGA : That is correct, sir.
- THINK-TANK : To confirm my opinion, I order you to eat it.
- OMEGA : (gulping) Eat it?
- THINK-TANK : Do you doubt the Mighty Think-Tank?

1. What are they talking about?
2. What do they think the library is?
3. What do they think the books are like?
4. Find out the word from the passage that means 'very simple and easy'.
5. Do you think that Think Tank is mighty and intelligent? Why?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 8

Read the passage from the one-act play 'The Book that Saved the Earth' and answer the questions given below:

THINK-TANK : Cease laughter. Desist. This is more and more alarming. The Earthlings have reached a high level of civilisation. Didn't you hear? They have taught their domesticated animals musical culture and space techniques. Even their dogs have a sense of humour. Why, at this very moment, they may be launching an inter-planetary attack of millions of cows! Notify the invasion fleet. No invasion today Oop, transcribe the next code.

OOP : Yes, sir. (reading)

Humpty Dumpty sat on the wall,
Humpty Dumpty had a great fall;
All the King's horses and all the King's men,
Cannot put Humpty Dumpty together again.

Oh, look, sir. Here's a picture of Humpty Dumpty. Why, sir, he looks like - he looks like - (*turns large picture of Humpty Dumpty towards Think-Tank and the audience*)

THINK-TANK : (*screaming and holding his head*) It's me! It's my Great and Mighty Balloon Brain. The Earthlings have seen me, and they're after me. 'Had a great fall!' - That means they plan to capture Mars Central Control and me! It's an invasion of Mars! Noodle, prepare a space capsule for me. I must escape without delay. Space people, you must leave Earth at once, but be sure to remove all traces of your visit. The Earthlings must not know that I know. (*Omega, Iota, and Oop rush about, putting books back on shelves.*)

1. Why was Earthlings civilised according to Think Tank?
2. What was Think Tank's reaction when he saw the picture?
3. What according to Think Tank, 'Had a great fall' mean?
4. Why did Think Tank order the space people to leave Earth?
5. What should the Martians do before they leave the Earth?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Unit 5

DOWN MEMORY LANE

Question 1

Read the passage from the story 'Adolf' and answer the questions given below:

When we were children our father often worked on the night-shift. One sunny morning we were all sitting at the table when we heard Father's heavy slurring walk up the entry. He loved his long walk through the dewy fields in the first daybreak after his night-shift at the pit. We became uneasy. His was always a disturbing presence, trammeling. Directly he came into the kitchen.

'Give me a drink,' he said.

My mother hastily poured out his tea. He went to pour it out into the saucer. But instead of drinking, he suddenly put something on the table, among the tea-cups. A tiny brown rabbit! A small rabbit, a mere morsel, sitting against the bread as still as if it were a made thing.

1. What was the hobby of the father?
2. Who was the guest that reached home with the father?
3. Pick out a word from the passage that means 'to limit freedom of movement'.
4. Which phrase in the passage suggests that the children didn't like the company of their father?
5. How is the rabbit described?
6. Read the sentence from the passage: **A tiny brown rabbit.** The rabbit is described using a determiner and two adjectives. Now, describe a dog in the same manner.

Score: Questions 1 to 6 - 1 score each

Time: 12 minutes

Question 2

Read the passage from the story 'Adolf' and answer the questions that follow:

Trouble fell on us. The little rabbit sat on our lap, unmoving, its eye wide and dark. We brought it milk, warm milk, and held it to its nose. It sat as still as if it was far away, retreated down some deep burrow, hidden, oblivious. We wetted its mouth and whiskers with drops of milk. It gave no sign, did not even shake off the wet white drops. Somebody began to shed a few secret tears.

'What did I say?' cried my mother. 'Take it and put it down the field.'

Her command was in vain. We were driven to get dressed for school. There sat the rabbit. It was like a tiny obscure cloud. Watching it, the emotions died out of our breast. Useless to love it, to yearn over it. Its little feelings were all ambushed. They must be left alone. Love and affection were a trespass upon it. It was a wild little thing which suffocated when we put it under arrest. We must not love it, for its own existence....

1. How did the children feed the rabbit?
2. Why did mother ask the children to put the rabbit down the field?
3. Pick out a word from the passage that means 'to make a surprise attack'.
4. If they let the rabbit go _____.
5. 'Useless to love it, to yearn over it.' Who said these words and why?

Score: Questions 1 to 4 - 1 score each

Questions 5 - 2 score

Time: 12 minutes

Question 3

Read the passage from the story 'Adolf' and answer the questions that follow:

At midday, after school, creeping into the front room, there we saw the rabbit still and unmoving in the piece of flannel - still alive! It was a sore problem to us.

'Why won't it drink its milk, mother?' we whispered. Father was asleep.

'It prefers to sulk its life away, silly little thing.' Prefers to sulk its life away! We put young dandelion leaves to its nose. There was no response. Yet its eye was bright.

At tea-time, however, it had hopped a few inches, out of its flannel, and there it sat again, uncovered. Only its side palpitated slightly with life.

When night fell and my father set off to work, the rabbit was still unmoving. Dumb despair was coming over my sister's eyes, a threat of tears before bedtime. Clouds of my mother's anger gathered, as she muttered against my father's wantonness.

1. 'Prefers to sulk its life away!' What does this statement mean?
2. Why was the sister so desperate?
3. Pick out a word from the passage that means 'self indulgence'.
4. What did the rabbit do at tea-time?
5. Why was mother angry with father?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 4

Read the passage from the story 'Adolf' and answer the questions that follow:

We decided he was too small to live in a hutch - he must live at large in the house. My mother protested, but in vain. He was so tiny. So we had him upstairs, and he dropped his tiny pills on the bed and we were enchanted.

Adolf made himself instantly at home. He had the run of the house, and was perfectly happy, with his tunnels and his holes behind the furniture.

We loved him to take meals with us. He would sit on the table humping his back, sipping his milk, shaking his whiskers and his tender ears, hopping off and hobbling back to his saucer, with an air of supreme unconcern. Suddenly he would become alert, hobble up to the sugar-basin and reach for it. He craned his neck to peep in. He trembled his whiskers at the sugar and did his best to lift down a lump with his paw.

'Do you think I will have it! Animals in the sugar pot!' cried my mother, with a rap of her hand on the table.

1. 'We decided he was too small to live in a hutch...' Why did the children think so?
2. Pick out a word from the passage that means 'became happy'.
3. Which sentence in the passage suggests that Adolf adapted easily to the homely surroundings?
4. 'Do you think I will have it! Animals in the sugar pot!' What does this sentence suggest?
5. '..... he would hobble up to the sugar basin and reach for it.' 'reach for' is a phrasal verb. What does this phrasal verb mean?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 5

Read the passage from the story 'Adolf' and answer the questions that follow:

He continued to take tea with us. He rather liked warm tea. And he loved sugar. Having nibbled a lump, he would turn to the butter. There he was shooed off by our mother. He soon learned to treat her shooing with indifference. She hated him to put his nose in the food. And he loved to do it. And so one day between them they overturned the cream-jug. Adolf, terrified, his chest deluged with cream, bounced back in terror. Adolf was seized by his little ears by my mother and bounced down on the hearth-rug. There he shivered in momentary discomfort, and suddenly set off in a wild flight to the parlour.

The parlour was his happy hunting ground. He had cultivated the bad habit of nibbling certain bits of cloth in the hearth-rug. When chased from this pasture, he would retreat under the sofa. There he would twinkle in meditation until suddenly, no one knew why, he would go off like an alarm clock.

1. How did Adolf learn to treat mother shooing with indifference?
2. What did mother do to Adolf when he overturned the cream-jug?
3. Where did Adolf prefer to hunt?

4. Pick out a word from the passage that means 'to take small pieces of food'.
5. What changes happened to the rabbit when it grew up?
6. '....suddenly set off in a wild flight to the parlour.' What does the phrasal verb 'set off' mean in this context?
7. 'Having nibbled a lump, he would turn to the butter.' This sentence starts with the word 'Having'. Construct a sentence starting with 'Having'.

Score: Questions 1 to 7 - 1 score each

Time: 14 minutes

Question 6

Read the extract from 'My Childhood Days' and answer the questions that follow:

We three boys were being brought up together. Both my companions were two years older than I. When they were placed under their tutor, my teaching also began, but of what I learnt nothing remains in my memory.

What constantly recurs to me is 'The rain patters, the leaf quivers.'

Whenever the joy of that day comes back to me, even now, I realise why rhyme is so needful in poetry. Because of it the words come to an end, and yet end not; the utterance is over, but not its ring; and the ear and the mind can go on and on with their game of tossing the rhyme to each other. Thus did the rain patter and the leaves quiver again and again, the live long day in my consciousness.

Another episode of this period of my early boyhood is held fast in my mind. We had an old cashier, Kailash by name, who was like one of the family. He was a great wit, and would be constantly cracking jokes with everybody, old and young; recently married sons-in-law, newcomers into the family circle, being his special butts. His wit and humour touched every aspect of human life.

1. What happened to all that the narrator had learnt from the tutor?
2. What did the narrator realise about rhyme?
3. Which are the two childhood memories recollected by the narrator?
4. What were the themes of Kailash's humour?
5. Read this sentence. 'His wit and humour touched every aspect of human life.'

In this sentence, two noun phrases 'wit' and 'humour' are combined using 'and'. Write a sentence in the same pattern.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

2. Analysing Textual Poems

Reading and appreciating poems is a challenging task. Poems condense profound meaning into a few lines of words and poets use figurative language to build a bridge of understanding for readers. There are six poems in the Reader. The learner's ability to read and analyse a poem is evaluated by asking various types of questions like:

- Identify the theme
- Interpret the lines
- Identify figures of speech
- Comment on the common literary devices used in the poem like:
 - metaphor, simile, personification, etc.
- Reading poems aloud is the best way to catch the musical qualities of words woven together. Read the poems giving attention to the:
 - rhyme scheme, rhyming words, alliteration, onomatopoeia words, images, etc.

Learning Outcomes: Reads and analyses a given poem
 Appreciates a poem
 Identifies the meaning of words
 Identifies the poetic craft and other literary devices

Unit 1

HUES OF LIFE

Question 1

Read the following lines from 'A Girl's Garden' and answer the questions that follow.

A neighbour of mine in the village
 Likes to tell how one spring
 When she was a girl on the farm, she did
 A childlike thing.

One day she asked her father
 To give her a garden plot
 To plant and tend and reap herself,
 And he said, 'Why not?'

1. Who is the speaker of the poem?
2. What does the expression 'A childlike thing' mean?
3. What did the girl request her father, one day?

4. How did the father respond to her request?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 2

Read the following lines from 'A Girl's Garden' and answer the questions that follow.

And yes, she has long mistrusted
That a cider-apple
In bearing there today is hers,
Or at least may be.

Her crop was a miscellany
When all was said and done,
A little bit of everything,
A great deal of none.

1. What mistrust did she have about the cider apple?
2. How does the poet describe her crop?
3. What does the phrase 'A little bit of everything' mean?
4. Pick out a set of rhyming words from these lines.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 3

Read the following lines from 'A Girl's Garden' and prepare a note of appreciation focusing on the theme, speaker, poetic devices, etc.

In casting about for a corner
He thought of an idle bit
Of walled-off ground where a shop had stood,
And he said, 'Just it.'

And he said, 'That ought to make you
An ideal one-girl farm,
And give you a chance to put some strength
On your slim-jim arm.'

It was not enough of a garden
Her father said, to plow;
So she had to work it all by hand,
But she don't mind now.

Score: Question 1 - 4 score

Time: 8 minutes

Question 4

Read the following lines from 'Mother to Son' and answer the questions that follow.

Well, son, I'll tell you:
 Life for me ain't been no crystal stair.
 It's had tacks in it,
 And splinters,
 And boards torn up,
 And places with no carpet on the floor –
 Bare.
 But all the time
 I've been a-climbin' on,
 And reachin' landin's,
 And turnin' corners,
 And sometimes goin' in the dark
 Where there ain't been no light.

1. What is the mother trying to tell her son?
2. 'Life for me ain't been no crystal stair.' Describe the phrase 'no crystal stair'.
3. Life is not easy for the mother. How does she describe the difficulties of life?
4. What does 'turnin' corners' signify?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 5

Read the following lines from 'Mother to Son' and prepare a note of appreciation focusing on the theme, diction, etc.

But all the time
 I've been a-climbin' on,
 And reachin' landin's,
 And turnin' corners,
 And sometimes goin' in the dark
 Where there ain't been no light.
 So, boy, don't you turn back.
 Don't you set down on the steps.
 'Cause you finds it's kinder hard.
 Don't you fall now –
 For I've still goin', honey,
 I've still climbin',
 And life for me ain't been no crystal stair.

Score: Question 1 - 4 score

Time: 8 minutes

Unit 2

THE FRAMES

Question 1

Read the following lines from 'Blowin' in the Wind' and answer the questions that follow.

How many roads must a man walk down
 Before you call him a man?
 How many seas must a white dove sail
 Before she sleeps in the sand?
 Yes, and how many times must the cannon balls fly
 Before they're forever banned?
 The answer, my friend, is blowin' in the wind
 The answer is blowin' in the wind.

1. When do you call a man, 'a man'?
2. 'How many seas must a white dove sail
 Before she sleeps in the sand?' What do these lines imply?
3. Pick out a phrase that indicates war.
4. Where can one find the answer to the questions?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 2

Read the following lines from 'Blowin' in the Wind' and prepare a note of appreciation focusing on the theme, speaker, poetic devices, alliteration, refrain, etc.

Yes, and how many years can a mountain exist
 Before it is washed to the sea?
 Yes, and how many years can some people exist
 Before they're allowed to be free?
 Yes, and how many times can a man turn his head
 And pretend that he just doesn't see?

The answer, my friend, is blowin' in the wind
 The answer is blowin' in the wind.

Score: Question 1 - 4 score

Time: 8 minutes

Unit 3

LORE OF VALUES

Question 1

Read the following lines from 'The Ballad of Father Gilligan' and answer the questions that follow.

The old priest Peter Gilligan
Was weary night and day
For half his flock were in their beds
Or under green sods lay.

Once, while he nodded in a chair
At the moth-hour of the eve
Another poor man sent for him,
And he began to grieve.

1. Why was the old priest so tired?
2. 'For half his flock were in their beds' - What is the significance of this line?
3. What does moth hour of the eve indicate?
4. Pick out an instance of alliteration from these lines.
5. Identify a visual image from the above lines.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 2

Read the following lines from 'The Ballad of Father Gilligan' and answer the questions that follow.

He rode now as he never rode,
By rocky lane and fen;
The sick man's wife opened the door,
'Father! you come again!'

'And is the poor man dead?' he cried
'He died an hour ago.'

The old priest Peter Gilligan
In grief swayed to and fro.

1. 'He rode now as he never rode.' What idea do you get from this line?
2. Why was the sick man's wife surprised to see the Father?
3. What happened to the priest when he came to know that the man was dead?
4. Pick out an instance of alliteration from the above lines.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 3

Read the following lines from 'The Ballad of Father Gilligan' and answer the questions that follow.

'He Who hath made the night of stars
For souls who tire and bleed,
Sent one of this great angels down,
To help me in my need.

'He Who is wrapped in purple robes,
With planets in His care
Had pity on the least of things
Asleep upon a chair.'

1. 'He Who is wrapped in purple robes,
With planets in His care.' Comment on these lines.
2. What did 'He' do for Father Gilligan?
3. Which lines give us the idea that God had made the night for the troubled humanity?
4. Pick out two sets of rhyming words from the above lines.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 4

Read the following lines from 'The Ballad of Father Gilligan' and prepare a note of appreciation.

'I have no rest, nor joy, nor peace,
For people die and die;
And after cried he, 'God forgive!
My body spake not I!'

He knelt, and leaning on the chair
He prayed and fell asleep;
And the moth-hour went from the fields,
And stars began to peep.

They slowly into millions grew,
And leaves shook in the wind
And God covered the world with shade
And whispered to mankind.

Score: Question 1 - 4 score

Time: 8 minutes

Unit 4

FLIGHTS OF FANCY

Question 1

Read the following lines from 'Poetry' and answer the questions that follow.

And it was at that age ... Poetry arrived
in search of me. I don't know, I don't know where
it came from, from winter or a river.
I don't know how or when,
no they were not voices, they were not
words, nor silence,
but from a street I was summoned,
from the branches of night,
abruptly from the others,
among violent fires
or returning alone,
there I was without a face
and it touched me.

1. 'Poetry arrived in search of me.' Why does the poet say so?
2. According to the poet, where did poetry come from?
4. Cite two visual images from the stanza.
5. Pick out an example of personification from the above lines.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 2

Read the following lines from the poem 'Poetry'.

I did not know what to say, my mouth
had no way
with names,
my eyes were blind,
and something started in my soul,
fever or forgotten wings,
and I made my own way,
deciphering
that fire,
and I wrote the first faint line,
faint, without substance, pure
nonsense,

pure wisdom
of someone who knows nothing,
and suddenly I saw
the heavens
unfastened and open,
planets,
palpitating plantations,
shadow perforated,
riddled
with arrows, fire and flowers,
the winding night, the universe.

Prepare an appreciation of the given lines focusing on the theme, imagery and other poetic crafts.

Score: Question 1 - 4 score

Time: 8 minutes

Question 3

Read the following lines from 'Poetry' and answer the questions given below.

I did not know what to say, my mouth
had no way
with names,
my eyes were blind,
and something started in my soul,
fever or forgotten wings,
and I made my own way,
deciphering
that fire,
and I wrote the first faint line,
faint, without substance, pure
nonsense,
pure wisdom
of someone who knows nothing

1. What happened to the poet when poetry touched him?
2. Which lines tell you that the poet found his own way of writing poetry?
3. Why does the poet say that the first line was a faint one?
4. Pick out an example of alliteration from the given lines.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Unit 5

DOWN MEMORY LANE

Question 1

Read the following lines from 'The School Boy' and answer the questions given below.

I love to rise in a summer morn,
 When the birds sing on every tree;
 The distant huntsman winds his horn,
 And the skylark sings with me:
 O what sweet company!

But to go to school in a summer morn, -
 O it drives all joy away!
 Under a cruel eye outworn,
 The little ones spend the day
 In sighing and dismay.

1. What does the poet experience in a summer morning?
2. Pick out an instance of auditory image from the above lines.
3. What is the rhyme scheme followed in the first stanza?
4. What drives away all the joy of the boy?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 2

Read the following lines from 'The School Boy' and answer the questions given below.

Ah then at times I drooping sit,
 And spend many an anxious hour;
 Nor in my book can I take delight,
 Nor sit in learning's bower,
 Worn through with the dreary shower.

How can the bird that is born for joy
 Sit in a cage and sing?
 How can a child, when fears annoy,
 But droop his tender wing,
 And forget his youthful spring!

1. Where does the speaker spend his anxious hours?
2. Pick out the line that says the poet couldn't find happiness in books.
3. 'How can the bird that is born for joy

Sit in a cage and sing?' What do these lines imply?

4. What does the expression 'forget his youthful spring' refer to?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question 3

Read the following lines from 'The School Boy' and answer the questions that follow.

O father and mother if buds are nipped,
And blossoms blown away;
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay, -

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

1. What does the phrase 'tender plants' refer to in the poem?
2. Why doesn't the summer arise in joy?
3. When does one gather 'what griefs destroy'?
4. What is the rhyme scheme followed in the second stanza?
5. Pick out an instance of alliteration from the first stanza.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question 4

Read the following lines from 'The School Boy' and prepare an appreciation of the poem.

I love to rise in a summer morn,
When the birds sing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me:
O what sweet company!

But to go to school in a summer morn, -
O it drives all joy away!

Score: Question 1 - 4 score

Time: 8 minutes

3. Constructing Discourses

Various discourses are practised in classrooms. They are:

- Conversation
- Letter
- Diary Entry
- Narrative
- Speech
- News Report
- Write up
- Character sketch
- Profile
- Notice
- Review
- Paragraph
- Questionnaire etc.

Learning Outcomes: Prepares discourses
 Uses language according to the discourse style
 Uses language suitable to the context

1. CONVERSATION

Conversation is the talk between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered or news and information are exchanged. You may expect a question in the examination which demands you to write a conversation about an imaginary situation where any of the two characters are involved. This question usually carries 5 to 6 marks for which at least 5/6 exchanges are to be written.

Process

- Identify the persons engaged in the conversation.
- Relate the conversation to the given context.
- Identify the mood of the persons.
- Apt initiation.
- Use appropriate words and expressions.
- Use short forms, short questions, broken expressions, etc.
- Maintain good flow and continuity of the dialogues.
- Create a feeling of completion as the conversation ends.
- Check the errors and appropriateness of the language.

A news reporter meets Satyajit Ray at the shooting site in Notum Gram and talked to him about the shooting of the film 'Goopy Gyne Bagha Bhyne'. What would be the conversation between them?

News reporter	:	Hi Sir, I'm Athul, working in <i>The Hindu</i> .	
Ray	:	Hi. Glad to meet you.	
News reporter	:	You are here to shoot the scenes of <i>Goopy Gyne Bagha Bhyne</i> , aren't you? _____	Question tag used
Ray	:	Yes, We are trying to shoot a scene with a tiger.	
News reporter	:	Wow! With a real tiger! Is it possible? _____	Expression used
Ray	:	Let's see. I want to make it possible.	
News reporter	:	Have you got a tiger for the shooting? _____	Yes/No question
Ray	:	Fortunately I've got two well-fed robust tigers.	
News reporter	:	Where did you get the tigers from? _____	Wh question
Ray	:	From the Bharat Circus. They've brought it here.	
News reporter	:	That's nice. But won't they attack the people? _____	short forms
Ray	:	No. There is a ringmaster to manage the tigers.	
News reporter	:	Will you permit me to take some photographs of the tigers?	
Ray	:	You had better contact Mr Thorat, the ringmaster and get his consent. He may allow you.	
News reporter	:	Thank you very much sir.	
Ray	:	OK, you are welcome. _____	good ending

Practice Questions

Unit 1 - Hues of Life

1. On receiving the letter, Vanka's grandfather reached the house of Alyakhin. Imagine a conversation between Vanka and his grandfather. Prepare the likely conversation? Write at least 5 exchanges.
2. Imagine that you happened to meet the doctor in the story 'The Snake and the Mirror.' What will you talk about? Prepare the conversation between the doctor and you.

Unit 2 - The Frames

1. Ray wanted a tiger for his film *Goopy Gyne Bagha Bhyne*. He approached the manager of Bharat Circus in Calcutta to hire a tiger. What would be the conversation between Ray and the manager?
2. Imagine that Ali happened to see the junk collector the next day. They had a conversation about the shoes. Write the conversation in at least 5 exchanges.

Unit 3 - Lore of Values

1. You have read the story 'The Best Investment I ever made'. The author and Mr John meet each other on the deck of the ship. What could be the possible conversation between them? Write the conversation.
2. Adichie was startled to see the beautifully patterned basket made by Fide's brother. She never thought that anyone from Fide's family could do such wonders. She had a conversation with Fide's brother. Prepare the conversation between Adichie and Fide's brother.

Unit 4 - Flights of Fancy

1. Martha was very sad when the principal told her that there was a change in policy in awarding the Scholarship Jacket. Imagine you meet Martha on her way back home. What would be the likely conversation between Martha and you?
2. Grandfather was not ready to pay the money. This made Martha sad. She expressed her wish and grief to her grandmother. Prepare the conversation between Martha and the grandmother.
3. Martha meets Mr. Schmidt after the principal informed her that she was going to get the scholarship jacket. Prepare the likely conversation between Mr. Schmidt and Martha.

Unit 5 - Down Memory Lane

1. The narrator was very happy to have the wild baby rabbit as a pet at home. He shared his happiness with one of his friends. What would be the possible conversation between the narrator and his friend?
2. You know that Tagore's elder brother and Satya went to school and came back with a lot of memories of the school. Imagine that Tagore had a conversation with Satya on his experiences at school. What may be the conversation? (at least 5 exchanges)

The following are the grading indicators of conversation.

Grading Indicators

- Identifies the relationship between the people engaged in the conversation.
- Uses apt initiation.
- Focuses the conversation on the assigned context.
- Uses a variety of sentence patterns and expressions.
- Uses informal expressions (interjection, contracted forms).
- Ends creating a feeling of completion.
- Maintains a good flow.



2. LETTER

A letter is a written message from one person to another. There are two types of letters: formal and informal. A question to write a letter is often asked in the examination. This discourse carries 5 to 7 score.

Process

- Identify the person who writes the letter.
- Identify the person to whom the letter is written.
- Identify the form of the letter (formal or informal).
- Style of salutation/greeting
- Subject line (for formal letters)
- Body (The complete text of the letter; the subject matter content.)
- Closing (farewell phrase)

Neena is one of Martha's friends at Texas School. She writes a letter to Martha, congratulating her on winning the scholarship jacket. How would the letter be? Write the letter in about 120 words.

Lovedale

Bentonville, Texas

Sender's address

December 2, 2016

Date

Dear Martha,

Salutation

Hope you are fine.

Informal beginning

I am deeply delighted to know that you have finally won the Scholarship Jacket at Texas school. Well! Your long cherished dream has become true. You truly deserve it, dear. I wished greatly I were there to congratulate you in person.

Your achievement proved that hardwork, determination and dedication always bring success. You were laborious and passionate about winning this academic merit. My parents always quote your will-power and how you face the difficulties in your life. I was very confident about your success and told this to my friends who were much pleased to know about this achievement.

Body of the letter related to the context

Your future is bright. Continue your efforts to achieve more academic excellence. My parents have conveyed their hearty congrats on your achievement.

Convey my love and regards to your parents and grandparents.

Closing of the letter

With lots of love and best wishes

Yours lovingly

Farewell phrase

Neena

Sender's name

The following is a letter written by Ms. Swetha to the District Forest Officer, to bring to his notice the illegal hunting and encroachment in Palpulli village.

Swetha

Haritham

Palpulli P.O.

Idukki District

Kerala

12.12.16

District Forest Officer

Wayanad

Sir,

Sub : Illegal hunting and encroachment reg.

This is to draw your attention to the illegal hunting and encroachment continuing in the eastern part of Palpulli village. It is very fearful to inform that people carry guns and weapons without licence and intrude into the forest to kill the animals. Some people carry animals home for amusement. It is alarming to note that some endangered animals are targeted for the huge amount they fetch in illegal markets. The illegal hunting and chasing pose great threat to the wildlife in this locality. Sir, I humbly request you to take necessary steps against the lawbreakers to ensure the protection of the wildlife.

Hope you would look into the matter very seriously.

Yours faithfully

Sd/-

SWETHA

Practice Questions

Unit 1 - Hues of Life

1. Imagine that Grandfather received the letter of Vanka. He felt very sad on reading it. He writes a reply to the letter. Help Grandfather prepare the letter.
2. Vanka did not get a reply from Grandfather even after two weeks. He becomes very sad. Unable to bear the torture, he decides to write a letter to the Coordinator, Child Rights Commission describing his terrible experiences. Prepare the letter.
3. The doctor's house was looted by some unknown burglars. The doctor decides to file a complaint with the police. Prepare the likely letter of complaint.

Unit 2 - The Frames

1. One of the bird trainers happened to see the advertisement given by Hitchcock. He responded through a letter that he had enough trained ravens with him. He was also interested in acting in the film. What would he write? Draft the letter.

2. A man in the nearby shop informed Ali that the junk collector who is living in the nearby village has taken away his sister's shoes. Ali decides to write a letter to the junk collector. What would he write? Prepare the likely letter.

Unit 3 - Lore of Values

1. After the voyage, on reaching America, Mr John wrote a letter to Cronin thanking him for having a talk with him. He expressed his gratitude for having helped him. Prepare the letter.
2. You are impressed by the speech of Adichie. How do you accept her explanation about the danger of a single story. You decide to write a letter to her. Prepare the letter.

Unit 4 - Flights of Fancy

1. The Principal of the Texas school was confused after his meeting with Martha. He writes a letter to the school board to make a change in the new policy regarding scholarship jacket. How would it be? Prepare the likely letter.
2. The grandfather was very angry to hear about the change of policy regarding the scholarship jacket. He wrote a letter of complaint to the Principal of the Texas school. Prepare the likely letter.
3. Imagine you are a student of Texas school. You came to know about the achievement of Martha. Write a letter to Martha congratulating her on getting the scholarship jacket.

Unit 5 - Down Memory Lane

1. Imagine that the narrator writes a letter to his uncle describing the days he spent with his new friend 'Adolf'. Write the letter in about 120 words.
2. Keeping wild animals for amusement is a practice among some people. Write a letter of complaint to the District Forest Officer against such practices.

The following are the grading indicators of letter writing.

Grading Indicators

Relevant to the context

Uses language suitable for a formal/informal letter.

Uses proper salutation and farewell phrase.

Conveys the message.

Uses well-formed sentences.

Links the ideas properly.



3. DIARY ENTRY

A diary is a recording of one's thoughts and feelings about an incident or a day's events. An imaginary situation is taken from any of the texts and the question may be to write the diary entry related to it. It may be asked in the form of writing the thoughts of the character. This question carries 5 to 7 score.

Process

- Recall the story, the character and the context.
- Fix the important events of the day.
- Express the feelings and thoughts of the character.
- Use first person narrative.
- Organize the ideas/content well.
- Check the errors and appropriateness of the language.

Martha felt very sad when she overheard the argument between Mr Schmidt and Mr Boone in the story 'The Scholarship Jacket'. What may be the diary entry of Martha?

02, December 2016, Saturday: 10:00 pm

Date & Day

Oh! What a bad day it was. My dreams have come to an end. My expectations are all gone to air. It was by coincidence that I went to the classroom to take my shorts for the PE. On reaching there, I overheard two people talking. Mr Schmidt and Mr Boone were talking about me. Mr Schmidt was talking in favour of me. Mr Boone was for Joann. He said that Joann's father was a member of the Board. Oh! How could he reason like that? He should not have thought like that. This is a scholarship jacket that one gets for maintaining highest grades for eight years. I'm thankful to Mr Schmidt for supporting me. May God find a way.

striking opening
in first person
feelings and thoughts

ending

Practice Questions

Unit 1 - Hues of Life

1. After posting the letter, Vanka comes back to his room. He feels very happy. Nobody has seen him posting the letter. The letter will reach his grandfather and he will come to take him back. In his joy, he started writing in his diary. What will be the diary entry?
2. The doctor in the story 'The Snake and the Mirror' ran for all his worth after his encounter with the snake. The next day, he jotted down his experiences in his diary. Prepare the diary entry.

Unit 2 - The Frames

1. Satyajit Ray could not complete the shooting because the tiger had not acted according to his plans. He felt very sad. At night he wrote the day's events, in his diary. Write the likely diary entry.

2. 'How will I go to school tomorrow without shoes?' This was the thought that lingered in the mind of Zahra in the screenplay 'My Sister's Shoes'. What may be her diary entry of the day? Write it.

Unit 3 - Lore of Values

1. After meeting the voyager, the narrator felt happy to know about the efforts taken by Mr John to bring up the derelict adolescents back to his normal life. He recorded his feelings in his diary. What could be his possible feelings? Write the diary entry of the narrator.
2. The young man was really obliged to the trios - the sergeant, the landlady and the doctor for their timely help and giving him a fresh start. Imagine that he records his thoughts and feelings in his diary. What could be his diary entry?

Unit 4 - Flights of Fancy

1. Martha was completely disappointed after she heard that the policy regarding the scholarship jacket has changed. She cried a lot. She noted her feelings in her diary that day. Prepare the likely diary entry.
2. Mr Schmidt was very angry to know that there is a plan to award the scholarship jacket to Joann. He argued strongly against it. He noted his reactions and feelings in his diary. Prepare the likely diary entry of Mr. Schmidt.
3. The grandfather in the story 'The Scholarship Jacket' was shocked to hear that Martha had to pay fifteen dollars to get the scholarship jacket. He wrote about this in his diary. Prepare the likely diary entry.
4. You watched the play 'The Book that Saved the Earth' staged by the English Club of your school. You were very much impressed by the play. Prepare your diary entry of the day on which you had watched the play.

Unit 5 - Down Memory Lane

1. The narrator was extremely delighted when his father brought a wild baby rabbit to home. He and his friends played with it all the day. At night he wrote about it in his diary. What would be the diary entry?
2. Imagine that after coming back from school, Tagore noted down what had happened that day in his diary. Prepare the diary entry.

The following are the grading indicators of a diary entry.

Grading Indicators

- Relates the content to the context.
- Uses appropriate language.
- Uses first person narrative.
- Expresses personal feelings/emotions.

4. NARRATIVE

Narrative is a spoken or written account of connected events. It is a story or report of events, real or imaginary presented in a sequence. An incident from the text will be given for preparing the narrative. Retelling the story, changing the perspective of the narrative from one person to another, etc. can be asked as questions. This question carries 5 to 7 score.

Process

- Recall the events in order.
- Organise the events in sequence.
- Describe the settings clearly.
- Portray the characters well.
- Keep an effective opening and ending.
- Use sensuous images.
- Narrate the events appropriately keeping the context.
- Use variety of sentences.
- Check the errors and appropriateness of the language.

The story 'The Snake and the Mirror' is narrated by the doctor to his friends. After reading the story, you narrate it to your mother. How would it be? Write it.

A SNAKE WHICH WAS TAKEN WITH ITS OWN BEAUTY

Headline

Mother I will tell you a story of a homeopath. He had just set up his medical practice after his studies. One summer night he returned to his house after his meal. When he entered the room he heard a sound.

Good opening
setting

He thought, 'Oh! Rats, what a disturbance they are!' As the room was not electrified, he lighted a kerosene lamp which was on the table. After changing his dress, he went to sleep. It was very hot. He went out to the veranda for a little air, but the wind God didn't bless him.

Variety of sentences

When he came back, his eyes got stuck in the mirror. He was tempted to look at the mirror. He said, 'I am very handsome. I have to shave daily.' He wished to marry a fat lady who couldn't follow and catch him. 'Thud.' He heard a sound and felt something slither along his shoulder. He was frozen as he understood that it was a big snake. If he moved, it would strike him. He sat there holding his breath. The snake then turned its head. It saw its reflection on the mirror. Like the homeopath, the snake was also conscious of its beauty. It slowly crept

images

onto the table and moved towards the mirror. 'Oh! My God.' he felt relieved and he ran away from there. When he came back the next morning from his friend's house, he saw that his house was looted by some burglars. Only his dirty vest was left behind. He thought 'It was a snake which was taken with its own beauty...'

Variety of sentences

good ending

Practice Questions

Unit 1 - Hues of Life

1. Imagine that Vanka's grandfather received the letter. What will he do then? He took some decisions. Now, continue the story in your own words.
2. The doctor in the story 'The Snake and the Mirror' reaches his friend's house at night. He tells his friend what had happened. Write the likely narrative.

Unit 2 - The Frames

1. Imagine that you witnessed the shooting in Notun Gram. How will you explain the preparations and the shooting you have seen there to one of your friends? Prepare it in the form of a narrative.
2. You have read the screenplay 'My Sister's Shoes'. Retell this as a story to one of your friends. Prepare the narrative.

Unit 3 - Lore of Values

1. You have heard the story of Mr John while he lived in London. You told the story to one of your friends. Prepare the narrative.
2. The narrator was so happy to know that Mr. John was the same young man who he had saved years ago. Reaching back in his room, he narrated the whole incident to his wife. Narrate the story in your own words.

Unit 4 - Flights of Fancy

1. Martha had to face a lot of difficulties to get the scholarship jacket. Narrate the incidents that happened before the declaration of award of the scholarship jacket.
3. The play 'The Book that Saved the Earth' tells us about a failed endeavour of Martians to invade the Earth. Narrate the incidents that happened in the Mars Space Control Station and Centerville Public library on Earth to your friend.

Unit 5 - Down Memory Lane

1. Prepare a narrative, describing the attitude of the members in the family towards the rabbit, Adolf.
2. Based on the passage 'My Childhood Days', narrate the childhood events as explained by Tagore.

The following are the grading indicators of a narrative.

Grading Indicators

- Gives a suitable title.
- Sequences the events properly.
- Expresses the theme/message properly.
- Uses suitable vocabulary and sentence varieties.
- Uses figurative language.
- Provides a proper beginning and ending.

5. SPEECH

Speech is an effective verbal communication made by a person addressing a group of people, filled with facts, novel ideas, intelligent observations with his /her gestures and body language. It could be on any topic mostly relevant to the period. Usually a speech begins with an appropriate salutation. Then the speaker may present the topic of the speech. Anecdotes, incidents, quotes etc. may be used along with the speeches. The speaker may present his/her own view points and arguments in a logical way. He may use suitable expressions, rhetorical questions, quotations and tone variation to make the speech attractive. This question carries 5 to 7 score.

Process

- Identify the speaker, the topic and the context.
- Identify the audience.
- Good beginning with a salutation.
- Introduce the topic well.
- Divide the topic logically and appropriately into its component ideas
- Develop the topic with a variety of supporting ideas.
- Choose words meticulously to present the ideas
- Present your views and famous quotes relevant to the topic.
- Use ideas and expressions appropriate to the type of the speech.
- Conclude the speech effectively, summing up all the points.
- Organise the content/speech well.
- Check the errors and appropriateness of the language

Martha talked in the award ceremony about the troubles she had undergone before getting the scholarship jacket. Prepare the likely speech delivered by Martha in the ceremony.

Respected principal, teachers and dear friends, a warm good morning to Good beginning
all of you.

Paulo Coelho said 'When you want something, all the universe Quotes
conspires in helping you to achieve it.' I had a strong wish. Today I attained
it. Hence I feel highly delighted to stand before you and speak a few words Topic
about my life. I was fighting against my fate.

Do you know how much I suffered in my life? Questions I was born in a poor
family. My father was a poor farm labourer. He was unable to bear the
expenses of my studies. So, I was sent to my grandfather. I was not allowed
to join in any sports items because I couldn't afford the charges. But I was
not ready to surrender. I know.... I know that to be a champion you have to
believe in yourself, when no one else will. I believed in myself. I worked Supporting ideas
hard to win the scholarship jacket. It was something worthier than money.
Today I'm before you with this jacket. Friends, you must bear in mind that
there are four pillars on which you can build the platform, to reach the

zenith of success. These are Dedication, Devotion, Discipline and Determination. I had to fight a lot. The difficulties I faced made me sharper. I have to say that my teachers, friends and well - wishers stood by me to achieve this merit. I take this opportunity to thank all of them. My grandpa had helped me a lot and I now realise his greatness. Honours cannot be bought but should be received on the basis of merit. He taught me the real value of life. Let me conclude my words expressing my sincere gratitude to all of you for supporting me to achieve this honour.

Thank you and have a nice day. _____ Concluding statements

Practice Questions

Unit 1 - Hues of Life

1. The story 'Vanka' focuses on the issue of Child Rights. Imagine that you are the Secretary of the Parliamentary Club of your school. You are asked to prepare a speech on the 'Importance of Child Rights'. Prepare the speech.

Unit 2 - The Frames

1. 'No animal is harmed in the production of this film.' You might have noticed this statement at the beginning of a film. Do you think that animals are not harmed while shooting. Prepare a speech in response to this statement.

Unit 3 - Lore of Values

1. The Youth Welfare Organization has decided to honour Mr John for his valuable contribution towards uplifting the maladjusted and the delinquent youths of the society. Being the secretary of the organization, you are asked to deliver a felicitation speech. Prepare the speech.

Unit 4 - Flights of Fancy

1. Imagine that Mr Schmidt speaks in the award function about his arguments regarding the selection of students to award the scholarship jacket. How would it be? Prepare the likely speech delivered by Mr Schmidt.

Unit 5 - Down Memory Lane

1. 'Our tutor tried to dispel my illusion with sound advice and a resounding slap.' Do you think it is the duty of the teacher to bring confidence in children? Prepare a speech based on this topic.

The following are the grading indicators of a speech.

Grading Indicators

- Introduces the topic well.
- Makes a good salutation
- Divides the topic into component ideas logically and appropriately.
- Develops the topic with a variety of supporting materials.
- Presents speaker's own views.
- Organises ideas closely related to the theme.
- Concludes the speech effectively.

6. NEWS REPORT

A news report is similar to a newspaper article. It contains the basic facts of a story that is currently happening or that just happened. What are the features of a good news report? A news report should bring to the reader the summary of the event/story, its expansion, comments from the spokespersons and references. It should also have a particular style that differentiates it from other discourses. Writing a news report of an event can be a question asked for the examination.

When you plan your news story, remember that it usually provide the answers to the questions WHO, WHAT, WHERE, WHEN , WHY and HOW?

This question carries 5 to 7 score.

Process

- A catchy headline.
- Identify the five Ws and How.
- Divide the events logically into component ideas.
- Major events, time, place, people involved, etc. in the lead paragraph.
- Main points are clearly stated and explained.
- Logical presentation of evidence.
- Choose words appropriate for a news report.
- Pyramid style of presentation.
- Language suitable for reporting (use of the past tense).
- Check the errors and rectify them.

Imagine the Youth Welfare Organization awarded the best civilian award to Mr John for his selfless service he rendered to the delinquent youths. The news appeared in one of the dailies. Attempt the news report.

Award for Labour of Love

Headline

London, December 2: The Youth Welfare organization on Thursday Date and place
awarded the best civilian award to Mr John who has been instrumental in bringing about remarkable changes in the life of juvenile and delinquent youths. Both Mr John and his wife are active in the field of youth welfare for the past 15 years.

They take derelict adolescents from the juvenile courts and provide them with a healthy environment, nurture their talents, heal them in mind and body and send them back to the world. The award committee said that the couple aimed at bringing about a positive transformation in the criminal minds and what impressed them most was they were quite successful in transforming the juvenile and delinquent youths into socially responsible citizens. The couple had recently set up a training centre of their own Evidence

intended to train the youths on different skills like handicraft, carpentry, gardening, photography, etc.

On receiving the award Mr John said that he was grateful to the youth welfare organization for the award and expressed his happiness that his services are recognized by the society. The award function was held at the Sun View Auditorium, Kochi. Location The secretary of youth welfare organization chaired the meeting. Minister of Youth Welfare presented the award and the Joint Secretary of the organization proposed the vote of thanks. Conclusion

Practice Questions

Unit 1 - Hues of Life

1. Child labour is considered a crime. Imagine that you are a newspaper reporter and you happened to hear the story of Vanka. You decided to prepare a news report on this issue. What would the news report be?

Unit 2 - The Frames

1. The Film Club of your school conducted a one day film festival on Satyajit Ray's famous films. Almost 250 students participated in the festival. Prepare the news report of the film festival.
2. Imagine that the tiger in the memoir 'Project Tiger' did not turn back. Instead, it attacked a man and killed him. What would be the likely news that appears in the newspapers? Write the news report.

Unit 3 - Lore of Values

1. You are a newspaper reporter. You happened to hear the speech of Adichie. You prepared a news report to be published in the next day's newspaper. How would that news report be? Prepare the news report.

Unit 4 - Flights of Fancy

1. The Scholarship Jacket presenting ceremony was a unique event in the history of Texas school. Prepare a news report of the function.
2. A newspaper reporter happened to know about the discussion in the school about awarding the scholarship jacket. He prepares a news report about the change in the policy. How would it be? Prepare the likely news report.

Unit 5 - Down Memory Lane

1. A seminar was conducted in your school on the topic 'The World of the Wild' in the light of the lesson 'Adolf'. Prepare a news report.

The following are the grading indicators of a news report.

Grading Indicators

Headline: Short and catchy.

Lead paragraph: Factual details like time, place, major events included.

Organisation: Main points are clearly stated and explained.

Content: Evidences are clearly and logically presented.

Language used: Suitable for reporting.

7. WRITE UP

A write up is a written description of a book, character, film, etc. It usually contains the writer's points of view. Write up is a short article which describes what a person thinks about a book, an incident, a place, a character, etc. It may focus on a thorough analysis of the topic dealt with. A write up may contain a writer's opinion or point of view. Usually a write up starts with a striking idea. The supporting ideas may be sequenced logically. Simple and clear language can be used to make the write-up more attractive.

This question carries 5 to 7 score.

Process

- Begin with a striking idea.
- Present ideas using specific and clear language.
- Sequence the ideas well.
- Include all relevant ideas.
- Conclude appropriately.
- Give a suitable title.

'The Best Investment I ever made' is the story of a timely help that saved the life of a man. What is your opinion? Prepare a write up on the suitability of the title of the story.

Ever Growing Investment

The word investment generally means using money or property for a purpose from which one can yield more monetary benefits in future. Generally people invest money seeking better fortunes. But at times a few invest for noble purposes. The story 'The Best Investment I ever made' by A J Cronin is a beautiful one that redefines investment.

The story unveils how little goodness transforms one's life. AJ Cronin was the person who made least contribution to save the youth from the verge of suicide. The sergeant and the landlady had done their own part marvellously. Though they are simple, the interventions transformed the youth's life fantastically. Hoarding money is not a thing that makes us distinctive. Instead, spending money for the poor and destitute makes our life more meaningful. We have to make our life meaningful with good words and deeds.

The story teaches us a good lesson that if we spend for the well-being of others, it becomes a better investment. It may not pay dividends in worldly goods, but will turn out to be immensely profitable. The author emphasizes that it would stand out against all the bad investment one had made throughout his life. Investment in banks and property produces only anxiety

and disappointment. The satisfaction we imbibe in the services, helps and charity is the real profit we gain. Not to become selfish, but to be a man of generosity is the slogan we have to raise to declare ourselves as human beings. Own opinion

Practice Questions

Unit 1 - Hues of Life

1. Imagine that Vanka ran away from the house of Alyakhin. Children who suffer a lot at the master's house often do that. Prepare a write up focusing on child labour and its consequences.

Unit 2 - The Frames

1. Ali lost the shoes of his sister Zahra. His family was too poor to buy a new pair of shoes. Prepare a write up on the poverty that exists in the country and suggest ways to eradicate it.

Unit 3 - Lore of Values

1. A single story creates stereotypes. The problem with stereotypes is not that they are untrue, but that they are incomplete. Do you agree to these statements? Prepare a write up justifying your views in the light of your reading of the speech 'The Danger of the Single Story'.

Unit 4 - Flights of Fancy

1. Martha had won the scholarship jacket. She had to face some obstacles to win it. What were the obstacles she had to face? Prepare a write-up on the difficulties faced by Martha to win the jacket.

Unit 5 - Down Memory Lane

1. 'Every home should adopt a pet animal.' Prepare a write up expressing your views either for or against this statement in the light of the story 'Adolf'.

The following are the grading indicators of a write up.

Grading Indicators

- Gives a suitable title.
- Begins with a striking idea.
- Presents ideas using specific and clear language.
- Organises ideas in a sequential manner.
- Uses a variety of sentences.
- Uses language that shows the writer's command over the language.
- Gives an appropriate conclusion.

8. CHARACTER SKETCH

Character sketch is an analysis of a character in a story/play. The physical and mental appearances, positive and negative features, etc. are described. A character sketch also describes the role played by the character in the development of the plot of a story. From the character traits of a character the reader should be able to understand who the character is.

This question carries 5 to 7 score.

Process

- Recall the text and identify the characters.
- Describe the role and significance of the character in the story.
- Describe the character's physique/appearance.
- Describe the personality traits like manners, behaviour, values, etc. of the character.
- Write about the character's relationship with other characters in the story.
- Quote details from the story to substantiate your views.
- Check the errors and appropriateness of the language.

Describe the character of 'Martha' in the story 'The Scholarship Jacket'.

The character 'Martha' in the story 'The Scholarship Jacket' is sensitive as character introduced well as sensible in her disposition. She is an intelligent eighth standard girl who is competent and proficient enough to win the prestigious scholarship jacket significance that the school has to offer.

Martha, in her appearance is lanky and even earned humorous nick names from her friends appearance. Martha faces the real conflict when she happens to overhear the argument between the two teachers about her. Although intelligent and industrious, the incident reveals the sensitiveness of her character. The sentence 'I still remember the feeling of shock that rooted me flat against the wall...', exemplifies the aspect. Martha's determination and insight make her look straight into her Principal's eyes which he skillfully evades.

Although she is left high and dry on the incident she could maintain her calm and reiterate what grandfather had told her. However, Martha feels overwhelmed after getting a positive response from the principal. She behaviour does not hide her happiness. But while talking to her grandfather she value conceals her excitement and gently presents the matter. Martha's thoughts are quite matured and she leaves a profound impact on the reader.

Practice Questions

Unit 1 - Hues of Life

1. The grandfather in the story 'Vanka' is an interesting character. His styles and manners evoke fun and surprise throughout the story. Prepare a brief character sketch of the Grandfather.

2. Prepare the character sketch of the doctor in the story 'The Snake and the Mirror'.

Unit 2 - The Frames

1. Mr Thorat, the ring master was a man of a typical character. Prepare a character sketch of Mr Thorat.

Unit 3 - Lore of Values

1. Attempt the character sketch of Mr John in the story 'The Best Investment I ever made'.

Unit 4 - Flights of Fancy

1. Mr. Schmidt is a very powerful character in the story 'The Scholarship Jacket'. He argues in favour of Martha. Prepare the character sketch of Mr. Schmidt.

2. Martha was not ready to give up her hopes even after the Principal told her that there was a change in the policy regarding the scholarship jacket. Prepare a character sketch of Martha.

3. Think Tank in the play 'The Book that Saved the Earth' is a monopolist who tries to impose his foolish thoughts upon others. Prepare a character sketch of Think Tank.

4. In the play 'The Book that Saved the Earth' Noodle is seen more intelligent than Think Tank. But Think Tank is not ready to accept it. Prepare a character sketch of Noodle.

Unit 5 - Down Memory Lane

1. Write the character sketch of Kailash, the old cashier in the memoir 'My Childhood Days'

The following are the grading indicators of a character sketch.

Grading Indicators

Describes the character's personality.

Describes the character's physique/appearance.

Uses a variety of words and expressions.

Includes examples of how the character is developed throughout the story.

Sequences the ideas well.



9. PROFILE

Profile is an information about a person's life, work, interests, etc. It highlights the personal details and major achievements of the person described. The given data must be prioritised and linked logically. A title may be given to make the profile look better. Short and simple sentences can be used to make the profile attractive. And try to use all the details given.

This question carries 5 to 6 score.

Process

- Read the information/details of the person.
- Sequence the given details.
- Use of simple and clear language.
- Use proper linkers to connect ideas.
- Use suitable descriptive vocabulary.
- Give a title.
- Check the errors and appropriateness of the language.

Prepare a short profile of Majid Majidi using the hints given below.

Birth	:	April 17, 1959, Tehran, Iran
Education	:	Institute of Dramatic Arts, Tehran
Known as	:	Film director, producer, screen writer
Famous films:		The Colour of Paradise (1999), Baran (2001), The Willow Tree (2005)
Awards	:	Grand Pix Award, Nomination for the Academy Award for Best Foreign Language Film

Majid Majidi

Title

Majid Majidi was born on April 17, 1959 in Tehran, Iran. He had his Begin with name
education in the Institute of Dramatic Arts in Tehran. He is well-known simple language
 as a film director, producer and screen writer. His famous films include
 The Colour of Paradise (1999), Baran (2001) and The Willow Tree (2005).
 He won the Grand Pix Award. He was nominated for the Academy Award
include all details
 for Best Foreign Language Film.

Practice Questions

Unit 1 - Hues of Life

1. Prepare a profile of **Anton Chekhov**, Russian short story writer using the hints below

Born : 1860

Famous as : Russian play wright, short story writer
 Famous works: Three Sisters, The Cherry Orchard, The Lady with the Dog
 Died : 1904

Unit 2 - The Frames

1. Prepare a short profile of **Satyajit Ray**, the Bengali filmmaker using the hints given below.

Born : May 2, 1921, Kolkata
 Nationality : Indian
 Famous as : writer, producer, screenwriter, lyricist, composer
 Awards : Academy Honorary Award, Bharat Ratna
 Education : Viswa-Bharati University, Presidency University, Kolkata, Ballygunge Government High School
 Died : April 23, 1992, Kolkata

2. Prepare a short profile of Bob Dylan using the hints given below.

Born : May 24, 1941
 Known as : American singer, song writer, artist and writer
 Notable works: Blowin' the Wind and The Times They Are a-Changing (Anthem for the American Civil Rights and anti-war movements)
 Awards/Honours: Grammy, Academy and Golden Globe awards, as well as the Presidential Medal of Freedom and the Nobel Prize for Literature.

Unit 3 - Lore of Values

1. Prepare a short profile of **Chimamanda Ngozi Adichie** using the hints given below.

Birth : September 15, 1977
 Nationality : Nigeria
 Education : Drexel University, University of Nigeria, Nsukka
 Known as : novelist, nonfiction writer, short story writer
 Awards : Caine Prize for African Writing, Booker Prize, Booker Prize, etc.

Unit 4 - Flights of Fancy

1. Prepare a short profile of **William Butler Yeats** using the hints given below.

Born : June 13, 1865, Sandy mount, Republic of Ireland
 Education : National College of Art and Design
 Awards : Nobel Prize in Literature
 Works : The Tower (1928), The Winding Stair and Other Poems
 Influenced by: T. S. Eliot, John Keats, William Blake,
 Died : January 28, 1939, Menton, France

Unit 5 - Down Memory Lane

1. Prepare a short profile of **D H Lawrence** using the hints given below.

Birth : September 11, 1885
 Place of birth: Eastwood, Nottinghamshire
 Nationality : British
 Known as : Novelist, poet
 Notable works: Sons and Lovers, The Rainbow, Women in Love, John Thomas and Lady Jane, Lady Chatterley's Lover
 Died : March 2, 1930

2. Prepare a short profile of **Leo Tolstoy** using the hints given below.

5

Name : Count Lev Nikolayevich
 Born : September 9, 1828, Yasnaya Polyana, Russia
 Education : Kazan Federal University
 Major Works: War and Peace(1869), Anna Karenina (1877)
 Movies : Anna Karenina, L'Argent, Two Jacks
 Died : November 20, 1910, Lev Tolstoy, Russia

The following are the grading indicators of a profile.

Grading Indicators

- Gives an appropriate title.
- Writes an effective introduction and conclusion.
- Organises important details.
- Uses appropriate descriptive vocabulary.
- Uses proper linkers for connecting the ideas.
- Uses precise and concise language.



10. NOTICE

A notice is a written information or intimation of an event or a programme. It is written by an individual, a group or an organisation to draw the attention of the readers to something that needs immediate attention. What message do notices usually convey? A notice usually presents the information about the programme/event like: where and when it takes place, who are involved in it along with the invitation to attend the programme or function.

This question carries 5 to 6 score.

Process

- Identify the programme/event or the type of notice to be prepared.
- Prepare an invitation to invite the people.
- Use appropriate format and layout of a notice.
- Mention the date, time and venue of the programme.
- Include the details of the programme.
- Use clear and brief language.
- Specify the person/authority who issues the notice.

Imagine you are the Secretary of the English Club of your school. The club has decided to conduct a one day film festival. Draft a notice to be put up on the notice board.

NOTICE
ENGLISH CLUB
GOVT. HSS NEDUVELI,
THIRUVANANTHAPURAM

FILM FESTIVAL

Dear friends,

It has been decided to conduct a Film Festival on Monday, 24th January 2017 from 10.00 a.m. to 5 p.m. in the school auditorium. The films *Children of Heaven*, *Birds*, *The Kid and Pather Panchali* will be screened. The Oscar winner Sri Resul Pookutty will inaugurate the Film Festival.

All are welcome.

Sd/-

Aswanth
(Secretary)

Thiruvananthapuram
15th Jan, 2017

Practice Questions

Unit 1 - Hues of Life

1. A meeting against Child Labour is decided to be conducted at your school. Mr Jayaraj, the film director has agreed to inaugurate the function. Prepare a notice to be circulated among the students and parents.

Unit 2 - The Frames

1. The English Club of your school has decided to organise a documentary film festival in your school. As the secretary of the club, draft a notice inviting the parents and the students for the programme.

Unit 3 - Lore of Values

1. A J Cronin is invited to inaugurate the 'Home for Derelict Youth' started by Mr John and his wife. You are asked to prepare a notice to invite the public to attend the function and make it a grand success.

Unit 4 - Flights of Fancy

1. The Texas School has decided to make the scholarship jacket awarding ceremony a great event. The Principal issued a notice inviting all the students, teachers, parents and well-wishers to the function. Prepare the likely notice issued by the Principal.
2. The English Club of your school decides to stage the play 'The Book that Saved the Earth'. You, being the Secretary of the club, was asked to prepare a notice for the programme. Prepare the likely notice.

Unit 5 - Down Memory Lane

1. The school in the story 'My Childhood Days' decided to conduct a function to welcome the new comers to the school. Prepare a notice with programme details to invite the general public.

The following are the grading indicators of a notice.

Grading Indicators

- Gives details about the programme.
- Uses proper salutation.
- Mentions the date, time and venue of the programme.
- Uses appropriate layout and format.
- Uses clear and brief language.
- Specifies the agency/authority that issues the notice.



11. REVIEW

A review is a discussion on a piece of text/film/play. It is a concise overview of the plot, characters, setting and background. A literary review is written to highlight specific arguments and ideas. By highlighting these arguments, the writer attempts to show what has been his/her point of study. Like a standard academic essay, a literary review is made up of components like introduction, background, summary and a conclusion.

This question carries 5 to 7 score.

Process

- Identify the text and theme.
- Interpret different shades of meaning on the text.
- Identify images, symbols, catchy expressions, etc.
- Bring in personal observations and views.
- Attention-grabbing beginning and ending.
- Make a good character analysis.
- Check the errors and appropriateness of language.

You have read the screenplay 'My Sister's Shoes'. You are asked to write a review of it. Prepare the review.

My Sister's Shoes - Review

Title

Children of Heaven is a 1997 Iranian family drama film written and directed by Majid Majidi. 'My Sister's Shoes' is an extract from the screenplay of the film. It narrates the story of Ali and his sister, Zahra who belong to a poverty-stricken family and their adventures over a lost pair of shoes.

identifies text

identifies theme

The film starts with Ali collecting his sister Zahra's pink shoes after a cobbler has repaired them. He keeps them outside a vegetable shop and goes inside to buy some potatoes. While he is in the shop, a junk collector picks up the shoes, thinking it as garbage and takes it away. Frantic to find them, the young boy upsets the vegetables boxes and is chased away by the shopkeeper.

main event

Ali's family suffers from severe financial crisis. So he fears to tell his parents about the incident. Ali's mother is ill and confined to bed. Ali tells Zahra about the shoes and begs her not to tell mother; she agrees. That night, Ali's father scolds him for not helping his ill mother. While doing their homework, the children pass notes to each other discussing what to do.

situation

The film is so dramatic and tells a true story of a family. The scenes in the film depict the hardships, poverty and the innocence of the children. Even the shoes is a representative of the family's poor condition. In the film, life in Teheran is sketched beautifully. The family's carefully detailed poverty, which reflects the filmmaker's own childhood experience, adds colour to every event in the story.

ending

Practice Questions

Unit 1 - Hues of Life

1. The story 'Vanka' revolves around writing a letter. The story ends when the letter is dropped in the letter box. Prepare a review of the story giving focus to the theme, characters and style of presentation.

Unit 2 - The Frames

1. 'My Sister's Shoes' depicts four scenes of a family drama of the film 'Children of Heaven' by Majid Majidi. What do you think? Prepare a review of the screenplay.

Unit 3 - Lore of Values

1. 'The Best Investment I ever made' is a typical story of an investment made by the author. Prepare a review of the story based on the theme, characters and plot of the story.

Unit 4 - Flights of Fancy

1. The one-act play 'The Book that Saved the Earth' is a typical play. The characters Think Tank and Noodle play critical roles in the play. Their characters influence the play. Prepare a review based on the theme and characters of the play.

Unit 5 - Down Memory Lane

1. In the story 'Adolf', D H Lawrence gives a vivid picture of a wild rabbit brought to be made domestic. How does the story progress? Prepare a review of the story.

The following are the grading indicators of a review.

Grading Indicators

- Gives a suitable title.
- Identifies the theme.
- Interprets different shades of meaning in the text.
- Analyses the character well.
- Identifies images, symbols, catchy expressions etc.
- Writes personal observations and views.
- Organises ideas.
- Uses well-formed sentences and appropriate language.



12. PARAGRAPH

A paragraph is a group of sentences organized around a central topic or an idea. Paragraph writing is the foundation of all writing, whether the form is expository, persuasive, narrative, or creative. In order to write a good paragraph, students need to understand the four essential elements of paragraph writing and how each element contributes to the whole. The elements are: unity, order, coherence, and completeness.

This question carries 5 to 7 score.

Process

- Identify the text and theme.
- Decide the topic of your paragraph.
- Develop a topic sentence.
- Fill in the supporting details.
- Demonstrate your point based on the text.
- Give the meaning of the paragraph/topic.
- Conclude your writing.
- Look forward and edit the paragraph.

'A pet animal should be adopted by every home.' Express your views on this statement in a paragraph.

Pet animals add joy and happiness to our lives and homes. Pet lovers all across the world will agree to this statement. Thus every home adopting a pet animal can be considered a noble thought. Keeping pets at home helps you combat loneliness and at times pets become very closely associated with their masters and family members. Identifies theme
 Pets at home are also a status symbol in society and are at man's service from the dawn of civilization from one generation to the other. supporting sentence

I feel that pets are very much useful in a house. They fill the house with activity and give their masters emotional satisfaction and bonding. Pets are faithful beings. personal opinion
 They take care of the house and are faithful to their masters. supporting sentence
 At times strong bonding and affectionate relationship with a pet brings about immense emotional satisfaction, happiness and joy. Pets such as dogs are really faithful animals and spending an evening with your pet dog can be better than spending time with someone who is unfriendly and quarrelsome.

Common pets are dogs, cats, birds, rabbits, horses etc.

Having a friendly pet at home causes you to remain healthy and happy. personal opinion
 This in turn reduces unnecessary stress and tension. Stress and tension can lead to sickness and ill health and a pet helps to keep these at bay. Thus keeping a pet at home is a positive sign and giving love to an animal is an act of kindness that will not go unrewarded. Even Adolf Hitler was

fond of dogs and used to remain very happy in their company. The Father of our nation Mahatma Gandhi had a pet goat in the Ashram he lived in.

There are stories of pets saving the lives of family members they live with. Thus adopting a pet at home gives a sense of security as well. I strongly support this statement. _____ Concluded with opinion

Practice Questions

Unit 1 - Hues of Life

1. Child labour has been banned by law. But now-a-days the rule has been violated by some people at least. Write a paragraph placing your views on this statement with evidences from the story 'Vanka'.
2. Chekhov describes the poor condition of a nine year old boy Vanka in his story. Do you think child rights are to be protected? Present your views in a paragraph.

Unit 2 - The Frames

1. The screenplay 'My Sister's Shoes' is a typical example of a family drama. Do you agree to this statement? Write a paragraph based on this statement and your reading of the screenplay.

Unit 3 - Lore of Values

1. The timely help in the story 'The Best Investment I ever made' gave birth to a new man in Mr John. John was transferred and now working for the derelict youth. How do you view this statement based on your reading the story? Write it in a paragraph.

Unit 4 - Flights of Fancy

1. The principal of Texas School said that Martha had to pay for the jacket. Was it a trick to deny the jacket she deserved? What do you think? Write a paragraph.

Unit 5 - Down Memory Lane

1. Pets should not be allowed at houses because they cause many infectious diseases which are a threat to the members of the house also. Do you agree to this statement? Write your views in a paragraph.

The following are the grading indicators of a paragraph.

Grading Indicators

- Begins with a striking idea.
- Ideas are presented using specific and clear language.
- Ideas are organised in a suitable form.
- Uses variety of sentences.
- Uses language that shows the writer's command over the topic.
- Gives an appropriate conclusion.

13. QUESTIONNAIRE

Questionnaire is a set of printed or written questions with a choice of answers, devised for the purposes of interview, survey or statistical study. Questionnaires may be sharp by the fact that respondents must be able to read/hear the questions and respond to them. The questions may be 'Wh' questions or 'Yes/No' questions. One question may be linked with the other based on the responses. This happens in a live interview.

This question carries 4 to 6 score.

Process

- Identify the context.
- Understand the person and collect his/her details.
- Identify the situation in which the interview is held.
- Bring in personal observations and views.
- Look on the appropriateness of language.

Imagine that while shooting in Notun Gram, an actor was also present. While the shooting of the tiger was in progress, you got a chance to interview him. Write six questions you would ask him.

What kind of roles do you prefer?

What was the biggest audience you have performed in front of?

What was your first role as an actor?

Who is your favourite actor?

What was the character and why was it challenging?

What sort of acting roles will you be seeking in the future?

Practice Questions

1. The District English Association conducted a chat show with the eminent director Adoor Gopalakrishnan. You got an opportunity to interview him as part of the programme. Prepare five questions that you would ask.
2. The Literary Club of your school has decided to invite Chimamanda Ngozi Adichie to interact with the club members. Being the convenor of the club, you are asked to prepare some interactive questions. Prepare the questions.

Grading Indicators

- Relevant to the context
- Uses variety of questions
- Language and style

4. Using Language Elements

Various language elements are introduced in classrooms. They are evaluated through activities like:

- Dialogue Completion
- Reported Speech
- Phrasal Verbs
- Editing
- Cloze Type
- Word Pyramid
- Sentence Pattern

Learning Outcomes: Edits and refines a loosely written passage
Uses language elements relevant to the context

1. DIALOGUE COMPLETION

A dialogue with some missing parts is given. The learner is asked to complete the dialogue using words/phrases/sentences etc. The structures evaluated are:

- Framing questions (Wh/Yes or No)
- Question tags
- The more...the more
- If- clause
- You had better....
- as though
- unless
- so...that
- neither...nor, etc.

This set of questions normally carries 3 to 6 score.

Question 1

Complete the conversation suitably.

- Vanka : Good morning, sir
- The Man : Good morning, _____ a _____?
- Vanka : Do you know where the post office is?
- The Man : _____ b _____
- Vanka : _____ c _____?
- The Man : You should walk fifteen minutes from here.
- Vanka : If I post a letter today, _____ d _____?

- The Man : I don't know. It may take two to three days
- Vanka : You mean the letter will reach day after tomorrow, ___e___?
- The Man : Not sure. You had better ___f___.
- Vanka : Yes, I will ask the postmaster. Thank you, sir.

Score: Questions a to f - 1 score each

Time: 10 minutes

Question 2

Complete the conversation suitably.

- Varun : You look so worried, ___a___?
- Doctor : Yes, A snake coiled round my arm.
- Varun : ___b___?
- Doctor : I sat like a granite.
- Varun : If the snake had bitten you, ___c___.
- Doctor : Yes. I had no medicines at home.
- Varun : ___d___?
- Doctor : No, I didn't.
- Varun : You had better ___e___.
- Doctor : I was terribly frightened. So I couldn't do anything.

Score: Questions a to e - 1 score each

Time: 8 minutes

Question 3

Complete the conversation between Satyajit Ray and Mr Thorat suitably.

- Mr. Thorat : Good Morning Mr. Ray
- Ray : Good Morning. You are Mr.Thorat, ___a___?
- Mr. Thorat : Yes. ___b___?
- Ray : I want a tiger for the shooting of my film.
- Mr. Thorat : ___c___?
- Ray : I need it for a couple of hours.
- Mr. Thorat : OK. I will bring the tiger.
- Ray : Can your make the tiger act the scene?
- Mr. Thorat : If I train the tiger ___d___ .
- Ray : How will you bring the tiger?
- Mr. Thorat : ___e___ .
- Ray : Yes. You may bring it in a lorry.

Score: Questions a to e - 1 score each

Time: 8 minutes

Question 4

Read the conversation between Ali and the junk collector and complete it suitably.

Ali : Uncle, you collect junk from the town everyday, _____ a _____?

Junk collector: Yes, I do it everyday.

Ali : _____ b _____?

Junk collector: Yes, I collected some things from Akbar's shop.

Ali : Was there a parcel of shoes in the junk? I lost my sister's shoes at Akbar's shop yesterday.

Junk collector: I don't know. I just dumped the entire junk in the processing area. If I get it, _____ c _____.

Ali : _____ d _____?

Junk collector: The processing area is very near.

Ali : OK Uncle. Thank you. Bye.

Junk collector: Bye.

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 5

Complete the conversation suitably.

Zahra : Where are my shoes?

Ali : _____ a _____.

Zahra : I'll tell dad about it.

Ali : If you tell dad, _____ b _____

Zahra : How can I go to school tomorrow?

Ali : You had better _____ c _____

Zahra : Will your shoes suit me?

Ali : _____ d _____.

Zahra : OK. I'll try to wear it.

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 6

Complete the conversation suitably.

John : You remember me, _____ a _____?

Doctor : No, I do not recollect you.

John : _____ b _____?

- Doctor : Yes, I was working as a junior doctor in London.
 John : If you had not saved me, _____ c _____.
 Doctor : You lived in an old house in London.
 John : Do you remember me now?
 Doctor : Yes, _____ d _____.

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 7

Complete the conversation suitably.

- John : Sir, You are a doctor, _____ a _____?
 Doctor : Yes. _____ b _____?
 John : I am John. You saved me from a suicide attempt.
 Doctor : Oh! Now I remember you.
 John : If you had not come on time that day _____ c _____ .
 Doctor : _____ d _____?
 John : I went to New York to visit the juvenile homes there.
 Doctor : _____ e _____?
 John : Yes, I stay in London.
 Doctor : I'm very happy to meet you.

Score: Questions a to e - 1 score each

Time: 8 minutes

Question 8

Complete the conversation suitably.

- Landlady : Good evening Sergeant
 Sergeant : Good evening. _____ a _____?
 Landlady : The young man is dying, sir.
 Sergeant : He tried to commit suicide, _____ b _____?
 Landlady : Yes. He closed the doors and opened the valve of the gas cylinder.
 Sergeant : _____ c _____?
 Landlady : No, I don't know why he did it. You'd better _____ d _____.
 Sergeant : If there is a doctor nearby _____ e _____ .
 Landlady : Please bring him quickly. It looks as if _____ f _____.
 Sergeant : OK. I will go immediately.

Score: Questions a to f - 1 score each

Time: 9 minutes

Question 9**Complete the conversation between Martha and her friend.**

- Friend : Martha, why are you so gloomy?
- Martha : The principal just conveyed some bad news.
- Friend : _____ a _____?
- Martha : He told me that there was a change in policy of awarding the scholarship jacket this year.
- Friend : You are going to get it this year, _____ b _____?
- Martha : Yes. But... they say that I've to pay fifteen dollars for it.
- Friend : _____ c _____?
- Martha : No. I haven't informed my grandfather.
- Friend : Don't worry, if you tell your grandfather _____ d _____.
- Martha : I don't think so.
- Friend : Then, you'd better _____ e _____.
- Martha : Ok, let me ask my grandmother also.

Score: Questions a to e - 1 score each**Time:** 8 minutes**Question 10****Complete the conversation suitably.**

- Father : Here is a new guest, a rabbit.
- Mother : _____ a _____?
- Father : I got it from the forest.
- Mother : It will harm our children, _____ b _____?
- Father : No. It won't. It is a tiny creature.
- Mother : It seems very weak. You had better _____ c _____.
- Father : Ok. I'll get some milk for it.
- Mother : _____ d _____?
- Father : Keep it indoors. If you _____ e _____.
- Mother : Poor rabbit. You shouldn't have brought it home.

Score: Questions a to e - 1 score each**Time:** 8 minutes

2. REPORTED SPEECH

When we report what another person has said, we usually do not use the speaker's exact words (direct speech), but we use reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech. The structure of reporting is a little different depending on whether you want to report a statement, a question or a request.

A conversation is given followed by short answer questions or fill in the blank type questions. You are required to answer them making necessary changes to the conversation. This question normally carries 2 score.

Question 1

Read the conversation given below and answer the questions that follow.

Vanka : Where can I post the letter?
The man : You can post it in the post box.

- What did Vanka ask the man?
- What did the man reply?

Score: Questions a and b - 1 score each

Time: 4 minutes

Question 2

Read the following conversation.

Satyajit Ray : Why did you bring two tigers?
Mr Thorat : I decided to play it safe.

Now, complete the following sentences.

- Satyajit Ray asked Mr Thorat _____.
- Mr Thorat replied _____.

Score: Questions a and b - 1 score each

Time: 4 minutes

Question 3

Read the conversation given below and answer the questions that follow.

Doctor : What do you want?
John : I want to speak to you.

- What did Doctor ask John?
- What did John reply?

Score: Questions a and b - 1 score each

Time: 4 minutes

Question 4

Read the conversation given below and answer the questions that follow.

- Ali : Can I take these potatoes?
 Akbar : Take the potatoes kept on the floor.

- a. What did Ali ask Akbar?
 b. Akbar told Ali _____.

Score: Questions a and b - 1 score each

Time: 4 minutes

Question 5

Read the following conversation.

- Zahra : Where are my shoes?
 Ali : I lost it somewhere in the store.

Now, complete the following sentences.

- a. Zahra asked Ali _____.
 b. Ali replied _____.

Score: Questions a and b - 1 score each

Time: 4 minutes

Question 6

Read the following conversation and answer the questions given below.

- Doctor : What are you doing?
 Mr John : I am a solicitor by profession.

- a. What did Doctor ask Mr John?
 b. What did Mr John reply?

Score: Questions a and b - 1 score each

Time: 4 minutes

Question 7

Read the following dialogue.

- Martha : Grandpa, I've to pay fifteen dollars for the jacket.
 Grandpa : I'm not ready to pay for a scholarship jacket.

Now, complete the following sentences.

- a. Martha told Grandpa _____.
 b. Grandpa said _____.

Score: Questions a and b - 1 score each

Time: 4 minutes

Question 8**Read the following dialogue.**

Principal : What did your grandfather say?

Martha : Grandfather will not give the money.

Now, complete the following sentences.

a. The Principal asked _____.

b. Martha replied _____.

Score: Questions a and b - 1 score each**Time:** 4 minutes**Question 9****Read the following dialogue and answer the questions that follow.**

Mr Schmidt : Martha has scored highest marks all these years.

Mr Boone : Joann's father is a board member.

Now, complete the following sentences.

a. Mr Schmidt told _____.

b. Mr Boone said _____.

Score: Questions a and b - 1 score each**Time:** 4 minutes**Question 10****Read the following dialogue and answer the questions that follow.**

Boy : Where did you get the rabbit from?

Father : I picked it up from the forest.

a. What did the boy ask the father?

b. What was father's reply?

Score: Questions a and b - 1 score each**Time:** 4 minutes

3. PHRASAL VERBS

The term 'phrasal verb' is commonly applied to two or three distinct but related constructions in English: a verb and a particle and/or a preposition co-occur forming a single meaningful unit. It cannot be understood based upon the meanings of the individual parts in isolation, but rather it must be taken as a whole.

Questions to supply phrasal verbs or to substitute words/phrases using phrasal verbs may be asked. Phrasal verbs which the learners have studied in previous classes can also be tested here. This question carries 3 to 5 score.

Question 1

Read the following passage and use the phrasal verbs given in brackets to fill in the blanks.

Oh! I have _____a_____ hope of a peaceful life. All my attempts to _____b_____ Aliyakhin are in vain. He is cruel and has no sympathy for me. My grandfather doesn't reply to my letter. I tried to _____c_____ my anguish and misery to him in the letter. But I don't know why he is reluctant to reply. I hope somehow I will _____d_____ the crisis.

(put up with, get away, get over, give up, put across)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 2

Rewrite the passage given below replacing the phrasal verbs given in bracket.

The rabbit was _____a_____ well at home. But it tried to _____b_____ to the wild. Mother _____c_____ complaining about keeping the rabbit at home. She wanted every one to _____d_____ from the rabbit.

(get off, turn up, keep away, look after, go on)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 3

Rewrite the passage given below replacing the phrasal verbs given in bracket.

Vanka _____a_____ his cap and ran out. On the way he _____b_____ the man at the butcher's shop. Vanka asked him about the way to the city. The man doubted whether Vanka would _____c_____ to the city since snowfall was heavy. The man asked Vanka to _____d_____ his journey for the next day.

(make it, put on, come across, put off, put in)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 4

Rewrite the sentences given below and fill in with the phrasal verbs given in bracket.

- The Doctor : I _____a_____ a problem tonight.
 Neighbour : What happened?
 The Doctor : A snake coiled around my arm. It happened so unexpectedly that I was _____b_____.
 Neighbour : Is the snake still there? Did you _____c_____ it?
 The Doctor : I don't know, I'm afraid. I still haven't _____d_____ the shock
 Neighbour : You relax for a while.

(taken aback, run into, get over, look out for, give in)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 5

Substitute the underlined words choosing the correct phrasal verbs from the box given below.

It was the time for my P E class. I had to remove (a) my uniform and wear (b) P.E shorts to go to the playground. I started (c) towards my class room to take the shorts. I met (d) my friend and she told me that nobody was in the classroom. When I reached the class, I heard my teachers talking about the Scholarship Jacket. They continued (e) arguing with each other for a long time.

(came across went on put down take off went out set out put on)

Score: Questions a to e - 1 score each

Time: 8 minutes

Question 6

Rewrite the passage given below substituting the verbs with the phrasal verbs given in bracket.

When my uncle arrived (a) in Paris, he was detained at the airport as a bomb exploded (b) in the city. As he could speak only Malayalam and Hindi the airport officials could understand (c) nothing. His request for an interpreter was also declined (d). He was kept under custody but fortunately he was released (e) later because of the intervention of the Indian embassy officials.

(turn down, get to, let off, make out, went off)

Score: Questions a to e - 1 score each

Time: 8 minutes

Question 7

Rewrite the passage filling the blanks using the phrasal verbs given in bracket.

Two brothers _____a_____ on a journey together. At noon they lay down in a forest to rest. When they woke up they _____b_____ a stone lying next to them. There was something written on the stone, and they tried to _____c_____ what it was.

(came across, set out, let off, make out,)

Score: Questions a to c - 1 score each

Time: 5 minutes

4. EDITING

A passage to test different language items with morphological, syntactical or punctuation errors may be given for editing. The errors in the passage may be underlined or given in bold letters. This question carries 3 to 5 score.

Question 1

There are certain errors in the passage given below. They are underlined. Edit them. Ottaal (The Trap) is a Malayalam film directs (a) by Jayaraj. It is a (b) adaptation of the short story 'Vanka' by Anton Chekhov. It is the first movie in India be to (c) released online on the same day of its theatrical release.

Score: Questions a to c - 1 score each

Time: 5 minutes

Question 2

There are certain errors in the passage given below. They are underlined. Edit them. I read the story of Vanka. It was realy (a) a touching story. Vanka were (b) cruelly treated in Alyakin's house. The master and the mistress brutally punished him for even very small issues. He feel (c) very bad and he wrote a letter to his grandfather. He posting (d) the letter.

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 3

There are certain errors in the passage given below. They are underlined. Edit them. 'The Book that Saved the Earth' is a play who (a) tells about a Martian invasion that takes place in the twentieth century. Twentieth century is described as the era for (b) books. Think Tank and his team is (c) confident enough to invade the earth. They believes (d) that the Earthlings are inferior creatures. They are try (e) their level best to conquer the earth but fail.

Score: Questions a to e - 1 score each

Time: 8 minutes

Question 4

Edit the following passage.

Tagore's memory regarding the Ramayana was that he sit (a) on the window sill of his mother's door to read the Ramayana with a marbled paper cover. It belonged to his mothers (b) aunt. He also remember (c) that it was a faint afternoon with a cloud (d) sky.

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 5

Edit the passage given below. The errors are underlined.

Then another lovely thought struck me. I would marry. I would got (a) married to a woman doctor who had plenty of money and an (b) good medical practice. She had to been (c) fat; for a valid reason. If I made some silly mistake and needed to run away she shall (d) not be able to run after me and catch me!

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 6

There are certain errors in the passage given below. They are underlined. Edit them.

Immediately I smear (a) oil all over myself and took a bath. I changed into fresh clothes. The next morning at about eight-thirty I took my friend and one or two others to my room to moves (b) my things from there. But we found we had little to carry. The room had been out cleaned (c) by some thief! But not really, the thief had leaved (d) behind one thing as a final insult!

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 7

There are certain errors in the passage given below. They are underlined. Edit them.

Mr Thorat's men had fix (a) a five foot iron rod to the ground, about thirty feet from the area whom (b) the tiger was supposed to take a walk. They took a thin, long wire and fixed one end to the collar maid (c) of tiger-skin that the tiger was already wearing. The other end were (d) tied firmly to the visible portion of the iron rod.

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 8

Read the passage carefully and correct the errors underlined.

November 28, Monday, 2016

I'm so excited. I could met (a) the doctor for the second time. Still I remembers (b) that night. Then I was only 17 and doctor whom (c) was practising in London was living next to me. I fell in bad company and almost destroyed myselfes (d) with drugs and gambling. Thank God! Now I'm saved.

Score: Questions a to d - 1 score each

Time: 6 minutes

5. CLOZE TYPE

A cloze type test is an exercise, test, or assessment consisting of a portion of text with certain words removed where the learner is asked to fill in the missing words. Cloze tests require the ability to understand the context and vocabulary in order to identify the correct words or type of words that belong to the passages of a text.

A passage is given with a few words missing in it and the learners have to supply the right words. These words may be prepositions, articles, linkers or relative pronouns. Clues for answers will be given along with the question. This question normally carries 4 to 5 score.

Question 1

Supply the missing words in the following passage.

A small group / (a) men are waiting in a queue outside / (b) bakery to buy nan. The outline of buildings / (c) the street is seen in the distance. Ali is seen coming out / (d) the bakery into the footpath, the parcel of nan in his right hand and the parcel of shoes in his left.

(the, into, of, in, from)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 2

Supply the missing words in the following passage.

Vanka sighed, dipped his pen ____ (a) the ink, and went on writing: 'And yesterday I had such ____ (b) hiding. The mother took me ____ (c) the hair and dragged me out ____ (d) the yard.

(a, into, for, in, by)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 3

Supply the missing words in the following passage where '/' is given.

Malala Yousafzai was born / (a) July 12, 1997, in Mingora, Pakistan. As a child, she became / (b) advocate of girls' education. On October 9, 2012, a gunman shot Malala / (c) she was travelling home from school. She survived and continued / (d) speak out on the importance of education. She was awarded / (e) Nobel Peace Prize in 2014.

Score: Questions a to e - 1 score each

Time: 8 minutes

Question 4

Supply the missing words in the following passage.

Martha was very sad. She never expected such / (a) tragedy. She cried a lot. The principal was adamant. He told her / (b) bring fifteen dollars the next day. She was born / (c) a poor family. So it was unable for her to bring / (d) money.

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 5

Supply the missing words in the following passage.

Adolf always dreamt of hopping / (a) the world of domestication into the unrestrained world of wildness. His wanderings cost him / (b) shock. At the yard, a cat glowered / (c) him. The children and the mother had to run out / (d) save it. Though mother complained about Adolf, she reared it like her own child.

(on, at, a, and, the, to, from)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 6

Supply the missing words in the passage where / is given.

Let him go straight / (a) the forest at sunrise. In the forest a river will appear; let him swim / (b) the river to the other side. There he will find a she-bear and her cubs. Let him take / (c) cubs from her and run up the mountain / (d) them, without once looking back. / (e) the top of the mountain, he will see a house and will find happiness.

(across, with, into, in, on, the)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 7

Supply the missing words in the passage where / is given.

The snake turned its head. It looked / (a) the mirror and saw its reflection. I do not claim that it was / (b) first snake that had ever looked into / (c) mirror. But it was certain that the snake was looking into the mirror. Was it trying to make / (d) important decision about growing a moustache or using eye shadow?

(a, into, an, the, by, at)

Score: Questions a to d - 1 score each

Time: 6 minutes

Question 8

Supply the missing words in the passage where / is given.

Last November our school arranged a tour / (a) Agra especially to see the Taj Mahal. All of us know / (b) it is a world famous monument built / (c) Shahjahan in memory / (d) his beloved queen, Mumtaz Mahal. It is built / (e) the bank of river Yamuna.

(on, by, of, that, to)

Score: Questions a to e - 1 score each

Time: 8 minutes

6. ANALYSING AND CONSTRUCTING SENTENCES

Construction of sentences of the similar pattern involves identifying the different elements and patterns of the sentences given and framing sentences similar to them. This question normally carries 3 to 5 marks.

Question 1

Look at the following sentences.

- This is my pen.
- Vanka penned his thoughts in a letter.

In the first sentence 'pen' is used as a noun whereas in the second it is used as a verb. Use the words given below as a noun and as a verb in sentences of your own.

- a. bag
- b. pocket
- c. fan

Question 2

Read the following sentences.

1. Konstantin Makarich was a small and lean man about sixty five years old.
2. The sky was sprinkled with twinkling stars, and the Milky Way stood out as clearly as if cleaned for the holiday.
3. Vanka dipped his pen in the ink and went on writing.

In the first sentence the linker 'and' is used to combine two adjectives.

In the second 'and' is used to combine two sentences and in the third to combine two verb phrases. Frame three sentences in the same pattern.

Question 3

Frame sentences in the same pattern as given in column 'A' and complete the following table. One is done for you.

A. Sample sentence	B. Sentence in the same pattern
1. The cameraman shouted to everyone to take their positions but the dog remained where it was.	1. The trainer tried well to control the tiger, but it rushed towards the people gathered there.
a. Mr Thorat brought two well-fed and robust tigers.	a. _____ _____
b. The door of one of the cages was unfastened and Mr. Thorat called out to the tiger.	b. _____ _____

Question 4

Read the following sentences carefully.

- I. He tried to recoup the money he had lost, but he failed in his attempt.
- II. He took the cubs and ran up the mountain without looking back.
- III. The younger brother became a wanderer, and one day he arrived at the house of the elder brother.
- IV. His dark suit, sober tie and rimless spectacles gave evidence of a serious and reserved disposition.

Now, complete the table given below.

Sentence	Linking word used	Purpose of the linking word
I	but	to combine two sentences
II	and (a).....
III	and(b).....
IV	and(c).....

Question 5

Look at the following sentences

1. I stared at him in shock and a small sound of dismay escaped my throat.
2. By the time I got home, my eyes were red and puffy.
3. Martha turned to the principal and looked at him.

In the first sentence the linker 'and' is used to combine two sentences.

In the second 'and' is used to combine two adjectives.

In the third to combine two verb phrases.

Frame three sentences in the same pattern.

Question 6

Read the following sentences.

1. I passed the examination and my father gave me a gift.
2. The teacher and the students performed well.
3. The artist was talented but lazy.

In sentence (1) the linking word 'and' connects two sentences, in sentence (2) 'and' connects two noun phrases and in sentence (3) two adjectives are connected by the linking word 'but'.

Frame three sentences of the similar pattern.

7. WORD PYRAMID

Word pyramids can be built by adding determiners, pre-determiners and adjectives before a noun/ noun phrase. Verb phrases, prepositional phrases and relative clauses are added after the noun phrase. Constructing a word pyramid by expanding a noun phrase may be asked. This question normally carries 3 to 5 score.

Question 1

Look at the word pyramid given below.

Beggar
The beggar
The hungry beggar
The hungry beggar in the street
The hungry beggar in the street who shouts for bread

Now, construct a word pyramid with the word 'postman'.

Question 2

Look at the word pyramid given below.

Teacher
The teacher
The dedicated teacher
The dedicated teacher at GHSS
The dedicated teacher at GHSS who inspired me a lot

Now, construct a word pyramid using the word 'director'.

Question 3

Read the word pyramid given below.

Students
Some students
Some industrious students
Some industrious students at school
Some industrious students at school who score more marks

Now, construct a word pyramid with the word 'doctor'.

Question 4

Read the word pyramid given below.

School
My school
My lovely school
My lovely school in the village

My lovely school in the village that is the second home to me
 Now, construct a word pyramid using the word 'classroom'.

Question 5

Look at the word pyramid.

Jacket
 A jacket
 A golden jacket
 A beautiful golden jacket
 A beautiful golden jacket which had a golden 'S' on the left front side

Construct a similar word pyramid with the word 'breeze'.

Question 6

Examine the following word pyramid.

Room
 A room
 A rented room
 A rented room where I lived

Now, construct a word pyramid of the same pattern using the word 'Garden'.

Question 7

Read the following word pyramid.

Girls
 The girls
 All the girls
 All the girls in the class
 All the girls in the class who study well

Now, construct a similar word pyramid with the word 'Soldiers'.

Question 8

Look at the following word pyramid.

Friends
 My friends
 All my friends
 All my friends in my village
 All my friends in my village who presented the gifts

Now, construct a similar word pyramid with the word 'Teachers'.

5. Analysing Unfamiliar Passages

Unfamiliar passages are intended to test the reading comprehension skills of the learners. The passages given may be of one or two paragraphs long (100-120 words).

Four or five questions carrying one score each may be asked based on the given passage.

Learning Outcomes: Reads and analyses an unfamiliar text
Uses words in meaningful contexts
Identifies the meaning of words

Question 1

Read the following passage carefully.

No one knows exactly where or when cricket began, but it is most likely that it began as a children's game in England, and was played only by children for many centuries. It is believed that the game was invented by Children who belonged to the farming families of south-east England. They would play in grass clearing or areas grazed by sheep. A matted lump of sheep's wool, or even a stone or lump of wood, would be used as ball, a stick or some other farm tool would serve as the bat, and a gate or tree stump would be used for the Wicket. The earliest written reference to the game was in 1598, where it was called 'Creeckett'. In the 17th century, it slowly became a village game and adults began to take part in it. Today cricket is one of the most popular sports of the world and is played and watched by millions.

Now, answer the questions given below:

1. Where is cricket believed to have started?
2. Who were the earlier players of cricket?
3. In which year was the earliest written reference to cricket made?
4. What was the game called at that time?
5. When did cricket become a game played by adults?

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 2

Read the following passage carefully.

Chocolate is liked by all irrespective of child or adult. Now-a-days different types of edible products mixed with chocolate powder are available in the market. Some of them are chocolate ice-creams, chocolate coffee, chocolate tea and chocolate milk.

A chocolate tree may sound like something made up in books or films, but chocolate really does come from trees. A tree called cocoa is the source of all cocoa powder and chocolate.

Cocoa trees grow only in warm areas that get a lot of rain. Long fruits called pods grow on these trees. Pods range in colour from bright yellow to deep purple. Inside the pods are rows of seeds called cocoa beans. Each is about the size and shape of a big finger nail. It is from these cocoa beans that we get one of the world's favourite foods i.e. chocolate.

Now, answer the questions given below.

1. The source of chocolate is from a tree called _____.
2. What climate is suitable for cocoa trees to grow?
3. How are pods described?
4. Name some chocolate products available in the market.
5. Give a suitable title to the story.

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 3

Read the following passage carefully.

The power of a pen is enormously larger than a sword. What a sharp edged sword can't achieve can be achieved by the help of a minute tip of a pen. What it implies is that the power of writing is much stronger than the power of hatred, war, and fighting. A war always ends in killings and has only a single directional ending - defeat, death, loss... There is no end of the tunnel when a war is there, and even if it comes, there is no light...

Writing is priceless. Can we pay back for the stories told in our childhood - by parents, grandparents, teachers and elder siblings? Can we pay back for the stories read during our childhood from storybooks, comics etc. bought for a meagre cost but the impression of those stories, learning gained from those stories and the legacy that is carried from generation after generation... gives us a return that the amount paid for buying those books seems minuscule but the return is huge.

Now, answer the questions given below.

1. Why is pen enormously larger than a sword?
2. What are the results of war?
3. What does the writer mean by 'writing is priceless'?
4. What does comics and storybooks provide us with?
5. Identify the proverb described in the passage.

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 4

Read the following passage carefully and answer the questions that follow.

A ship was wrecked in a storm at sea and only two of the crew members were able to swim to a small island. They realised that they had no other option but to pray to God. To find out whose prayer was more powerful, they agreed to divide the territory between them and stay on opposite sides of the island. First they prayed for food. The next morning, the first man saw a fruit-bearing tree on his side of the land, whereas the other man's part of land remained barren. Next, the first man prayed for a wife. The next day a woman swam to his side of the land from a wrecked ship. On the other side of the island, there was nothing. Soon the first man prayed for clothes and a house. The next day, like magic, they were there.

Finally, the first man prayed for a ship to escape from there. In the morning, he found a ship docked at his side of the island. The first man boarded the ship with his wife. He considered the other man unworthy to receive God's blessings, since none of his prayers had been answered. As the ship was about to leave, the first man heard a voice from the sky, 'Why are you leaving your friend on the island?' 'My blessings are mine alone.' the first man answered. 'His prayers were all unanswered and so he does not deserve anything.' 'You are mistaken!' the voice said. 'He had only one prayer, which I answered.' 'Tell me,' the first man asked the voice.

'He prayed that all your prayers may be answered.'

1. How did the two friends reach the small island?
2. Complete the list of the prayers of the first man.

_____ a _____

_____ b _____

Clothes and a house

_____ c _____

3. What was the second man's prayer?

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 5

Read the following passage carefully and answer the questions that follow.

A farmer was living in a village, beside a forest. When the farmer was a little boy, he spent much of his time playing with the apple tree in the garden. As time passed, the apple tree became old and stopped bearing fruits. He thought that the tree was useless and therefore, he decided to cut it. The apple tree was home to several little animals in the neighbourhood. When the farmer took his axe and began chopping the tree, all the little animals on the tree came rushing down. They all began to plead with the farmer. They gathered round the farmer and

said, 'Please don't cut the tree. We used to play with you when you were small, under this very tree. This is our home and we have no other place to go.'

Despite all their requests, the farmer continued to chop down the tree. All of a sudden, he noticed something shiny. It was a beehive, full of honey. He took a little and put it in his mouth. The taste of the honey woke up the little boy in him. Suddenly, the memories of his childhood came rushing back. The farmer realized his folly, and put down his axe. He understood that the tree was home to many lovely animals. He threw away the axe and said to the little creatures, 'I promise that I will never cut this tree. I have realized my mistake and you all can now live in peace and harmony.'

1. Why did the farmer decide to cut the apple tree?
2. Pick out the sentence from the passage that tells that the apple tree sheltered many animals.
3. Why did the farmer change his mind?
4. Read the passage carefully and complete the table given below.

Dialogue	Who is the speaker
Please don't cut the tree. We used to play with you when you were small, under this very tree.	a _____
I promise that I will never cut this tree.	b _____

Score: Questions 1 - 3 - 1 score each

Question 4 - 2 score

Time: 10 minutes

Question 6

Read the following passage carefully and answer the questions that follow.

It was a cold and windy night. My friend and I had met after a long time. We decided to take an autorickshaw to go to our house. It started raining so none of the auto rickshaws stopped for us, except one. The driver asked us where we wanted to go and we told the place. Without saying anything about the fare, he said, 'Please get in!' We thanked him and got in. Since it was very cold, I asked the driver to stop at any small restaurant or a tea shop. We wanted to have a cup of hot tea. The driver stopped near a small restaurant. We ordered tea, and asked the driver to join us. The driver refused. My friend asked, 'Will you not take tea from this shop?' The driver replied, 'No Sir, I don't feel like having tea now.'

I was really surprised at his behaviour and told my friend not to compel him. In 15 minutes, we reached our house. We paid the fare and the driver thanked us. On an impulse, I stopped him and asked why he refused to drink tea with us at the restaurant. He thought for a moment and replied, 'Sir, my son passed away this noon in an accident. I don't have enough money for his funeral. So I took a vow not to drink even water, until I earn enough money for my son's funeral. That's why I didn't drink tea when you offered.' We both were shattered and offered him more

money for his son's funeral. He politely refused, 'Thank you for your generosity sir. In one or two hours, if I get one or two more customers, I will earn the money I need.' And he left the place.

1. When does the incident take place?
2. Why did the narrator ask the driver to stop the rickshaw?
3. Pick out the sentence which tells you about the climate.
4. Why did the driver refuse to have tea with the narrator?
5. Why didn't the driver accept the extra amount given by the narrator?

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 7

Read the following passage carefully and answer the questions that follow.

A group of young, energetic and dynamic employees was working in a software company. The management decided to teach the employees about finding real solution to the problems. The team was called to play a game in a banquet hall. As they entered the hall, they found a huge box of balloons placed at the centre of the hall. The team leader asked everyone to pick a balloon from the box and asked them to blow it and write their name on it. Every one happily picked a balloon and blew it. All tried to write their names on the balloons, but not everyone was successful. A few balloons blew up due to pressure and they were given another chance to use another balloon. After the second chance, 25 employees were qualified for the next level. All the balloons were collected and then put into a room.

The team leader announced the employees to go to the room and pick up the balloon that had their name on it. In a hurry no one was able to find the balloon carrying his own name. Then they were asked to pick up any balloon in the room and give it to the person whose name is written on it. Within a couple of minutes all balloons reached the hands of the respective employee. The team leader announced; this is called real solutions to the problems. Everyone is frantically hunting for solutions to the problems without understanding the ideal ways. Many times, sharing and helping others give you real solutions to all problems.

1. What was the aim of the management in conducting the game?
2. What message do you get from the game?
3. Why did the employees fail in the game?
4. Read the passage carefully and complete the tasks below.

Task 1 Take a balloon, blow it and write the name on it.

Task 2 (a)

Task 3 (b).....

Score: Questions 1 - 3 - 1 score each

Question 4 - 2 score

Time: 10 minutes

6. Information Transfer/Interpreting Data

When information or data given in one form is interpreted and transferred to another form. This is referred to as Information transfer. The data may be in the form of charts, graphs, diagrams, figures, maps, advertisements, newspaper headlines, pie-diagrams, tables, etc.

There will be four to five questions along with the given material that carry one score each. A few sample questions are given below.

Learning Outcomes: Analyses and interprets the given data

Question 1

A few television channels and their programmes are given below. Study them carefully and answer the questions that follow.

Channel	7.00 a.m.	7.30 a.m.	8.00 a.m.	8.30 a.m.	9.00 a.m.
BBC	News Today National and International		USA in Sports Competitive team sports at national level		Report Worldwide financial markets
Cartoon Network	Ben 10 Ben, a 10-year-old boy, discovers a magical device that can turn him into ten different alien heroes.	Roll No 21 An Indian animated series. First premiered on 14/11/ 2010.		Horrid Henry A British animated television series, based on the book series by Francesca Simon.	
Sony	The Associate (1996) - Whoopi Goldberg, Dianne Wiest. A Wall Street whiz invents a male partner to attract clients for her investment business.			The Apprentice - The teams must introduce a new Trump product into the marketplace.	

Now, answer the questions given below:

1. You want to watch a news programme at 7 a.m. Which channel will you prefer?
2. _____ channel telecasts Ben 10.
3. At what time is the film 'Associate' telecast on Sony TV?
4. Which programme analyses financial trends?
5. Name an Indian animated series.

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 2

Biographical information of four world renowned musicians is given below. Read it carefully and answer the questions that follow.



Yehudi Menuhin, was an American-born violinist and conductor, who spent most of his performing career in Britain. He is widely considered as one of the greatest violinists of the 20th century.



Ravi Shankar, (Rabindra Shankar Chowdhury), a name often preceded by the title Pandit, was an Indian musician and a composer of Hindustani classical music.



Michael Joseph Jackson was an American singer, songwriter, record producer, dancer, and actor. Called as the "King of Pop".



Eric Patrick Clapton is an English rock and blues guitarist, singer, and songwriter.

Now, answer the questions given below:

1. Which musician is one of the pioneers of Hindustani classical music?
2. Who is popularly termed as the 'King of Pop'?
3. The musician who spent most of his performing career in Britain is _____
4. He plays guitar with remarkable finesse. Which musician is being referred to here?
5. Which musician's name is often preceded by 'Pandit'?

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 3

Read the table given below and answer the questions that follow.

Name of the painting	Painter	Country	Inspired by
Mona Lisa	Leonardo da Vinci	Italy	Unknown
Starry Night	Vincent van Gogh	Dutch	Personal experience
The Persistence Of Memory	Salvador Dali	Spanish	Albert Einsteins theory of relativity
Guernica	Pablo Picasso	Spanish	Spanish Civil War
Scream	Edvard Munch	Norwegian	Personal experience

1. Which painting was inspired by the theory of Einstein?
2. Identify the paintings which are created by painters of the same country.
3. War has inspired a painter to make his painting. Identify the work.
4. Who painted 'Scream'?
5. Name the painting by a Dutch painter.

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 4

Four advertisements are given below. Read them and answer the questions that follow.



1. Write the slogan that speaks about the cruelty towards women.
2. The agency that has published an advertisement against drug abuse is _____.
3. Write the caption that highlights the issue of child labour.
4. Pick out a slogan which is against environmental pollution.
5. Identify the slogan which is against drug abuse.

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 5

Read the notice given below and answer the questions that follow.

Govt. Model HSS, VENGANOOR
SEMINAR ON 'RIGHT TO EDUCATION'

Dear friends

The Social Science Club of our school has decided to conduct a seminar on the topic 'Right to Education and the Present Day Realities'. Dr Sudarshan, a famous social activist and thinker has consented to inaugurate the function. Smt. Meera (writer), Sri. Subhash Thayyil (Social Activist), Dr Sreekumar (Child Psychologist) and Smt. Sulochana (Journalist) will present papers in the seminar.

Date: 15.12.2016

Time : 2.00 pm

Venue : School Auditorium

All are welcome

Secretary
Social Science Club

1. Who is organising the seminar?
2. Name the topic of the seminar.
3. Who will inaugurate the programme?
4. When does the programme take place?
5. How many people are presenting papers in the seminar?

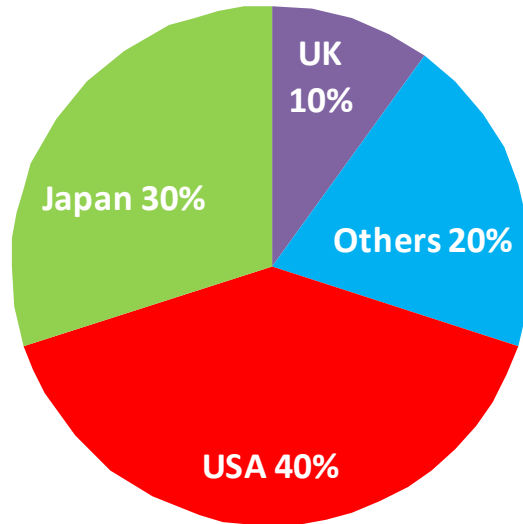
Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 6

Study the pie chart given below and answer the questions that follow.

Distribution of Overseas Tourist Traffic from India



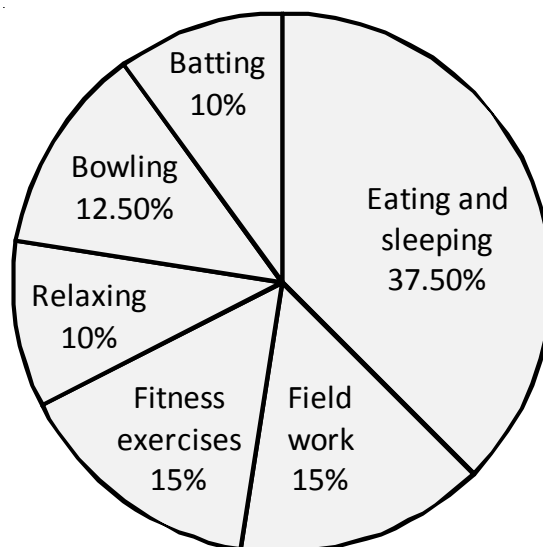
1. What is the percentage of Indian tourists who went to the USA?
2. Which is the country least preferred by Indians?
3. What is the percentage of traffic to Japan?
4. What does the word 'others' refer to here?
5. Based on the figure, what conclusion do you arrive at about UK?

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 7

Given below is a pie diagram of the time spent by a cricket team. Study the diagram carefully and answer the questions that follow.



1. What does the cricket team spend maximum time for?
2. How much time does the team spend for batting?
3. The items for which the cricket team spends 15% of their time are _____ and _____.
4. What percentage of time is spent for improving fitness?
5. How much time does the team spend for batting and bowling?

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 8

Given below are some newspaper headlines. Read them and answer the questions that follow.

Men Walk on Moon

Petrol Price 'inflammable'

Obama to Visit India

Six Die in Road Mishap

Man Enters Space

Maya Angelou Passes Away

1. Which headline is related to a road accident?
2. Which headline informs you about a future event?
3. The headline that may upset a bike owner is -----.
4. Which headlines are related to similar events?
5. The headline that can be called an obituary is -----.

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 9

Study the table given below and answer the questions that follow.

Report of exchange of notes in certain banks

Type of notes	SBI	SBT	Canara Bank	Total
500 rupee notes	182	218	172	572
1000 rupee notes	179	154	179	512
Mutilated notes	124	163	172	459
Total	485	535	523	1543

1. Which bank exchanged more number of notes?
2. Which types of notes were least exchanged in the banks?
3. In which banks were more number of 1000 rupee notes exchanged?
4. Which type of notes did SBT exchange more?
5. Which bank had the same number of exchanges for two types of notes?

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 10

Read the advertisement and answer the questions given below:

Vacancy

Nepal CRS Company, Gongabu, Kathmandu, Nepal

Nepal CRS Company, the pioneer of social marketing in the country seeks a suitable candidate to fill the position of Marketing Executives.

The applicants should possess:

- MBA/MBS from reputed University
- Marketing experience

Salary Negotiable.

Equal Opportunities:

Nepal CRS Company is committed to being an equal opportunity employer and welcomes applicants irrespective of gender and race.

Eligible candidates are required to apply with handwritten application including testimonials, passport size photograph, CV and contact address to the Managing Director, Post Box 842, Kathmandu on or before March 19, 2016.

Only short-listed candidates will be invited for written test and interview. They will be informed by post and email directly by the company.

1. Name the post the company offers to candidates.
2. What are the qualifications that the candidate should possess?
3. What other details are to be sent along with the application?
4. When should the application reach the company?
5. Imagine that you are selected for the interview. How will the company make you know about the interview?

Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

7. Sample Question Papers

Question Paper 1

Questions 1-5. Read the excerpt from the story 'Vanka' and answer the questions that follow.

Vanka gave a sharp sigh and once more gazed at the windowpane. He remembered his grandfather going to get a Christmas tree for the gentry and taking his grandson with him. Oh, what happy times those had been! Grandfather would give a chuckle, and the frost-bound wood chuckled, and Vanka, following their example, chuckled, too. Before chopping down the fir- tree, Grandfather would smoke a pipe, take a long pinch of snuff, and laugh at the shivering Vanka... The young fir-trees, coated with frost, stood motionless, waiting to see which one of them was to die. And suddenly a hare would come leaping over a snow-drift, swift as an arrow. Grandfather could never help shouting:

'Stop it, stop it . . . stop it! Oh, you stub-tailed devil!'

- | | |
|---|---|
| 1. 'Oh, what happy times those had been!' What happy moments does Vanka remember here? | 1 |
| 2. How are the fir-trees described in the passage? | 1 |
| 3. What is the speed of the hare compared to? | 1 |
| 4. 'Vanka gave a sharp sigh and once more gazed at the windowpane'. What mood of Vanka is expressed here? | 1 |
| 5. Who is addressed as 'stub-tailed devil'? | 1 |

Questions 6-9. Read the following lines from 'The School Boy' and answer the questions that follow.

O father and mother if buds are nipped,
And blossoms blown away;
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay,

How shall the summer arise in joy
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

- | | |
|--|---|
| 6. What does 'tender plants' in the poem refer to? | 1 |
| 7. Why doesn't the boy welcome winter? | 1 |

8. What is the rhyme scheme followed in the second stanza? 1
9. Pick out an instance of alliteration from the first stanza. 1
10. **Read the following lines from the poem 'Poetry' by Pablo Neruda carefully.**

And it was at that age ...Poetry arrived
 in search of me. I don't know, I don't know where
 it came from, from winter or a river.
 I don't know how or when,
 no they were not voices, they were not
 words, nor silence,
 but from a street I was summoned,
 from the branches of night,
 abruptly from the others,
 among violent fires
 or returning alone,
 there I was without a face
 and it touched me.

Attempt a brief appreciation of the poem, focusing on the theme, mood and imagery. 4

Questions 11 to 14. Read the passage given below and answer the questions that follow:

A few days ago I went to watch an interesting football match played between the DAV Higher Secondary School, Karnal and the Govt. Higher Secondary School, Shahabad on the grounds of the SD Higher Secondary School, Karnal. A large crowd of students and men from the town were present to cheer up the players. The match began at 4.30 p.m. About five minutes before the scheduled time, the referee called upon the captains of the two teams to toss for sides. The DAV School team won the toss. Soon after, the referee blew the whistle and the players took their positions. At another loud whistle, the centre forward of the local school picked the ball and the match began. From the very start, the Govt. School team took the offensive. Twice they tried hard to make the ball pass through the goal post, but the goalkeeper of the opposing team warded it off each time. However, he could not resist the attack for long and the Govt. School centre forward shot the ball into the goal post by chance. This was loudly cheered by the spectators. Soon after the half time, the game was resumed. The DAVs got many chances but failed to score a goal. When only five minutes were left they made their great dash. In spite of strong opposition, their forwards carried the ball with full force and a goal was scored. There was a hail of shouts and the students of DAV flung their caps high up in the air. The match ended in a draw.

11. Read the passage carefully and write the answers in column B matching the information given in column A. 3

A	B
a) Teams that participated in the match	a.
b) Venue of the match	b.
c) The team which scored the first goal	c.

12. Why did the students of DAV shout towards the end of the match? 1

13. Which team won the match? 1

14. Answer any ONE of the following in about 120 words. 7

A) 'Then if you pay for it, Martha, it's not a scholarship jacket, is it?' The wise words of her Grandfather motivated Martha to question the unjust decision of the principal. To bring the matter to the notice of the Managing Director of the school, she drafts a letter of complaint. Write the **letter** imagining that you are Martha.

(Martha introduces herself - dreams of winning the scholarship jacket - maintains 'A' grades - becomes eligible for the scholarship - but some favour Joann - asks Martha to pay fifteen dollars - unjust decision of the principal - Martha's request)

OR

B) 'Come to me dear Grandad and take me away from here.' This sad cry of a nine year old boy sums up the story of Vanka. **Narrate** the story in your own words. You may begin like this: Vanka was a nine year old boy...

(Hints: An orphan - apprentice to a shoemaker - miserable life - Christmas eve -no joy -writes letter - describes the cruelties of his master - cherishes memories of Christmas days in village - wishes to live with grandpa - posts the letter)

15. Satyajit Ray meets the manager of Bharat Circus to express his sincere gratitude for providing tigers for shooting of the film. What would be the **conversation** between Ray and the manager? 5

16. The English Club of your school organises a seminar on the topic 'Books and Internet' in your school. You are the secretary of the club. Draft a **notice** inviting the students and teachers to the programme. 5

17. Imagine that the snake in the story 'The Snake and the Mirror' bit the doctor and he was killed. Prepare a **news report** of the incident. 6

18. 'Every home should adopt a pet animal'. Prepare a **write up** expressing your views either for or against this statement in the light of the story 'Adolf'. 6

19. The story 'The 'Best Investment I ever made' tells us how the narrator's act of kindness transformed the life of a man. Imagine that the narrator makes a **diary entry** expressing his excitement. Write the **diary entry**. 5

Questions 20 to 24. The English Club of your school is organising a film festival. Read the notice carefully and answer the questions that follow.

RAY FILM FEST 2016
28th - 31st October, 2016
Inauguration by Dr Kamal Haasan, film actor and director
at 10.00 a.m. on 28th October, 2016
Venue : MGH School Theatre Hall, Manavapuram
Festival Convenor: Jyothika P.S. (Secretary, School Film Club)

Schedule

Date and time	Film	Category	Duration
28-10-16 , 11 am	Pather Panchali	Bengali feature film	2 Hours
29-10-16, 5 pm	Happy Birthday	Short film	15 minutes
30-10-16, 5 pm	Ottal	Malayalam feature	2 Hours
31-10-16, 5 pm	Life in the Amazon Forest	Documentary	45 minutes

20. Who inaugurates the film fest? 1
21. How many non-feature films will be screened in the fest? 1
22. What is the title of the Malayalam film selected for screening? 1
23. Where would the film fest take place? 1
24. Which film in the fest will be screened in the forenoon session? 1
- 25. Read the description given below and correct the errors underlined. 4**

Delhi is a crowded city. There are few very (a) people who travel by their own vehicles. The majorities (b) of the people cannot afford to hire a taxi or a three-wheeler. They have to depended (c) on Delhi Transport Company buses, which are the cheaper (d) mode of conveyance. DTC buses are like the blood capillaries of our body spreading all over Delhi.

- 26. Read the conversation between Ali and the junk collector and complete it suitably. 4**

- Ali : Uncle, you collect junk from the town every day, (a).....?
- Junk collector : Yes, I do it every day.
- Ali : (b).....?
- Junk collector : Yes, I collected some things from Akbar's shop.
- Ali : Was there a parcel of shoes in the junk? I lost my sister's shoes at Akbar's shop yesterday.
- Junk collector : I can't say it exactly. I just dumped the entire junk in the company site. If I get it, (c)
- Ali : (d)
- Junk collector : It is very near.

Ali : OK Uncle. Thank you. Bye.

Junk collector : Bye.

27. Complete the passage choosing the correct phrasal verbs from the box. 4

Athul— (a)— from his home with his parents to buy some school stationery. He — — — (b)—
— — his favourite clothes and sat down in the car with his father. On the way to the town they —
— (c)— their family friend waiting for a vehicle. They stopped and he — — (d) — — — the car.

(came across, got into, put on, turned up, set out)

28. Read the following dialogue: 2

Ray : Where is the tiger?

Manager : It is in the cage. I will tell Mr Thorat to take you there.

Now, complete the following sentences.

a. Ray asked the manager.....

b. The Manager replied

29. Supply the missing words in the following passage. 4

'Project Tiger' is / (a) extract from '*Childhood Days*', a memoir by the renowned filmmaker Satyajit Ray. The memoir clearly reveals the stress / (b) strain involved in the process of filmmaking. It tells us how he managed / (c) shoot the scene of a film which included a tiger. Ray begins his article / (d) paying his tribute to the Hollywood filmmaker Alfred Hitchcock who had a high regard for animal actors.

(to , for , by , and , an , the)

30. Write a short profile of Leo Tolstoy using the details given below. 5

Real name : Lev Nikolayevich Tolstoy

Born : September 9, 1828 - YasnayaPolyana, Russian Empire

Occupation : novelist, short story writer, playwright, essayist

Spouse : Sophia Tolstoya

Notable works : *War and Peace, Anna Karenina, Resurrection*

Death : November 20, 1910 (aged 82)

Total Score: 80

Time: 2 ½ hours (150 minutes)

Question Paper 2

Questions 1-5. Read the lines from 'The Ballad of Father Gilligan' and answer the questions that follow.

Once, while he nodded in a chair
 At the moth-hour of the eve
 Another poor man sent for him,
 And he began to grieve.

'I have no rest, nor joy, nor peace,
 For people die and die;
 And after cried he, 'God forgive!
 My body spake not I!'

- | | |
|--|---|
| 1. When did Father Gilligan nod sitting in his chair? | 1 |
| 2. Why had the man sent for Father Gilligan? | 1 |
| 3. 'I have no rest, nor joy, nor peace...' Why does the Father say so? | 1 |
| 4. Pick out an instance of alliteration from the second stanza. | 1 |

Questions 5 - 9. Read the excerpt from the story 'The Scholarship Jacket' and answer the questions that follow.

I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop; I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognised the voices: Mr. Schmidt, my History teacher and Mr. Boone, my Math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.

'I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it.' That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

- | | |
|--|---|
| 5. Who is the 'I' referred to in this passage? | 1 |
| 6. Whose voices did the girl hear from the classroom? | 1 |
| 7. Pick out a word from the passage that means 'to listen secretly to what other people are saying'. | 1 |
| 8. Who spoke in a rough and angry voice? | 1 |

9. Read the following conversation and answer the questions that follow.

Schmidt : What do you want me to do?

Boone : You have to falsify her records.

- (a) What did Schmidt ask Boone? 1
- (b) What did Boone reply? 1

10. Read the following lines from the poem 'The School Boy' and prepare a note of appreciation focusing on the attitude of the schoolboy, poetic craft used, etc. 4

I love to rise in a summer morn,
 When the birds sing on every tree;
 The distant huntsman winds his horn,
 And the skylark sings with me:
 O what sweet company!

But to go to school in a summer morn, -
 O it drives all joy away!
 Under a cruel eye outworn,
 The little ones spend the day
 In sighing and dismay.

Questions 11 to 15. Read the following passage and answer the questions that follow.

5

The Great Pyramid of Giza is the last remaining of the Seven Wonders of the World. Rising high above the Sahara Desert in the Giza region of northern Egypt, the Great Pyramid stands some 450 feet into the burning desert sky and occupies an area of 13 acres. The rough climate of the Sahara has actually caused the pyramid to shrink 30 feet from its original height. The pyramid was such an amazing feat of engineering that it remained the tallest structure in the world for over 3800 years! The entire pyramid was originally faced with polished limestone to make it shine brilliantly in the sun. It took tens of thousands of workers, twenty years to build. The pyramid contains over two million stone blocks. Although most of the blocks weigh two or three tons, some weigh up to 80 tons!

11. Pick out the sentence that shows the location of the Great Pyramid.
12. What caused the shrinking of the pyramid?
13. How long did the pyramid remain as the tallest one?

14. What material was used on the pyramid to make it bright and sparkle?
 15. What is the relevance of the Great Pyramid of Giza?

Questions 16 to 20. Study the details of some hotels given below and answer the questions that follow: 5

North Sea Hotel	Hawah Beach Hotel	Spellock Hotel
• Luxurious king-sized rooms	• Luxurious king-sized rooms	• Semi-luxurious double bed rooms
• Private balcony for forest view	• Beach front with sunset view	• Walking distance to town
• Free shuttle from airport and town	• Free boat ride to surrounding islands	• Free tour to Mount Kinabalu
• Rs 3000/- per night	• Rs 2500/- per night	• Rs 2000/- per night

16. Which hotel is nearest to the town?
 17. What is the free offer given by Spellock Hotel?
 18. Which hotel lies in the seacoast?
 19. Who provides free conveyance to their hotel?
 20. How much does North Sea Hotel demand for a stay at night?

21. Answer any ONE of the following in about 120 words. 7

- A) The doctor in the story 'The Snake and the Mirror' was living alone in a rented house. When the snake coiled around his hand, he was frightened and at last ran for his life. He reached his friend's house and narrated the incident to his friend. **Narrate** the story in your own words.

(Hints: doctor - bachelor - rented house - often looks at the mirror - admires himself-hears a thud-snake falls - coils onto the arm - freezes- snake slips to the table - runs out)

OR

- B) Is the title 'The Best Investment I Ever Made' appropriate to the story? Why do you think so? Write the **review** of the story in the light of the title.

(Hints: travels on a ship - a man of forty comes - Mr John S - solicitor - cares adolescents from juvenile courts -reminds the past story - gambling-ruins life- suicide attempt - has no money to live - help from the sergeant, landlady and the author)

- 22. Imagine that the junk collector identifies the bag with the shoes and returns it to Ali, the next day. What would be the likely conversation between the junk collector and Ali?** 6

- 23. After returning from Bharat Circus Co., Satyajit Ray felt very happy on fulfilling his desire to shoot a scene with a tiger. He wrote his thoughts in his diary. Prepare the diary entry.** 6

24. You know that Martha works hard to win the scholarship jacket. Prepare the **character sketch** of Martha in the story 'The Scholarship Jacket'. 5

25. Prepare a short **profile** of **D H Lawrence** using the hints given below. 6

Birth : September 11, 1885
 Place of birth : Eastwood, Nottinghamshire
 Nationality : British
 Known as : Novelist, poet
 Notable works : *Sons and Lovers, The Rainbow, Women in Love, John Thomas and Lady Jane, Lady Chatterley's Lover*
 Died : March 2, 1930

26. Prepare a short **speech** on the topic, 'Books – The Greatest Invention of Man' in the light of the one-act play 'The Book that Saved the Earth'. 6

27. **Complete the conversation suitably.** 5

Satyajit Ray : You look very confident,(a).....?
 Thorat : Yes, because I have brought two tigers.
 Ray :(b).....?
 Thorat : Because I decided to play it safe.
 Ray : What will you do with the two tigers?
 Thorat : If one tiger fails to act,(c).....
 Ray : You had better(d).....
 Thorat : Ok, I will take the tigers out.
 Ray :(e).....?
 Thorat : No, they will not create any trouble. I have tied a long wire on their neck.

28. **There are certain errors in the passage given below. They are underlined. Edit them.** 4

One day I saw my older (a) brother and my sister's son Satya, a little older than ourselves, (b) starting off to school, leaving me behind, accounted unfit.

I have (c) never travelled in a carriage before. I felt jealous when I saw going them (d) in the carriage.

29. **Supply the missing words in the following passage.** 4

The little rabbit sat / (a) our lap, unmoving, its eye wide/ (b) dark. We bought / (c) milk, and held it/(d) its nose.

(it, on, to, in, and)

30. Complete the following passage choosing from the phrases given in the box. 4

Satyajit Ray decided to **postpone** (a) his shooting programme. Thorat could not **tolerate** (b) wasting time. He **suggested** (c) an idea. He told Ray to shoot the scene from a new location near the circus camp. The shooting **continued** (d) smoothly in the new location.

(put up with, put forward, put across, went on, put off)

31. Read the following sentences: 3

1. They had packed their bags when the bus arrived.
2. Ali went to the vegetable store and bought some potatoes.
3. The teacher is strict but approachable.

In sentence 1, two sentences in the past are combined by the linking word 'when'.

In sentence 2, two verb phrases are combined using 'and'.

In sentence 3, two adjectives are combined using 'but'.

Frame three sentences of the same pattern. You should not repeat the given examples.

Total Score: 80

Time: 2 ½ hours (150 minutes)

Question Paper 3

Questions 1 - 5. Read the excerpt from the story 'The Scholarship Jacket' and answer the questions that follow.

I was almost back at my classroom door when I heard voices raised in anger as if in some sort of argument. I stopped. I didn't mean to eavesdrop, I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognised the voices: Mr. Schmidt, my History teacher and Mr. Boone, my Math teacher. They seemed to be arguing about me. I couldn't believe it. I still remember the feeling of shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.

'I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A-plus average and you know it.' That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

- | | |
|---|---|
| 1. Who were engaged in the argument? | 1 |
| 2. What was the matter of their argument? | 1 |
| 3. Who was arguing for Martha? | 1 |
| 4. 'If Martha's father agreed to pay the money, she would get the jacket.'
Now, construct a sentence of your own in the similar pattern. | 1 |
| 5. Pick out the word from the passage that means 'to listen secretly to a private conversation'. | 1 |

Questions 6-9. Read the following lines from 'The Ballad of Father Gilligan' and answer the questions that follow.

The old priest Peter Gilligan
Was weary night and day
For half his flock were in their beds
Or under green sods lay.

Once, while he nodded in a chair
At the moth-hour of the eve
Another poor man sent for him,
And he began to grieve.

6. Why was Father Gilligan tired? 1
7. What phrase does the poet use to talk about the people of the parish? 1
8. When did the poor man send for Father Gilligan? 1
9. Pick out a set of rhyming words from the above lines. 1

10. Read the following lines from 'Poetry' and prepare a note of appreciation focusing on the experiences and difficulties faced by the poet. 4

And it was at that age ... Poetry arrived
in search of me. I don't know, I don't know where
it came from, from winter or a river.
I don't know how or when,
no they were not voices, they were not
words, nor silence,
but from a street I was summoned,
from the branches of night,
abruptly from the others,
among violent fires
or returning alone,
there I was without a face
and it touched me.

11. Answer any ONE of the following in about 120 words. 7

A) 'The Best Investment I ever Made' is a story that tells how a man was brought back to life. Imagine that you narrate the story to one of your friends. Prepare the **narrative**.

(Hints: Cronin on board the ship - a man frequently looking at him - moves away from the man - Mr & Mrs John - comes to him - reminds him of the suicide attempt - doctor saves - gives him money to pay back the stolen amount - regains life - becomes a good man)

OR

B) Martha was so happy that she received the scholarship jacket. She felt excited when she told this to her grandfather. She wrote her feelings in her diary. What may be her **diary entry**?

(Hints: wishes to get the scholarship jacket - dreams of it - talk between two teachers - change in policy - pay money - grandfather's response- principal's decision - receives the jacket)

12. The narrator in the story 'Adolf' was very happy to have the wild baby rabbit as a pet at home. He shared his happiness to one of his friends. What would be the possible **conversation** between the narrator and his friend? (At least 5 exchanges) **5**

13. You are impressed by the speech of Adichie. You feel proud of her. You decided to write a letter to your friend about what Adichie speaks. Prepare the likely **letter**. **6**

14. The English Club of your school decides to stage the play 'The Book that Saved the Earth'. As the Secretary of the club, you are asked to prepare a notice for the programme. Prepare the likely **notice**. **6**

15. Prepare a short **profile** of **Chimamanda Ngozi Adichie** using the hints given below. **6**

Birth : September 15, 1977

Nationality: Nigeria

Education : Drexel University, University of Nigeria, Nsukka

Known as: Novelist, nonfiction writer, short story writer

Awards: Caine Prize for African Writing, Booker Prize, Booker Prize, etc.

16. Prepare the **character sketch** of Martha's grandfather in the story 'The Scholarship Jacket'. **5**

Questions 17 to 21--. Read the advertisement and answer the questions given below: 5

Posts Offered

Nepal CRS Company, Gongabu, Kathmandu, Nepal

Nepal CRS Company, the pioneer of social marketing in the country (promoting family planning and health related products for the last 3 decades) seeks a suitable candidate to fill the position of Marketing Trainee.

The applicants should possess:

MBA/MBS from reputed University

Marketing experience

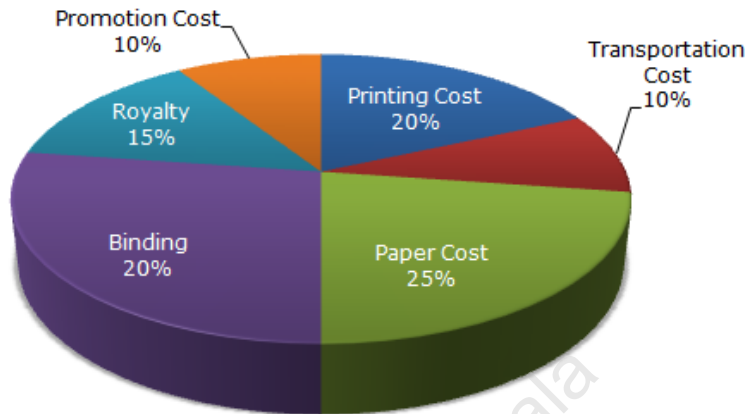
Salary Negotiable.

Eligible candidates are required to apply with hand-written application including testimonials, passport size photograph, CV and contact address to the Managing Director, Post Box 842, Kathmandu on or before 19th March 2010.

Only short-listed candidates will be invited for written test and interview. They will be informed by post and email.

17. Which post is the company offering to candidates?
18. What are the qualifications required for the post?
19. What details should be send along with the application?
20. When should the application reach the company?
21. If you are selected for the interview, how will the company inform you about it?

Questions 22 to 26. The following pie-chart shows the percentage distribution of the expenditure incurred in publishing a book. Study the pie-chart and answer the questions based on it.



22. On which items does the publishing company spend less? 1
23. Two items have 20% expenditure for the company. Which are they? 1
24. How much does the company spend on royalty? 1
25. How much does the company spend for transportation? 1
26. On which item does the company spend the maximum? 1

27. Complete the conversation suitably. 5

- John : Good morning Sir.(a).....?
- Doctor: Sorry, I don't remember you.
- John : You saved me from suicide almost 25 years ago.
- Doctor: Oh! Now, I remember you.(b).....?
- John : I'm fine, thank you.
- Doctor: If I had not saved you,(c).....
- John : Yes doctor, I would have died. Thank you.
- Doctor: Ok. I was doing my duty,(d).....?
- John : Yes doctor. Now I'm in a mission to serve the adolescents.
- Doctor: You had better(e).....
- John : Yes I will help them in all possible ways.

28. Read the following conversation and answer the questions given. 2

Zahra : Where are my shoes?

Ali : I lost it somewhere in the store.

- What did Zahra ask Ali?
- What did Ali reply?

29. There are certain errors in the passage given below. They are underlined. Edit them. 4

I read the speech of Adichie. It was realy (a) a touching one. She were (b) talking about the danger of a single story. What she read were mostly British and American stories. Later she when (c) began to write stories, she was influenced by this (d) stories.

30. Supply the missing words in the following passage. 4

The Earthlings have reached a high level / (a) civilisation. Didn't you hear? They have taught their domesticated animals musical culture and space techniques. Even their dogs have / (b) sense of humour. Why, at this very moment, they may be launching / (c) inter-planetary attack of millions of cows! Notify the invasion fleet. No invasion today Oop, transcribe / (d) next code.

(the, an, of, a, from)

31. Complete the following passage choosing from the phrases given in the box. 3

Yesterday was my friend Bindu's birthday. She wore (a) her new saree and welcomed all her friends. When all of them arrived (b) she distributed (c) sweets to them. All of them enjoyed the party very much.

(gave away, turned out, put on, turned up)

32. Look at the following word pyramid. 4

Bird

The bird

The beautiful bird

The beautiful bird that perched on the tree

The beautiful bird that perched on the tree flew away

Now, construct a similar word-pyramid with the word 'Book'.

Total Score: 80

Time: 2 ½ hours (150 minutes)

Question Paper 4

Questions 1 - 5. Read the excerpt from the story 'The Scholarship Jacket' and answer the questions that follow.

In May, close to graduation, spring fever had struck as usual with a vengeance. No one paid any attention in class; instead we stared out of the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere. I was called 'beanpole' and 'string bean' and I knew that's what I looked like. That really wasn't much for a fourteen-year-old to work with, I thought, as I absent-mindedly wandered from my history class to the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if someone wasn't dressed for P.E. She had said I was a good forward and even tried to talk Grandma into letting me join the team once. Of course Grandma said no.

1. Why was Martha filled with despair on looking at the mirror? 1
2. What did Martha's friends call her? 1
3. What would happen if she forgets to take the P E shorts? 1
4. Pick out a sentence that describes the character of the coach. 1
5. Pick out a compound word from the passage which means 'forget things because you are not thinking of what is going around'. 1

Questions 6 - 9. Read the lines from the poem 'Poetry' and answer the questions that follow.

And it was at that age ... Poetry arrived
 in search of me. I don't know, I don't know where
 it came from, from winter or a river.
 I don't know how or when,
 no they were not voices, they were not
 words, nor silence,
 but from a street I was summoned,
 from the branches of night,
 abruptly from the others,
 among violent fires
 or returning alone,
 there I was without a face
 and it touched me.

6. What happened in the life of the poet at that age? 1
7. Which might be the places from where the poetry arrived? 1

8. Pick out the word from the lines which means 'suddenly'? 1
9. What do you mean by 'I was without face'? 1
10. Read the following lines from 'The Ballad of Father Gilligan' and prepare a note of appreciation focusing on the theme, poetic devices, etc. in the poem. 4

He Who hath made the night of stars
For souls who tire and bleed,
Sent one of this great angels down,
To help me in my need.

'He Who is wrapped in purple robes,
With planets in His care
Had pity on the least of things
Asleep upon a chair.'

11. Answer any ONE in about 120 words. 7

A. Martha longed to win the scholarship jacket because of many reasons. Prepare a **write-up** on why Martha wished to get the scholarship jacket and the struggles she had to face.

(Hints: gets 'A' grade from first grade - father farm labourer - poor - no possibility of getting sports jacket - some teachers on her side - change in policy - asks for money - gets scholarship jacket without paying money)

OR

B. The story 'The Best Investment I ever Made' is a good example of how bad habits change the life of an individual. You are asked to prepare a **speech** on the topic 'Bad friends lead to bad habits' to be delivered in the assembly on Anti-Drugs Day. Prepare the **speech**.

(Hints: bad company - bad habits - new to the city - victim of loose society - bad friends - eager to taste pleasure - lost all savings - pledge belongings - owed money from others - cannot recoup - disastrous amount - steal money from office safe - attempts suicide)

- Questions 12 - 16. Read the following passage and answer the questions given below.

5

High emotional intelligence can help a manager improve workplace communication skills, employee motivation and organizational effectiveness. If a manager has high empathy, a key component of emotional intelligence, he or she will be able to listen to the concerns of employees and will be more understanding of their needs, wants and concerns. This will most likely translate into increased motivation and satisfaction of employees and ultimately will have a positive effect on the effectiveness of the business. It is important to note, however, that emotional intelligence is a concept that is not universally understood to have the same meaning and is not universally believed to be a key determiner of business success. Highly authoritarian, top down approaches are employed in many successful businesses today.

12. How does emotional intelligence help a manager?
13. What will a manager do if he has high empathy?
14. What will high empathy change into?
15. What does successful business employ today?
16. Give a suitable title to the passage.
17. Using the given details, prepare a short profile of W B Yeats. 5
- Irish Poet
 - Foremost figures of 20th century literature
 - Pillar of both Irish and British literature
 - Won Nobel prize for literature
 - Born - June 13, 1865
 - Died - January 28, 1931
18. Martha won the scholarship jacket. She felt very happy that day. On reaching home she expressed her joy in the pages of her diary. What will be her **diary entry**? 5
19. What does Adichie mean by 'the danger of a single story'? Write a **paragraph** based on your reading of the speech. 5
20. After being saved from the suicide attempt Mr. John became a new man. He worked for the welfare of derelict adolescents. He wrote a letter to A J Cronin thanking him for what he had done. Prepare the **letter**. 5
21. The English Club of your school decides to stage the play 'The Book that Saved the Earth'. You are the Secretary of the Club. Prepare a **notice** to be circulated among the students in your school. 5
22. You have read that Adichie had discussions with her roommate on various topics including her ability to speak English. Prepare a **conversation** between Adichie and her friend. 5

Questions 23 - 27. Study the table and answer the questions that follow. 5

Name of Award	Name of Film	Name of Director
Golden Crow Pheasant Award for the Best film	Parviz	Majid Barzegar
Silver Crow Pheasant Award for Best Debut Film	Errata	Lules Fiorenza
Silver Crow Pheasant Award for the Best Director	Meghe Dhaka Taara	Ritwik Ghatak
FIPRESCI Award for Best Film Competition	Errata	Ivan Vescovo
Silver Crow Pheasant Award for Best Feature Film	101 Questions	Sidhartha Shiva

23. Which film won the Golden Crow Pheasant Award?
24. Silver Crow Pheasant Award is given for three categories. Which are they?

25. Which film won two awards in the fest?
 26. Who directed the film Meghe Dhaka Taara?
 27. Which award was won by Sidhartha Shiva?

28. Read the following conversation and complete it suitably. 4

John : Do you remember me, sir?
 Doctor : Sorry, I don't.
 John : You saved me from a suicide attempt.
 Doctor : I remember you now. You are John, ___a___?
 John : Yes. _____b_____?
 Doctor : I'm going to United States. _____c_____?
 John : I live in London. If you had not saved me that day _____d_____.
 Doctor : That's my duty.

29. Complete the passage using the words in the brackets. 4

The word investment gives different ideas / (a) different people, but it is generally associated / (b) money and return gained / (c) terms of money. But gains of an investment doesn't have to be in monetary form, it can be gains / (d) new generations too.

(with, of, in, to, the)

30. Read the following dialogue.

Vanka : Why did you beat me?
 Alyakhin's wife : You slept while rocking the child.

Now, answer the following questions. 2

- a. What did Vanka ask Alyakhin's wife?
 b. What did Alyakhin's wife reply?

31. The following passage has certain errors in it. They are underlined. Edit the passage. 5

The speaker, Chimamanda Adichie, begins her speech by telling us a story what about (a) she used to write as a child. She would write stories that was (b) similar to the foreign stories she had read who (c) had white skinned children with blue eyes, nothing like her. Only when she find (d) African stories did she realise that people like her could be in stories. If we read only a version of stories about the world, we would (e) feel that this is the life of the people in that place.

32. Complete the passage choosing the phrasal verbs from the brackets. 5

The students ___a___ for a tour programme to Munnar. They ___b___ for the tour at 6'o clock in the morning. As there was mist all over, they could not ___c___ the sights around. They ___d___ the idea of going to Rajamala. They ___e___ to go to Thekkadi.

(went for, make out, made up their mind, set out, gave up, turned up)

Total Score: 80

Time: 2 ½ hours (150 minutes)

Question Paper 5

Questions 1 - 5. Read the excerpt from the story 'Project Tiger' and answer the questions that follow.

Every animal in a Hollywood film is well-trained. It is not difficult to train a horse or a dog. But have you ever heard of trained ravens? Not just one or two, but nearly a hundred of them? Even this was made possible in Hollywood, when the creator of some of the best suspense films in the history of cinema, Alfred Hitchcock, decided to make a film called *Birds*. In the story, birds from all over the world start attacking humans. Hitchcock needed a variety of birds, but what was required in the largest number was ravens. Notices were placed in the press all over the United States, asking people to contact the filmmaker if they knew how to get hold of trained ravens.

Someone replied within a few days. He was asked to bring his birds, and he arrived with almost a hundred trained ravens. Admittedly, their training had not gone very bad. That is to say, they could not do anything that might be seen as extraordinary. But if as many as fifty ravens are told to perch quietly in a row on a specified spot, and if they obey this command instantly, isn't that pretty impressive?

1. What is the theme of the film *Birds*? 1
2. What did Hitchcock do to get trained ravens for his film? 1
3. What does the expression 'pretty impressive' mean? 1
4. 'He was asked to bring his birds and he arrived with almost a hundred trained ravens.' Here two sentences are combined using the linker 'and'. Now construct a sentence in the similar structure. 1
5. Pick out the word from the passage that means 'to land and stay on a branch'. 1

Questions 6-9. Read the following lines from 'A Girl's Garden' and answer the questions that follow.

One day she asked her father
To give her a garden plot
To plant and tend and reap herself,
And he said, 'Why not?'

In casting about for a corner
He thought of an idle bit
Of walled-off ground where a shop had stood,
And he said, 'Just it.'

6. What did the girl ask her father to do? 1
7. What was her father's response? 1
8. Which part of the land did the father give the girl? 1
9. Write the rhyme scheme of the first stanza. 1

10. Read the following lines from 'Mother to Son' and prepare a note of appreciation focusing on the experiences of the mother. 4

Well, son, I'll tell you:
 Life for me ain't been no crystal stair.
 It's had tacks in it,
 And splinters,
 And boards torn up,
 And places with no carpet on the floor—
 Bare.
 But all the time
 I've been a-climbin' on,
 And reachin' landin's,
 And turnin' corners,
 And sometimes goin' in the dark
 Where there ain't been no light.

11. Answer any ONE of the following in about 120 words. 7

A) Describe briefly the difficulties experienced by Vanka while he was in Alyakhin, the shoemaker's house.

(Hints: death of Vanka's mother - moved to back kitchen - then to Moscow - ill-treated by master, mistress, other apprentices - writes to the grandfather)

OR

B) The homeopath in the story 'The Snake and the Mirror' was alone in the rented house. He got scared when the snake coiled around his hand. **Narrate** the incident that followed in your own words.

(Hints: bachelor - condition of the house - hears sounds - enjoys admiring himself before the mirror - snake falls off from the roof - coils on the arm - wild reactions - runs out)

12. Mr Thorat was taken aback when the tiger jumped off the lorry. Imagine you happened to meet Mr Thorat and talked about the incident. Prepare the likely **conversation** between you and Mr Thorat. (5 exchanges) 5

13. Zahra realises that Ali misplaced her shoes somewhere and she has lost them forever. The thought of going to school the next day without shoes disturbs her. She writes her feelings in her diary. Prepare the likely **diary entry**. 6

14. Prepare the **character sketch** of Konstantin Makarich, Vanka's grandfather, in the story 'Vanka'. 6

15. Prepare a short **profile** of Vaikom Muhammed Basheer using the hints given below. 6

Born : January 19, 1908
 Place of birth : Thalayolaparambu, Vaikom, Kottayam district
 Known as : Bepore Sultan

- Career : Writer, freedom fighter
 Works : *Balyakalaskhi, Shabdangal, Pathummayude Aadu, Mathilukal, Janmadinam*
 Awards : Padmasree, Muttathu Varkey Award, Vallathol Award
 Death : July 5, 1994

16. After shooting the scene, the ringmaster took the tiger back to the circus company. Imagine Satyajit Ray writes a letter to the manager of the circus company congratulating the ringmaster. Draft the likely **letter**. 6

Questions 17 to 21. The details of a few movies are given below. Examine them carefully and answer the questions that follow.

Titanic
 An epic romance, depicting a shipwreck.
 Written, produced and directed by James Cameron.
 Released in 1997
 Country: America
 Language: English

Avatar
 Science film dealing with the story of humans colonizing Pandora - a gas giant in the Alpha in the mid 22nd century.
 Written, produced and directed by James Cameron.
 Released in 2009
 Country: America

The Song of the Sparrow
 It tells the story of Kareem, a man who works in an ostrich farm and gets fired because one of the ostriches had escaped.
 Directed, produced by Majid Majidi
 Released in 2009
 Country: Iran
 Language: Persian

The Cup
 Two, young, football crazy, Tibetan refugee monks try to get a television for a remote Himalayan monastery in India to watch 1998 World Cup Finals.
 Directed by Khyentse Norbu
 Produced by Jeremy Thomas
 Released in 1999
 Country: Bhutan
 Language: Tibetan

17. Which film tells you the story of a man in a farm? 1
 18. Name two films that were released in the same year? 1
 19. Name the film that deals with shipwreck and other misadventures. 1
 20. What are the two films directed by the same person? 1
 21. Name the film whose plot centers around a television. 1

Questions 22 to 26. Read the following passage and answer the questions that follow.

5

Education is a light that shows mankind the right direction to surge. If education fails to inculcate self-discipline and commitment in the minds of students, it is not their fault. We have to convert education into a sport and the learning process has to generate interest in the students and motivate them to stay back in the institution rather than to run away from it. It is an integral part of their growth and helps them become good citizens.

Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth.

22. How is education helpful to man?

23. What change should be made in the field of education?
 24. What else does education impart other than knowledge, skills and values?
 25. Pick out a word that means 'the introduction of new things or ideas'.
 26. Give a suitable title for the passage.
 27. **Complete the conversation suitably.** 5

Friend : Doctor, you are worried,(a).....?
 Doctor : Yes, I had a terrible experience.
 Friend :(b).....
 Doctor : A snake curled on my arm.
 Friend :(c).....?
 Doctor : Yes. I was alone in the house.
 Friend : Did the snake follow you?
 Doctor : No,(d).....
 Friend : If I had been there,(e).....
 Doctor : I was terribly frightened. So I couldn't do anything.

28. **Read the following conversation and answer the questions given.** 2

Shopkeeper : What are you searching for?
 Ali : I'm searching for my sister's shoes.

- a. What did the shopkeeper ask Ali?
 b. What did Ali reply?

29. **There are certain errors in the passage given below. They are underlined. Edit them.** 4

Immediately I smeared oil all over myself and take (a) a bath. I changed into fresh clothes. The next morning at about eight-thirty I took my friend and one or two others to my room to moves (b) my things from there. But we found we had little to carry. The room had been out cleaned (c) by some thief! But not really, the thief had leaved (d) behind one thing as a final insult!

30. **Supply the missing words in the following passage.** 4

Vanka sighed, dipped his pen / (a) the ink, and went on writing: 'And yesterday I had such / (b) hiding. The mother took me / (c) the hair and dragged me out / (d) the yard.

(a, into, for, in, by)

31. **Complete the following passage choosing from the phrases given in brackets.** 4

Vanka faced (a) many difficulties in Alyakhin's house. He couldn't tolerate (b) them. He wrote a letter to his grandfather. He hoped that his grandfather would take care of (c) him. He wore (d) his coat and went out to post the letter.

(put up with, put on, look after, came across, gave away)

32. **Examine the following word pyramid.** 3

Room

A room

A rented room

A rented room where I lived

Now, construct a **word pyramid** of the same pattern using the word 'Garden'.

Total Score: 80

Time: 2 ½ hours (150 minutes)

Question Paper 6

Questions 1 - 4. Read the excerpt from the story 'Vanka' and answer the questions that follow.

Vanka raised his eyes to the dark window-pane, in which the reflection of the candle flickered, and in his imagination distinctly saw his grandfather, Konstantin Makarich, who was a night watchman on the estate of some gentlefolk called Zhivarev. He was a small, lean, old man about sixty-five, but remarkably lively and agile, with a smiling face and eyes bleary with drink. In the daytime he either slept in the back kitchen, or sat joking with the cook and the kitchen-maids, and in the night, wrapped in a great sheepskin coat, he walked round and round the estate, sounding his rattle. After him, with drooping heads, went old Kashtanka and another dog, called Eel, on account of his black coat and long, weasel-like body. Eel was wonderfully respectful and insinuating, and turned the same appealing glance on friends and strangers alike, but he inspired confidence in no one. He was an adept at stealing up to snap at a foot, creeping into the ice-house, or snatching a peasant's chicken.

1. Write a short description of grandfather, Konstantin Makarich? 2
2. What did Konstantin Makarich do during daytime and at night? 1
3. How is Eel described in the passage? 1
4. Pick out a word from the passage that means 'skilled at doing something'. 1

Questions 5-8. Read the following lines from 'Blowin' in the Wind' and answer the questions that follow.

How many roads must a man walk down
 Before you call him a man?
 How many seas must a white dove sail
 Before she sleeps in the sand?
 Yes, and how many times must the cannon balls fly
 Before they're forever banned?
 The answer, my friend, is blowin' in the wind
 The answer is blowin' in the wind.

5. What does the word 'roads' suggest? 1
6. Pick out the lines from the poem which give you the sense of 'war'. 1
7. What does the poet mean when he says 'The answer is blowin' in the wind'? 1
8. Pick out an instance of alliteration. 1

9. Read the following lines from the poem 'A Girl's Garden' and prepare a note of appreciation focusing on the attitude of the father and the daughter. 4

One day she asked her father
 To give her a garden plot
 To plant and tend and reap herself,
 And he said, 'Why not?'

In casting about for a corner
 He thought of an idle bit
 Of walled-off ground where a shop had stood,
 And he said, 'Just it.'

10. Answer any ONE of the following in about 120 words.

7

A) Satyajit Ray and his team decided to bring a tiger from Bharat Circus. It was very difficult for them to take a scene with a tiger. **Narrate** the incidents that had happened while trying to shoot the scene.

(Hints: a wire around tiger's neck - Notun Gram - the covered cage - two tigers - jumps out of the cage - tiger calmed down - completes the shooting)

OR

B) 'Zahra, if you tell dad, he'll beat both of us. Because he doesn't have money to buy you a pair of shoes'- Do you think Ali's family is poor? Describe the condition of Ali's family on the basis of your reading of the screenplay 'My Sister's Shoes'.

(Hints: father - works at home - no permanent job - mother - not well - condition of the house - life of children)

11. Vanka suffered a lot at his master's house. He was ill-treated by the master, mistress and even by his fellow apprentices. Write a **letter** to Vanka consoling him. 6

12. Imagine you meet Zahra the next day on your way to school and talk to her. Write the likely **conversation**. (at least 5 exchanges) 5

13. Prepare a short **profile** of Malala Yusafzai using the hints given below. 6

Birth : July 12, 1997

Place of birth : Mingora

Nationality : Pakistani

Occupation : Humanitarian, former blogger for BBC Urdu

Known as : Activist for the right to education

Awards : Nobel Peace Prize, Sakharov Prize, National Youth Prize

14. The homeopath displays a sense of humour while narrating his experiences. Prepare a **character sketch** of the homeopath in the story 'The Snake and the Mirror'. 5

15. Suppose Konstantin Makarich comes to know about the pathetic condition of Vanka from the letter he receives. He feels very sad and writes his feelings in his diary. Prepare the **diary entry**. 6

Questions 16 to 20. Read the following passage and the answer the questions that follow. 5

There is a story of a man who thought he had a right to do what he liked. One day, this gentleman was walking along a busy road, spinning his walking-stick round and round in his hand, and was trying to look important. A man walking behind him objected.

'You ought not to spin your walking-stick round and round like that!' he said.

'I am free to do what I like with my walking-stick,' argued the gentleman.

'Of course you are,' said the other man, 'but you ought to know that your freedom ends where my nose begins.'

The story tells us that we can enjoy our rights and our freedom only if we do not interfere with other people's rights and freedom.

16. Why was the gentleman on the road spinning his walking stick round and round?
17. Who opposed the gentleman's action?
18. What was the argument of the gentleman?
19. What is the message of the story?
20. Suggest a title to the story.

Questions 21 to 25. Study the notice given below and answer the questions that follow:

5

STUDENT POLICE CADET WING

Kerala State
(Estd: 2011)

announces the

Annual Passing out Ceremony of SPC Officers
at Police Training Centre, Thycaud, Thiruvananthapuram
on **2016 December 20, Wednesday at 3 p.m.**

Highlights

- Passing out parade of SPC officials
- Honouring the officials with Medals

Sponsored by:
Kerala State Police Department

21. What is the programme mentioned in the notice?
22. Mention the venue of the programme?
23. How often is the passing out ceremony conducted?
24. When did the SPC Wing come into existence?
25. What are the highlights of the programme?

26. Complete the conversation suitably.

5

Zahra:(a).....?

Ali: Your shoes are not with me.

Zahra: You didn't take them from the shop,(b).....?

Ali: Not really. I had collected them from the shop.

Zahra:(c).....?

Ali: I kept them at the vegetable shop.

Zahra: Oh! How can I go to school tomorrow?

Ali:(d).....?

Zahra: No. I cannot use your shoes. It is too big.

Ali: Please adjust with them.

Zahra: If you don't bring my shoes,(e).....

Ali: Please don't do it. I'll try to find your shoes tomorrow itself.

27. Read the following conversation and answer the questions that follow. 2

Thorat : How long do you need the tiger for?

Ray : I need it for a couple of hours.

- What did Thorat ask Ray?
- What did Ray reply?

28. There are certain errors in the passage given below. They are underlined. Edit them. 4

Mr Thorat's men had fix (a) a five foot iron rod to the ground, about thirty feet from the area whom (b) the tiger was supposed to take a walk. They took a thin, long wire and fixed one end to the collar maid (c) of tiger-skin that the tiger was already wearing. The other end were (d) tied firmly to the visible portion of the iron rod.

29. Supply the missing words in the following passage. 4

Before tracing / (a) first letter, he glanced several times anxiously / (b) the door and window, peered at the dark icon, with shelves holding cobbler's lasts stretching on either side / (c) it, and gave a quivering sigh. The paper lay / (d) the bench, and Vanka knelt on the floor at the bench.

(at, of, by, the, on)

30. Complete the following passage choosing the right phrases given in brackets. 4

Vanka wore (a) his shirt and went to the place where the post box was kept. He decided (b) to post the letter he had written. He walked quickly because he wanted to come back before his master and family returned (c) from church. He had to tolerate (d) the cold outside.

(made up his mind, put up with, turned up, put on, gave away)

31. Read the following sentences:

- The lasts can be seen both on the shelf and on the floor.
- You may either bring the shoes or tell the father.
- I wrote the questions and Rani wrote the answers.

In the first sentence, the linker 'and' combines two prepositional phrases; in the second, the linker 'either... or' combines two verb phrases and in sentence (3), two sentences are combined by the linker 'and'.

Frame three sentences of the similar pattern using the same linking words as shown above. 3

Total Score: 80

Time: 2 ½ hours (150 minutes)

8. Answer Key

ANALYSING TEXTUAL PASSAGES

(Page 5)

Unit 1

Question 1

1. Three months.
2. He wanted to write a letter to his grandfather.
3. Waited till his master and mistress and the senior apprentices had gone to church, took from the cupboard a bottle of ink and a pen with a rusty nib, spread out a crumpled sheet of paper
4. To make sure that no one was watching him
5. Lasts

Question 2

1. He was an orphan and his present life was miserable. He yearned for his grandfather.
2. Makarich was a small, lean, old man about sixty-five years of age. He was remarkably lively and agile, with a smiling face and eyes bleary with drink.
3. Eel - black coat and long weasel-like body, wonderfully respectful and insinuating, turned an appealing glance on everyone but inspired confidence in no one, deferential manner and docility were a cloak for his spite and malice, adept at snatching chicken.
4. Fun loving and agile
5. Distinctly

Question 3

1. Standing at the gate looking at the bright red light from the church windows or stumping about in his felt boots, fooling with the servants.
2. So that they would have a nip and start sneezing.
3. Break into jolly laughter shouting that it was good for frozen noses.
4. a. Grandad asked the servant woman to have a pinch from the snuffbox.
b. The servant woman replied that she didn't like the smell of that.

Question 4

1. sneeze, shake her head and walk away offended.
2. Glorious with the air still, transparent and fresh.
3. The whole village with its white roofs, smoke rising from the chimneys, the trees silver with rime, the snow drifts/sky sprinkled with gaily twinkling stars and the clear and shining Milky Way.

4. Scrubbed

5. The sky seemed dark and cloudy as if it would rain.

Question 5

1. Vanka slept while rocking their baby.
2. She rubbed his face with the head of a herring.
3. Made fun of him, send him to the tavern for vodka, made him steal the master's cucumbers which provoked the master to punish him.
4. 'They give me bread in the morning and gruel for dinner and in the evening bread again, but I never get tea or cabbage soup.'
5. a. The mistress asked Vanka why he had gutted the herring from its tail.
b. Vanka replied that he had seen his mother doing that.

Question 6

1. When his mother was alive and in service at the big house.
2. She was very loving, kind and generous.
3. She taught him to read, write, count to a hundred and even dance the quadrille.
4. He was sent down to the back kitchen to his grandfather and from there to the shoemaker's at Moscow.
5. Vanka would have lived with her in the big house.

Question 7

1. Hot summer night
Ten o' clock
2. 'One could say that rats and I shared the room.'
3. 'I had just set up medical practice and my earnings were meager. I had about sixty rupees in my suitcase. Along with some shirts and dhotis, I also possessed one solitary black coat which I was then wearing.'
4. Letter

Question 8

1. The doctor was a great admirer of beauty and believed in making himself look handsome.
2. Great admirer of beauty/proud of his appearance/liked to make his presence felt.
3. To shave daily and grow a thin moustache to look more handsome.
4. The sound was heard from above.
5. I went to the market and bought a dozen oranges.

Unit 2**Question 1**

1. In making films with animals in them.
2. Ray remembers Rin-tin-tin from films in his childhood. The dog's acting was more impressive than that of the human actors.
3. The dogs could do just about anything that their directors made them do.
The money they earned was almost the same as what a real film star got.

4. Famous
5. Raghav's painting was more beautiful than his brother's

Question 2

1. The dog remained where it was.
2. A little dwarf appeared followed by another man carrying a hairy dog-skin.
3. The dog's stand in
4. Draped.

Question 3

1. They are well-trained.
2. 'Birds'
3. In the story, birds from all over the world start attacking humans. So he needed a variety of birds for his film.
4. Hitchcock placed notices in the press all over the United States asking people to contact him if they knew how to get hold of trained ravens.
5. Fifty ravens obeyed the command and perched quietly in a row on a specified spot.
6. They would obey the commands.

Question 4

1. It suggests that they are used to obeying commands.
2. One can find clever dogs, particularly police dogs which are quite intelligent.
3. Wait patiently
4. Goopy and Bagha who have been banished from their kingdom meet in a forest. They see a tiger and freeze. But the tiger simply walks about in the forest, without paying any attention.
5. Banished

Question 5

1. 'One' refers to a Circus.
2. He fixed an appointment with the Tamil manager of the Bharat circus and went to meet him.
3. South Indian coffee was offered to them by the manager.

4. The ring master Mr. Thorat was a forty year old, well built South Indian with features somewhat like that of a Nepali.
5. Diary entry.

Question 6

1. Ray wanted to show a tiger in a thick bamboo grove.
2. The tiger had to come out of the bamboo grove into an open space, pace gently for a while, look at the camera if possible, and then go back.
3. 'look at the camera if possible'
4. Mr. Ray asked the Manager whether the tiger from Bharat Circus could do the job.
5. The Manager would put the tiger in its cage and send it in a lorry.

Question 7

1. Ray felt his plans going down the drain when Mr. Thorat said he never let the tiger out of the cage on its own. But in the tiger scene the tiger should be seen without the trainer .
2. Petrified
3. Tie a wire round the tiger's neck
4. If the wire is not tied round the tiger's neck, the trainer will not be able to control it./the tiger will attack the people.
5. The boy is intelligent but lazy/ The teacher is strict but kind.

Question 8

1. The footpath outside the bakery and the vegetable store
2. A small group of men waiting in a queue outside the bakery to buy a nan.
3. Ali places it on top of a pile of boxes of vegetables stacked in front of the shop.
4. Ali asked for some potatoes.
5. Akbar told him not to take the big ones but pick potatoes from those kept down there.
6. Stacked

Unit 3**Question 1**

1. A J Cronin/author/narrator
2. On the deck of a ship
3. Tedium
4. To avoid the tedium of casual and importunate ship-board contacts.
5. In the early 40s, short build, fair complexion and clear blue eyes, serious and reserved nature, troubled, lacked confidence.

Question 2

1. After the death of the young man's parents, an uncle had found him a position as a clerk in a London solicitor's office.
2. The young man was all alone in the city, utterly friendless. This made him an easy victim of the loose society.
3. The young man indulged in expensive pleasures which he could not afford.
4. The young man lost all his small savings by betting on horses and owed the book maker a disastrous amount. So in an effort to recoup, he stole some money from the office safe for a final gamble
5. a. in a London solicitor's office
b. to the loose society, of the streets
6. uncle found me a job in the city - no friends - fell into bad company - started betting on horses - lost all savings by gambling - pledged all the belongings - borrowed money - wanted to repay debts and start afresh - stole money from the office safe - final gamble - failed - terrified of prosecution - attempts suicide.

Question 3

1. Seven pounds and ten shillings.
2. Did not report the case.
3. Gave him the seven pounds and ten shillings which he could put back in the office safe.
4. Paltry
5. If the sergeant filed the case, the young man would be arrested.
6. Yes. This brought about a transformation in the young man's life. He becomes successful in life and dedicates his life for the cause of juvenile delinquents.

Question 4

1. British and American children's books.
2. She wrote exactly the kind of stories that she read. All her characters were white and blue-eyed, played in the snow, ate apples and talked about the weather.
3. 'My mother says that I started reading at the age of two, although I think it probably happened when I was four.'
4. White and blue-eyed, they played in the snow, they ate apples, and they talked a lot about the weather.
5. Obligated

Question 5

1. Conventional Nigerian family. Her father was a professor and mother was an administrator.

2. Fide was very poor.
3. She believed that they were very poor and had nothing even to eat.
4. My father was a professor and my mother was an administrator.

Unit 4**Question 1**

1. A beautiful gold and green jacket that is awarded to the class valedictorian.
2. Martha had scored a straight A since her first grade. So she thought that she would win the Jacket.
3. Martha's father was a farm labourer and did not earn enough to feed his eight children. So Martha was given to her grandparents to raise.
4. When I was eight years old I learnt to swim.

Question 2

1. They were staring out of the windows and at each other, wanting to speed up the last few weeks of school.
2. Martha thought that she was not physically attractive. She was pencil thin with not a curve anywhere. She was nicknamed 'beanpole' and 'string bean'.
3. Beanpole and string bean.
4. Real bear
5. Despair

Question 3

1. Martha heard loud, angry voices as if in an argument was going on.
2. Eavesdrop
3. Mr. Schmidt and Mr. Boone were arguing about who should be given the scholarship jacket - Martha or Joann.
4. Mr. Schmidt. He knew that Martha had a straight A-plus average and she truly deserved the Scholarship Jacket. Joann's grades could not even be compared with Martha's
5. a. Mr. Schmidt told that Joann's grades did not even begin to compare to Martha's.
b. Mr. Boone replied that Joann's father was on the board and he owned the only store in town.

Question 4

1. Martha had overheard the conversation.
2. The Board has decided to charge fifteen dollars for the scholarship jacket.
3. The principal was feeling guilty.

4. He is a coward. Although he knows that it is not right he does not have the courage to stand up against the injustice.
5. Fidget
6. Horrible day – called by the principal to his office – had an idea what it would be about – remained confident and strong – informed of change in policy – depressed, disappointed and let down – will never get the jacket again – how to inform grandfather about it.

Question 5

1. Grandfather
2. The change in the policy regarding the scholarship jacket. It would now cost fifteen dollars and she would have to give the money the next day otherwise it would be given to someone else.
3. Grandfather turned to her and asked her what a scholarship jacket meant.
4. My mother looked at me and frowned angrily.
5. Hoe

Question 6

1. Mars Space Control.
2. Commander in Chief of Mars.
3. A proud and haughty person who considered himself more intelligent and powerful than anyone else.
4. No. The manner in which he says it in a sing song shows that he is just doing it out of practice and not because he considers so.
5. Think-Tank considers Earth a ridiculous little planet which would soon be conquered by Mars.

Question 7

1. A Book
2. A refreshment stand.
3. They think books are sandwiches.
4. Elementary.
5. No. Think Tank interprets the library as a refreshment stand and books as sandwiches.

Question 8

1. The fact that the earthlings have reached a higher level of civilization.
2. A picture of Humpty Dumpty.
3. Think Tank believes that it is a picture of himself and the earthlings are planning to capture Mars and him in particular.
4. Think Tank did not want the Earthlings to know that he had found out about their plan of attacking Mars.
5. A stupid person with a balloon brain.

Unit 5**Question 1**

1. Father loved long walks through the dewy fields in the first daybreak after his night shift at the pit.
2. A tiny brown rabbit.
3. trammeling
4. disturbing presence
5. A small rabbit, a mere morsel, sitting against the bread as still as if it were a made thing.
6. The big black dog

Question 2

1. The children held the warm milk close to its nose and wetted its mouth and whiskers with drops of milk.
2. It was a wild rabbit and it belonged to the wilderness. The rabbit wouldn't be able to survive in a home. So, she wanted it to be put in the field. Moreover, if the children get attached to the rabbit they would be disappointed when the rabbit dies.
3. Ambushed
4. It would escape into the woods.
5. The narrator. The animal's feelings were ambushed and hence it would not understand the love or affection shown towards it. It suffocated when it was under arrest.

Question 3

1. It would brood, be morose and moody all the time. The rabbit refused to be taken care of.
2. There was no response from the rabbit and she had lost all hope of the rabbit coming back to life.
3. Wantonness
4. Hopped a few inches out of the flannel and sat there uncovered.
5. Father had brought the rabbit into the house unconcerned about the likes or dislikes of the mother.

Question 4

1. Adolf was too tiny to be put inside a cage. They were so enchanted by its antics that they wanted it to live freely inside the house.
2. Enchanted
3. Adolf made himself instantly at home.
4. The mother could not tolerate the rabbit trying to nibble at the sugar lumps or try to lift them down with his paw.
5. Stretch out in order to grasp something.

Question 5

1. Adolf became used to her shooing him away that he did not bother about it. He loved to do what she hated.
2. Seized him by his ears and bounced him down on the hearth rug.
3. The parlour
4. Nibbled
5. Adolf grew more bold, indifferent and wild.
6. Start moving in a particular direction
7. Having completed my home work, I went to sleep.

Question 6

1. Nothing remained in his memory.
2. Rhyme is so essential in poetry.
3. Memories of learning about rhyme and the line 'the rain patters, the leaf quivers'
Memories of wit and humour of Kailash the cashier.
4. Married son-in-laws who were newcomers into the family.
5. The dancer's talent and grace was appreciated by all.

Analysing Textual Poems (Page 27)**Unit 1****Question 1**

1. The poet
2. Something innocent that a child usually does.
3. She asked her father to give her a garden plot to plant, tend and reap by herself.
4. The girl's father readily agreed.

Question 2

1. She believed that the cider apple that grows there even today is the one she planted.
2. Her crop was a miscellany.
3. Her crop consisted of various fruits and vegetables in small quantities only.
4. Done, none

Question 4

1. The mother is trying to tell her son that life has its challenges and difficulties but one should not give up or turn back. She wants him to learn from her perseverance.
2. A crystal stair represents an imaginary path of ease. So 'no crystal stair' means that the journey of her life was not smooth and comfortable like going up a crystal stair.
3. The poet uses the images of tacks, splinters, torn boards and bare floors to describe the difficulties in life.

4. 'Turning corners' signifies sudden, unexpected turns or crisis in life.

Unit 2**Question 1**

1. When a man has walked down many roads. This means that a man can be called a man only after he has learnt his lessons from the various experiences in his life.
2. How far should a dove fly before peace is established in the world.
3. Cannon balls fly
4. The answers are blowing in the wind which means that the answer is known to all and it is everywhere. We must take the initiative to find it out.

Unit 3**Question 1**

1. Father Gilligan had been performing his priestly obligations day and night. His parishioners were dying or half of them were dead. He had to conduct their funeral services and last prayers.
2. More than half the people of his parish were dying.
3. Moth hour of eve indicates evening time.
4. Was weary, half his
5. Green sods, moth hour

Question 2

1. Peter Gilligan being tired neglected his duty of offering last prayers to the sick man. Later, he was anxious to reach the sick man's house. So he rode as fast as he could without caring for his own safety.
2. The sick man's wife thought that the priest had come again. So she was surprised.
3. The priest was so heartbroken for failing in his religious responsibility to provide the last prayers to the sick man.
4. He rode now as he never rode.

Question 3

1. He who is wrapped in purple robes refers to God who takes care of the whole universe.
2. God felt sorry for the priest and sent one of his great angels down to the dying man's house to offer the last sacrament.
3. 'He who hath made the night of stars' / For souls who tire and bleed.
4. Bleed need, care chair

Unit 4**Question 1**

1. The poet felt a strong and instant impulse to write poetry.
2. Poetry can come from the river or winter.
3. Branches of night, violent fires
4. Poetry arrived in search of me. (Poetry imagined as a person)

Question 3

1. He did not know what to say as his mouth had no way with names, his eyes were blind and something started in his soul.
2. I made my own way,
Deciphering
That fire,
And I wrote the first faint line.
3. He felt that it was without substance, pure nonsense of someone who knows nothing. Hence, he calls it a faint line.
4. Something started in my soul

Unit 5**Question 1**

1. The poet experiences the splendor of nature - birds singing on every tree, the horn of the huntsman at a distance, singing along with the skylark and so on. All these gives him immense joy and he loves to rise in the summer morn.
2. Huntsman winds his horn
3. ababb
4. The thought of school drives away all the joy of the school boy.

Question 2

1. He spends his anxious hours in the classroom
2. 'nor in my book can I take delight'
3. A bird that is born to be free and sing delightfully can never sing to its heart's content in captivity. Similarly, a child cannot experience joy or be his true self when he is snatched away from the lap of nature and compelled to sit in a classroom/ when he is deprived of his freedom.
4. Lose all the youthful joy.

Question 3

1. Little children
2. Because blasts of winter appear in the form of sorrows and cares
3. When one is happy and at one with nature.
4. ababb
5. blossoms blown

Language Elements (Page 65)**Dialogue completion (Page 65)****Question 1**

- a. How can I help you?
- b. It is in the next street./ It is round the corner.
- c. How far should I walk?
- d. when will it reach my grandfather?
- e. won't it?
- f. ask the postmaster.

Question 2

- a. don't you?
- b. What did you do?
- c. You would have died.
- d. Did you kill the snake?
- e. get someone's help./ do something about it.

Question 3

- a. aren't you?
- b. What can I do for you?
- c. For how long will you need it?
- d. it will act.
- e. I will bring it in a lorry.

Question 4

- a. don't you?
- b. Did you collect anything from Akbar's shop?
- c. I will return it to you.
- d. Where is the processing area?

Question 5

- a. I lost it.
- b. he will punish me.
- c. wear my shoes.
- d. You had better try it.

Question 6

- a. don't you?
- b. Were you working in London?
- c. I would have died.
- d. I think I remember you now.

Question 7

- a. aren't you?
- b. Who are you?
- c. I would have died.
- d. Where did you go?
- e. Do you stay in London?

Question 8

- a. Why did you call me?/What happened?
- b. didn't he?
- c. Do you know why he did this?
- d. call a doctor.
- e. I will call him.
- f. he is dying.

Question 9

- a. What did he tell you?
- b. aren't you?
- c. Have you informed your grandfather?
- d. he will give you the money.
- e. ask your grandmother.

Question 10

- a. Where did you get it from?
- b. won't it?
- c. try to give it some milk.
- d. Where shall we keep it?
- e. leave it outside, it may die.

Reported Speech (Page 70)**Question 1**

- a. Vanka asked the man where he could post the letter.
- b. The man replied that he could post it in the post box.

Question 2

- a. why he had brought two tigers.
- b. that he had decided to play it safe.

Question 3

- a. Doctor asked John what he wanted.
- b. John replied that he wanted to speak to him.

Question 4

- a. Ali asked Akbar if he could take those potatoes.
- b. Akbar told Ali to take the potatoes kept on the floor.

Question 5

- a. where her shoes were.
- b. that he had lost it somewhere in the store.

Question 6

- a. The doctor asked Mr John what he was doing.
- b. Mr John replied that he was a solicitor by profession.

Question 7

- a. that she had to pay fifteen dollars for the jacket.
- b. that he was not ready to pay for a scholarship jacket.

Question 8

- a. what her grandfather had said.
- b. that grandfather would not give the money.

Question 9

- a. that Martha had scored highest marks all those years.
- b. that Joann's father was a board member.

Question 10

- a. The boy asked the father where he had got the rabbit from.
- b. The father's reply was that he picked it up from the forest.

Phrasal Verbs (Page 73)**Question 1**

- a. given up
- b. put up with
- c. put across
- d. get over

Question 2

- a. looked after
- b. get off
- c. went on
- d. keep away

Question 3

- a. put on
- b. came across
- c. make it
- d. put off

Question 4

- a. ran into
- b. taken aback
- c. look out for
- d. got over

Question 5

- a. take off
- b. put on
- c. set off
- d. came across
- e. went on

Question 6

- a. got to
- b. went off
- c. make out,
- d. turned down
- e. let off

Question 7

- a. set out
- b. came across
- c. make out

Editing (Page 75)**Question 1**

- a. directed
- b. an
- c. to be

Question 2

- a. really
- b. was
- c. felt
- d. posted

Question 3

- a. that/which
- b. of
- c. are
- d. believe
- e. trying

Question 4

- a. sat
- b. mother's
- c. remembered
- d. cloudy

Question 5

- a. get
- b. a
- c. be
- d. should

Question 6

- a. smeared
- b. move
- c. cleaned out
- d. left

Question 7

- a. fixed
- b. where
- c. made
- d. was

Question 8

- a. meet
- b. remember
- c. who
- d. myself

Cloze Type (Page 77)**Question 1**

- a. of
- b. the
- c. in
- d. from

Question 2

- a. in
- b. a
- c. by
- d. into

Question 3

- a. on
- b. an
- c. while
- d. on

- e. the

Question 4

- a. a
- b. to
- c. in
- d. the

Question 5

- a. from
- b. a
- c. at
- d. to

Question 6

- a. into
- b. across
- c. the
- d. with
- e. on

Question 7

- a. at
- b. the
- c. a
- d. an

Question 8

- a. to
- b. that
- c. by
- d. of
- e. on

Analysing & Constructing Sentences (Page 79)**Question 1**

a. The champion bagged the trophy again.

He put the trophy in his bag.

b. The clerk pocketed the money.

He put the money in his pocket

c. The servant fanned the master.

The fan was made of plastic.

Question 2

a. The girl's mother is a short and frail lady.

b. The house was decorated with colour paper and the star was hung in the middle.

c. The gardener weeded the garden and planted new saplings.

Question 3

a. My father bought a big and juicy water melon.

b. The cage was opened and the bird flew out.

Question 4

a. to combine two verb phrases

- b. to combine two sentences
- c. to combine two noun phrases.

Question 5

- a. The boy fell down and the people started laughing.
- b. When Father Gilligan reached the church he was weary and tired.
- c. Mother prepared the dish and tasted it.

Question 6

- a. The tiger jumped from the cage and the people ran in fear.
- b. The boys and the girls completed their project.
- c. The tortoise was slow but steady.

Unseen Passages (Page 83)**Question 1**

- 1. England
- 2. Children belonging to farming families.
- 3. 1598
- 4. Creekett
- 5. 17th century

Question 2

- 1. Cocoa tree
- 2. warm climate
- 3. Pods range in colour from bright yellow to deep purple.
- 4. chocolate ice cream, chocolate coffee, chocolate tea, chocolate milk.
- 5. The story of chocolate.

Question 3

- 1. What a sharp edged sword can't achieve can be achieved by a pen.
- 2. killings, defeat, loss.
- 3. we can never pay back for all the books we have read.
- 4. learning, legacy that is carried from generation to generation.
- 5. The pen is mightier than the sword.

Question 4

- 1. Their ship had been wrecked at sea and they swam to a small island.
- 2. a. food b. wife c. ship to escape
- 3. the second man prayed that all the prayers of the first man be answered.

Question 5

- 1. The apple tree became old and stopped bearing fruits.
- 2. The apple tree was home to several little animals in the neighbourhood.

- 3. When the farmer tasted the honey from the hive, his childhood memories rushed back. He realized his folly.

- 4. A. The little animals. B. farmer.

Question 6

- 1. On a cold and windy night.
- 2. Since it was very cold, they wanted to have a cup of hot tea.
- 3. It started raining/It was a cold and windy night./ it was very cold.
- 4. His son had passed away in the afternoon in an accident. He took a vow not to drink even water until he had earned enough money for his son's funeral.
- 5. He was sure that he could earn the money if he get one or two more passengers. He didn't want to accept their generosity.

Question 7

- 1. The management decided to teach the employees about finding real solution to the problems.
- 2. Everyone frantically hunts for solution without understanding the ideal way.
- 3. They searched for the balloon with their name from the group but could not get it.
- 4. a. Pick up the balloon that had their name on it.
b. Pick up any balloon and give it to the person whose name is written on it.

Information Transfer (Page 88)**Question 1**

- 1. BBC
- 2. Cartoon Network
- 3. 7.00am to 8.00am
- 4. Report
- 5. Roll no 21

Question 2

- 1. Ravi Shankar
- 2. Michael Jackson
- 3. Yehudi Menuhin
- 4. Eric Patrick Clapton
- 5. Ravi Shankar

Question 3

- 1. The Persistence of Memory
- 2. The Persistence of Memory and Guernica
- 3. Guernica
- 4. Edvard Munch
- 5. Starry Night

Question 4

1. Enough is enough
2. Social Security Mission
3. What wrong I did....
4. Raise your voice not the sea level
5. There is no intervention. Start with prevention.

Question 5

1. The Social Science Clun of GVHSS VENGANOOR
2. Right to Education and the Present Day Realities
3. Dr. Sudarshan, famous social activist
4. On 15-12-2016 at 2.00 pm
5. 4

Question 6

1. 40%
2. UK
3. 30%
4. Other countries
5. 10%

Question 7

1. Eating and sleeping
2. 10%
3. Fitness exercises and Field work
4. 15%
5. 22.5%

Question 8

1. Six die in road mishap
2. Obama to visit India
3. Petrol Price inflammable
4. Men walk on Moon and Man enters Space
5. Maya Angelou Passes Away.

Question 9

1. SBT
2. Mutilated notes
3. SBI and Canara Bank
4. 500 rupee notes
5. Canara Bank

Question 10

1. Marketing Executives
2. MBA/MBS from reputed University and Marketing experience
3. Testimonials, passport size photograph, CV and contact address
4. on or before March 19, 2017
5. by post and email directly by the company

Sample Question Papers**Question Paper 1 (Page 95)**

1. The moments he spent with his grandpa, especially on the Christmas eve
2. The young fir-trees, coated with frost, stood motionless, waiting to see which one of them was to die.
3. To the speed of an arrow
4. Vanka is depressed / sad.
5. The hare
6. Childhood/ small children/blossoming plants
7. He wants to enjoy the joys of summer/winter is a sad time for him.

8. ababb

9. Blossoms blown

10. Appreciation of the poem

Main ideas

Imagery

Language and style

- 11.a) DAV Higher Secondary School, Karnal and the Govt. Higher Secondary School, Shahabad
 - b) SD Higher Secondary School, Karnal
 - c) Govt. Higher Secondary School, Shahabad
12. DAV Higher Secondary School scored a goal towards the end of the match
 13. The match ended in a draw
 14. A) **Letter**

Content related to the context

Message conveyed

Appropriateness of cohesive devices used

Format and language of an informal letter

B) Narrative

Ideas conveyed

Organisation of ideas based on the hints

Appropriate use of linkers

Language and style

15. Conversation

Apt initiation and ending

Appropriate to the context

Organisation

Expressions and variety in sentence pattern

16. Notice

Content related to the context

Organisation

Format and layout

Language suitable for a notice

17. News Report

Events/content related to the context

Organisation of ideas
Appropriate use of cohesive devices
Reporting language and style

18. Write up

Content related to the context
Organisation of ideas
Appropriate use of cohesive devices
Language and style

19. Diary Entry

Content related to the context
Use of first person narrative
Expression of personal feelings/emotions

20. Dr. Kamal Haasan, filmmaker

21. Two

22. Ottaal

23. MGH School Theatre Hall

24. Pather Panchali

25. a. very few
b. majority
c. depend
d. cheapest

26. a. don't you?
b. Did you collect junk from Akbar's shop yesterday?
c. I will inform you/I will give it to you.
d. Where is your company site?

27. a. set out
b. put on
c. came across
d. got into

28. a. Ray asked the manager where the tiger was.
b. The manager replied that the tiger was in the cage and added that he would tell Thorat to take him there.

29. a. an b. and
c. to d. by

30. Profile

Interpretation of the given data
Use of cohesive devices
Sequencing of ideas

Question Paper 2 (Page 100)

1. At the moth-hour of the eve
2. To do the last rituals for a dying man
3. He was completely exhausted because of stress caused by work/It was his desperate outburst
4. '... no rest, no joy, nor peace'
'... die and die'
5. Martha

6. The voices of Mr. Schmidt and Mr. Boone

7. eavesdrop

8. Mr. Schmidt

9. Schmidt asked Boone what he wanted him to do.
Boone replied that he had to falsify her records.

10. Appreciation

ideas
imagery
language and style

11. Rising high above the Sahara Desert in the Giza

12. The rough climate of the Sahara

13. for over 3800 years

14. polished limestone

15. The Great Pyramid of Giza is the last remaining of the Seven Wonders of the World.

16. Spellock Hotel

17. Free tour to Mount Kinabalu

18. Hawah Beach Hotel

19. North Sea Hotel

20. Rs 3000/- per night

21. A. Narrative

Ideas conveyed
Organisation of ideas based on the hints
Appropriate use of linkers
Language and style

B. Review

Message conveyed
Organisation of ideas based on the hints
Appropriate use of linkers
Language and style of a review

22. Conversation

Apt initiation and ending
Content appropriate to the context
Organisation
Expressions and variety in sentence pattern

23. Diary Entry

Content related to the context
Use of first person narrative
Expression of personal feelings/emotions

24. Character Sketch

Appropriate description of appearance and traits of character
Organisation of ideas
Appropriate use of cohesive devices
Language and style

25. Profile

Interpretation of the given data
Use of cohesive devices
Sequencing of ideas

26. Speech

- Content related to the context
 Organisation of ideas
 Appropriate use of cohesive devices
 Language and style
27. a. don't you
 b. Why did you bring two tigers?
 c. I will use the other.
 d. Take the tiger out.
 e. Will the tigers create any trouble?
28. a. elder
 b. myself
 c. had
 d. them going
29. a. on
 b. and
 c. it
 d. to
30. a. put off
 b. put up with
 c. put across
 d. went on
31. a. The meeting had started when he reached the venue.
 b. Martha reached the classroom and took her P E shorts
 c. The story is good but lengthy.

Question Paper 3 (Page 104)

1. Mr Schmidt and Mr Boone
 2. Who should the scholarship jacket be given.
 3. Mr Schmidt
 4. Any sentence of the same pattern
 5. eavesdrop
 6. He was visiting the dead and the ill.
 7. Half his flock
 8. At the moth hour
 9. day -lay, eve - grieve (any one)

10. Note of Appreciation

- Comprehended the meaning
 Understood the main ideas
 Appreciated imageries and lyrical qualities

11. A. Narrative

- Ideas conveyed
 Organisation of ideas based on the topic
 Appropriate use of linkers
 Language and style

B. Diary entry

- Content related to the context

- Message conveyed
 Cohesive devices used
 Language suitable for a diary

12. Conversation

- Apt initiation and ending
 Appropriate to the context
 Organisation
 Expressions and variety in sentence pattern

13. Letter

- Content related to the context
 Message conveyed
 Appropriateness of cohesive devices used
 Format and language of an informal letter

14. Notice

- Mentions the date, time and venue of the programme.
 Uses appropriate layout and format.
 Uses clear and brief language.
 Specifies the authority that issues the notice.

15. Profile

- Title
 Interpretation of the given data
 Use of cohesive devices
 Sequencing of ideas

16. Character Sketch

- Beginning and conclusion is given
 Introduced the person
 Specific and clear language
 Ideas are organized in suitable form

17. Marketing Office

18. MBA/MBS from reputed University
 Marketing experience
 19 Testimonials, passport size photograph, CV and contact address.
 20. on or before 19th March 2010
 21. informed by post and email
 22. Transportation and Promotion cost
 23. Printing and Binding
 24. 15%
 25. 10%
 26. Paper cost
 27. a. Do you remember me?
 b. How are you?
 c. You would have died.
 d. wasn't I?
 e. help them
 28. a. Zahra asked Ali where her shoes were.
 b. Ali replied that he lost that somewhere in the store.

29. a. really
b. was
c. when I
d. these
30. a. of
b. a
c. an
d. the
31. a. put on
b. turned up
c. gave away
32. A suitable word pyramid with the word 'Book'.
16. Any suitable title
17. **Profile**
Title
Interpretation of the given data
Use of cohesive devices
Sequencing of ideas
18. **Diary entry**
Content related to the context
Message conveyed
Appropriateness of cohesive devices used
Language suitable for a diary

Question Paper 4 (Page 109)

1. She was desperate.
2. 'beanpole' and 'string bean'
3. She had to walk all the way back to the class and get them.
4. Coach Thompson was a real bear
5. Absent minded
6. Poetry arrived in search of him.
7. from the branches of night or from others
8. From a street
9. Without a face
10. **Note of Appreciation**
Comprehended the meaning
Understood the main ideas
Appreciated imagery and lyrical qualities
11. **A. Write up**
Content related to the context
Organisation of ideas
Appropriateness use of cohesive devices
Language and style
- B. Speech**
Ideas conveyed
Organisation of ideas based on the topic
Appropriate use of linkers
Language and style
12. Improve workplace communication skills, employee motivation and organizational effectiveness.
13. He or she will be able to listen to the concerns of employees and will be more understanding of their needs, wants and concerns.
14. This will most likely translate into increased motivation and satisfaction of employees and ultimately will have a positive effect on the effectiveness of the business.
15. Highly authoritarian, top down approaches are employed in many successful businesses today.
19. **Write up**
Ideas conveyed
Organisation of ideas based on the topic
Appropriate use of linkers
Language and style
20. **Letter**
Content related to the context
Message conveyed
Appropriateness of cohesive devices used
Format and language of an informal letter
21. **Notice**
Mentions the date, time and venue of the programme.
Uses appropriate layout and format.
Uses clear and brief language.
Specifies the agency/authority that issues the notice.
22. **Conversation**
Apt initiation and ending
Appropriate to the context
Organisation
Expressions and variety in sentence pattern
23. Parviz
24. Best Debut Film, Best Director, Best Feature Film
25. Errata
26. Kamaleswar Mukherjee
27. Silver Crow Pheasant Award
28. a. aren't you?
b. Where are you going?
c. Where do you live?
d. I would not have been alive now.
29. a. to
b. with
c. in
d. to
30. a. Vanka asked Alyakhin's wife why she had beaten him.
b. Alyakhin's wife replied that he had slept while rocking the child.

31. a. about what
b. were
c. which
d. found
e. will
32. a. set out
b. turned up
c. make out
d. gave up
e. made up their mind

Question Paper 5 (Page 113)

1. Birds from all over the world start attacking humans.
2. Notices were placed in the press all over the world.
3. Very good/Excellent
4. The teacher told him to complete the work and he disobeyed him/her. (Any other suitable answer)
5. perch
6. To give her a garden plot
7. To plant, tend and reap by herself/To make a garden
8. A walled off ground where a shop stood
9. abcb
10. Identifying the theme
Identifying the experiences of the father and the daughter
Images and poetic devices
Language suitable for appreciation

11. A. Write up

Content related to the context
Organisation of ideas
Appropriateness use of cohesive devices
Language and style

B. Narrative

Ideas conveyed
Organisation of ideas based on the hints
Appropriate use of linkers
Language and style

12. Conversation

Apt initiation and ending
Appropriate to the context
Organisation
Expressions and variety in sentence pattern

13. Diary Entry

Content related to the context
Appropriateness of the language
Use of first person narrative
Expression of personal feelings/emotions

14. Character sketch

Related to the content
Organisation of the ideas
Appropriate use of linkers
Language and style

15. Profile

Title
Interpretation of the given data
Use of cohesive devices
Sequencing of ideas

16. Letter

Content related to the context
Message conveyed
Appropriateness of cohesive devices used
Format and language of an informal letter

17. The Song of the Sparrows
18. Avatar and The Song of the Sparrows
19. Titanic
20. Avatar and Titanic
21. The Cup
22. Education shows mankind the right direction to surge.
23. To generate interest in the students and motivate them to stay back in the institutions and not to run away.
24. It is responsible for building human capital
25. innovation
26. Education or any other suitable title
27. a. aren't you?
b. What happened to you?
c. Were you alone in the house?
d. It didn't follow me.
e. I would have killed the snake.
28. a. The shopkeeper asked Ali what he was searching for.
b. Ali replied that he was searching for his sister's shoes.
29. a. smeared
b. move
c. cleaned out
d. left
30. a. in
b. a
c. by
d. into
31. a. came across
b. put up with
c. look after
d. put on
32. Any suitable pyramid of the same pattern.

Question Paper 6 (Page 117)

1. Konstantin Makarich was a night watchman on the estate of Zhivarev. He was a small, lean, old man about sixty-five, but remarkably lively and agile, with a smiling face and eyes bleary with drink.
2. In the daytime he either slept in the back kitchen, or sat joking with the cook and the kitchen-maids, and in the night, wrapped in a great sheepskin coat, he walked round and round the estate, sounding his rattle.
3. Eel was black and had a weasel-like body. He was wonderfully respectful and insinuating, and turned the same appealing glance on friends and strangers alike, but he inspired confidence in no one.
4. adept
5. Different ways in his life/ experiences
6. How many times must the cannon balls fly
Before they're forever banned?
7. The answer is known to all and it is everywhere.
8. she sleeps in the sand
9. **Appreciation**
 - Identifying the theme
 - Identifying the intimacy between father and the daughter
 - Images and poetic devices
 - Language suitable for an appreciation
10. **A. Narrative**
 - Ideas conveyed
 - Organisation of ideas based on the hints
 - Appropriate use of linkers
 - Language and style

B. Write up

 - Content related to the context
 - Organisation of ideas
 - Appropriate use of cohesive devices
 - Language and style
11. **Letter**
 - Content related to the context
 - Message conveyed
 - Appropriateness of cohesive devices used
 - Format and language of an informal letter
12. **Conversation**
 - Apt initiation and ending
 - Appropriate to the context
 - Organisation
 - Expressions and variety in sentence pattern
13. **Profile**
 - Title
 - Interpretation of the given data
 - Use of cohesive devices
- Sequencing of ideas
14. **Character Sketch**
 - Related to the content
 - Organisation of the ideas
 - Appropriate use of linkers
 - Language and style
15. **Diary Entry**
 - Content related to the context
 - Appropriate use of language
 - Use of first person narrative
 - Expression of personal feelings/emotions
16. He was trying to look important.
17. A man walking behind him.
18. He was free to do what he liked with his walking-stick.
19. We can enjoy our rights and our freedom only if they do not interfere with other people's rights and freedom.
20. Any suitable title which befits the passage.
21. Passing out Ceremony of SPC Officers
22. Police Training Centre, Thycaud, Tvpm
23. Annually
24. 2011
25. Passing out parade of SPC officials
Honouring the officials with Medals
26.
 - a. Where are my shoes?
 - b. did you?
 - c. Where did you keep them?
 - d. Can't you use my shoes?
 - e. I will complain it to father.
27.
 - a. Mr Thorat asked Ray how long he needed the tiger.
 - b. Ray replied that he needed it for about a couple of hours.
28.
 - a. fixed
 - b. where
 - c. made
 - d. was
29.
 - a. the
 - b. at
 - c. of
 - d. on
30.
 - a. put on
 - b. made up his mind
 - c. turned up
 - d. put up with
31.
 - a. A sentence with two prepositional phrases combined with 'both....and'.
 - b. A sentence with two verb phrases combined with 'either....or'.
 - c. Two sentences combined with 'and'.

Appendix

NOTES OF APPRECIATION TEXTUAL POEMS

Poem 1 - A Girl's Garden

Making of the Garden of Life

'A Girl's Garden' by Robert Frost expresses the unique pleasures of rural childhood. It is the realization of a little girl's dream of planting a garden. The speaker is a neighbor of the girl, who is now an adult woman living in town. The speaker tells the story, attempting to convey the importance of the garden to the adult woman and the joy she derives from recollecting her experiences.

The girl remembers fondly her experience of having once done a childlike thing. She had yearned to make a garden of her own. Her father found a piece of land and asked the little girl to work all by herself on it. Accepting the challenge, she started working earnestly in the hope of growing the garden of her dreams. The father in fact directs the girl onto the path of self discovery. The walled off piece of useless land does not dishearten her. On the other hand, it instils in her young mind the courage to dream and make the dream come true. She asks everyone for seeds, resulting in her planting 'one of all things but weed'. 'Her crop was a miscellany', 'a little bit of everything a great deal of none'. The innocence of the child is highlighted through the description of the embarrassment that the girl feels while carting her 'not nice load'. Regardless of the outcome of the garden, the theme of the poem is the learning experience and the pleasure the woman feels even as an adult.

Brilliant imagery and steady rhythm makes the poem a perfect example of how effortlessly a story can be told in verse. The poem follows the rhyme scheme abcb. The tone of the poem is consistently soft and pleasant expressing the innocence of the young girl. The garden, the reader realizes is a teaching ground for the girl teaching her interesting facts of life.

Poem 2 - Mother to Son

Hope for the Best

A straight forward and politically relevant poem 'Mother to Son' written by Langston Hughes is structured in the form of a conversation between a mother and her son. The mother advises her son that he will face many adversities in life, all of which he must overcome and keep going. The poet uses the 'stair-way' metaphor to represent life. The mother to whom life has not been kind, reminds her son that life is not a crystal stair. Rather it was quite tough with 'tacks and splinters' in it. The mother has trodden the unsuspecting dark patches courageously. She says, 'I've been a climbin' on'. She encourages her son by giving examples of her own perseverance. The poet wishes to convey the message that one has to display steady persistence to go up the stairway of life. Obstacles may be harsh but one has to move on with patience and resilience.

The brilliant use of imagery helps the reader to understand vividly the message of the poem. The central image of the poem is the 'crystal stair'. It echoes the Biblical story of Jacob's

Ladder. To the African Americans the stairway could be seen as a path to their liberation and freedom. 'Life for me ain't been no crystal stair' is clearly identified through the experiences of 'tacks', 'splinters', 'torn boards' and 'bare floors'. The descriptive tone in which the mother expresses her progress up the stairway helps the reader to visualize what she would have endured in her lifetime. The imagery also helps us understand the mother's persistence to succeed in life by not giving up. The poem is written in free verse and has a lyrical quality. It is a monologue in the Afro-American dialect which lends a colloquial element to the poem. The poem presents symbolically the racial oppression the black people suffered in America. Life is not a crystal stair to them. This experience is passed on to the younger generation. Although the poem is an African American mother's advice to her son, it has a universal appeal also. Hughes conveys the idea of hope through the poem.

Poem 3 - Blowin' in the Wind

The Wind that Shakes the Time

Bob Dylan's 'Blowin' in the Wind' is a protest song and an appeal to the masses to fight for justice. It is a simple song sung accompanied only by a guitar and harmonica but it is one of Dylan's most powerful songs. Through a series of rhetorical questions Dylan raises issues such as oppression, war and human rights violations that continue to trouble the world. The poet asks how long must a person endure injustice and how long will he need to exist to be truly free. He further questions how many more wars should be fought before peace can be restored in this world plagued by violence. The refrain 'the answer, my friend, is blowin' in the wind' suggest that the answers to these questions are everywhere, but in Dylan's own words 'no one picks up the answer when it comes down'. He continues to protest against the indifference of the people who turn a blind eye to the injustice and inequality in the world. The song writer appeals for the eradication of inequality, injustice and violence. Injustice may be as firm as mountains, but it can be washed out, if man stands united. The oppressors cannot turn a deaf ear to the song of protest. Change is imminent and inevitable.

Dylan employs familiar and simple imagery. A man, a dove, the mountain, the sea and cannon balls are images used by the writer. Man symbolizes the people who face injustice and hope for justice. Dove is an emblem of peace and reminds us of the enduring struggle for harmony and equality. The mountain strong and fortified is the symbol of the rigidity of human nature. Sea represents change and true freedom that slowly erodes the rigidity of the mountains. Through a simple melody Dylan presents us with the problems of our society and forces us to think how these problems go unnoticed. The soul stirring and powerful lines lend poignance to the poem.

Poem 4 - The Ballad of Father Gilligan

Obligation - The Value of Life

The Ballad of Father Gilligan by W.B. Yeats is a touching narrative that illustrates God's everlasting benevolence and how he intervenes in the life of an earnest priest at a time of

intense need. It is an affirmation of a loving and kind god who showers his blessings on all his creations.

Father Gilligan was 'weary and tired' carrying out his priestly obligations day and night during an epidemic in his parish. One evening, completely exhausted by the strain, Father Gilligan fell asleep. He woke up at dawn feeling shocked at his failure to perform his duties. He rode recklessly to the house of the sick man. There he realizes that God had compassionately sent an angel to minister the last ritual to the dying man. The priest humbled by this knelt, and prayed thanking God for his benevolence.

The poem is written in the form of a ballad conforming to the oral folk tradition. It is stanzaic in structure with twelve stanzas of four lines each. The poem is musical following the rhyme scheme - abcb. Brilliant use of visual images like green sods, the 'moth hour' and auditory images like that to sparrows chirping, makes the poem enchanting.

Poem 5 - Poetry

The Magical Touch of Creativity

Pablo Neruda's poem 'Poetry' talks about creative imagination and the art of writing poetry. Before getting the blessings of poetry, the poet was totally unaware of how to express himself. At such a time poetry came in search of him. He doesn't know when and where it came from. From rivers or winter. It was not voice, words or silence. Poetry summoned him from the street, from the branches of night. The creative power changed him into a unique human being. He knows one thing that he was lacking a face before poetry blessed him. Now he is travelling on the wings of fancy. He is able to see anything and free to enjoy the splendor of the universe. Poetry is self realisation. The inner fire of poetic inspiration gives the poet the power to see the magical vistas and respond to them. Through 'Poetry' Neruda redefines the concept of poetry. A poem is not necessarily a tragic account of unrequited or lost love or a joyous verse lauding the beauty of nature. He asserts that writing poetry is a difficult task. One should have the power of imagination and creativity for it. The poem describes his experience of embracing and being embraced by creativity. It is about finding ones passion and calling.

The poet uses many images like 'branches of night', 'forgotten wings', 'palpitating plantations', 'wings', 'shadow perforated', etc. to put across sublime thoughts to the readers. Poetry is personified as it does miracles. Written in blank verse, 'Poetry' really takes us to the realm of poetic inspiration and imagination.

Poem 6 - The School Boy

Spirits of Childhood

'The School Boy' by William Blake is a poem written in the pastoral tradition. It deals with childhood, the subjugation of its spirit and the suppression of the imaginative vision of childhood when it is alienated from nature. The speaker of the poem is a boy who is forced to go to school when nature calls him with all its splendour. He is filled with dismay at the

thought of spending the day in the classroom under the 'cruel eye outworn'. This indicates the oppressive nature of education which prevents the child from realizing his inborn tendency to absorb knowledge from nature. The boy compares himself to a bird. He says that a bird that is caged cannot sing. In the same manner, the school boy who is deprived of his freedom cannot blossom and he loses his youthful spirit. The boy appeals to his parents not to nip buds or blow away the blossoms. Nor should they strip the tender plants. If the freedom of a child to be one with nature is curtailed, it will only stunt him and hamper his natural growth.

The poem belongs to the pastoral tradition in which human beings are one with nature, and nature is associated with happiness fruitfulness and contentment. Images of birds, trees, skylarks and huntsmen create a feeling of unfettered freedom and freshness. On the other hand, the images of the cage, the school, etc., create a feeling of oppression and impairment. The rhyme scheme of the poem is ababb.

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