

ENGLISH

Standard

X

SPECIAL SCHOOL - HEARING IMPAIRED

QUESTION POOL



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION

Prepared by
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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 within 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 can 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 you 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' competency 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 - 2 score each

Time: 10 minutes

Question 2

Read the following passage and answer the questions given below:

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 are the thoughts that came to his mind when Vanka raised his eyes to the dark window pane?
2. Describe the appearance of Konstantin Makarich.
3. What did the grandfather do during day time?
4. How is Eel described in the passage?
5. Pick out a word from the given that is opposite in meaning to the word 'vaguely'.
 - a. vividly
 - b. distinctly
 - c. differently

Score: Questions 1 to 5 - 2 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. What would he do to overcome the cold?
3. How did the women react to grandfather?
4. How did grandfather express his delight?
 - by laughter and shouting
 - hugging himself against the cold
 - holding out his snuffbox to the women

Score: Questions 1 to 5 - 2 score each

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 was the weather?
3. What sights does a person see in the dark night?
4. How did the 'sky appear'?
5. Identify a word from the passage that means 'to rub something hard in order to clean it'.

Score: Questions 1 to 5 - 2 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. What did the master do to Vanka?

2. What did the cruel mistress do to Vanka?
3. How did the other apprentices behave to him?
4. What did they give Vanka to eat?

Score: Questions 1 to 4 - 2 score each

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. Who was Vanka's favourite person?
2. When did Vanka spend his time with Miss Olga Ignatyevna?
3. How did Miss Olga help Vanka?
4. What happened to Vanka after the death of his mother?
5. Pick out the one word from the passage that means a dance with four or more couples'.

Score: Questions 1 to 5 - 2 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. Pick out a sentence from the passage that shows.
 - a. Time and weather
 - b. There were rats in the room -
 - c. The room was not electrified -
 - d. The narrator was very poor -
 - e. He was living in a room -

Score: Questions 1 a-e 1 score each

Total - 5 score

Time: 10 minutes

Question 8

Some of the major events of the story 'The Snake and the Mirror' are given in jumbled order. Sequence them in the order in which they occurred and write a paragraph using them.

- a) He ran to his friend's house for life.
- b) He lived in a small rented house. His earnings were meager.
- c) A snake coiled around his arm.
- d) He decided to marry a fat lady.
- e) The snake slithered down to the table.
- f) He was a great admirer of beauty. He tried to look handsome.
- g) A snake fell down the floor with a dull thud sound.

Score: Questions 1 a-g 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:

I realised how reverently these animal-actors were treated when I happened to see the shooting of a film twenty years ago in Disney Studio in Hollywood. The main character in this film was a large dog. I reached the studio to find that the shooting had not yet started; the camera man was getting the lights ready. It is customary for actors to be present when the lights are arranged, for they have to show the cameraman how they'll walk, or where they'll stand, in a particular shot. In the case of very famous stars, this job is done by their stand-ins. A stand-in is usually a person who is physically similar to the real star. The stars themselves arrive only when the lights are ready and it is time to take a shot.

1. What did the author realise when he happened to see the shooting of a film?
2. Find out the name of the studio mentioned in the passage.
3. Who was the main character in the film?
4. What is customary for actors in the film?
5. What is meant by 'stand-in'?

Score: Questions 1 to 5 - 2 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. Pick out the one word from the passage that means 'covered'.

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.

1. What is the peculiarity of animals used in Hollywood films?
2. Name the film made by Hitchcock mentioned in the passage.
3. What was the role of birds in the films?
4. What did Hitchcock do to get ravens for his film?

Score: Questions 1 to 4 - 2 score each

Time: 12 minutes

Question 4

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. What was the obvious thing to get the animals?
2. Where was Bharat circus holding show?
3. What did Ray do to get the tiger for the shooting?
4. How is the ring master Mr Thorat described?
5. Pick out a word from the passage that means "easy to see or understand".

Score: Questions 1 to 4 - 2 score each

Question 5 - 5 score

Time: 15 minutes

Question 5

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. Where was the shooting taking place?
2. What did Ray want to do?
3. What was the tiger required to do?
4. How long will they need the tiger for shooting?
5. How did the manager agree to send the tiger?

Score: Questions 1 to 5 - 2 score each

Time: 10 minutes

Question 6

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 are the group of men doing when the scene begins?
3. What is Ali doing in the scene?
4. Where does Ali place the bundle of nan?
5. What did Ali ask Akbar, the shopkeeper?

Score: Questions 1 to 5 - 2 score each

Time: 10 minutes

Question 7

Read the passage carefully and complete the given box suitably.

Cobbler's Shop

Close up of a cobbler stitching a girls' shoe. Only the pink shoe and the cobbler's hands are in the frame. The camera moves back to middle distance to show Ali sitting on a low chair next to the cobbler and watching him work. The cobbler finishes stitching the shoe, picks up the other one of the pair and hands them both to Ali.

Cobbler : That'll be thirty Toumans.

Ali : Thank you

a. Place	
b. Characters	
c. Actions	

Score: Questions 1 to 5 - 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.

1. Where does the incident take place?

2. Pick out a word from the passage that means 'boredom'.
3. Why did the narrator become aware?
4. How was the man seemed to be?

Score: Questions 1 to 4 - 2 score each

Time: 10 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. What happened to his parents?
2. How did his uncle help him?
3. How was his life in the city?
4. What did he do to recoup the money?
5. Pick out a word from the passage that means "the process of conducting legal proceedings against someone".

Score: Questions 1 to 5 - 2 score each

Time: 10 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 offer given by the land lady?

4. How did the narrator help the young man?

5. Pick out a word from the passage that means 'too small to be considered as important or useful.'

Score: Questions 1 to 5 - 2 score each

Time: 10 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 was the tradition in the small Texas school?
2. Describe the scholarship jacket.
3. Who was awarded the scholarship jacket?
4. What was Martha's father?
5. Why was Martha sent to her grandparents?
6. Why did Martha expect she should get the scholarship jacket?

Score: Questions 1 to 6 - 2 score each

Time: 10 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.

1. What did the students do instead of paying attention in the class?
2. When did Martha feel desperate?
3. How was Martha called among her friends?
4. How old was Martha?
5. Pick out the word from the passage that means 'to lose hope'.

Score: Questions 1 to 5 - 2 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 were engaged in the argument?

Score: Questions 1 to 4 - 2 score each

Time: 10 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 did Martha look straight in the eyes?
4. What idea do you gather about the principal from this passage?
5. Find out the phrase from the passage that the principle was nervous.

Score: Questions 1 to 5 - 2 score each

Time: 10 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 ask Martha?
4. Find out the word from the passage that means 'a garden tool with a long handle and a blade'.

Score: Questions 1 to 5 - 2 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. Pick out the phrase in the passage suggests that "the children didn't like the company of their father?"
5. How is the rabbit described?

Score: Questions 1 to 5 - 2 score each

Time: 10 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. How did the rabbit behave?
3. Why did mother ask the children to put the rabbit down the field?
4. Pick out a word from the passage that means 'to make a surprise attack'.

Score: Questions 1 to 4 - 2 score each

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. What was the soar problem to the children?

2. What was mother's remarks?
3. Pick out a word from the passage that means 'self indulgence'.
4. What did the rabbit do at tea-time?
5. Dumb despair was coming over m sister's eyes - why?

Score: Questions 1 to 5 - 2 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. What did the children decide to do with Adolf?
2. Pick out a word from the passage that means 'became happy'.
3. Why did mother protest?
4. How did Adolf make himself at home?

Score: Questions 1 to 4 - 2 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 habit had the rabbit cultivated when it grew up?

Score: Questions 1 to 5 - 2 score each

Time: 10 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?

Score: Questions 1 to 4 - 2 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.
- Reciting 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 is the 'A childlike thing'?
3. What did the girl request her father, one day?
4. How did the father respond to her request?

Score: Questions 1 to 4 - 2 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 - 2 score each

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. Write the name of the priest?
2. Why was the old priest so tired?
3. When did he nod in a chair?
4. Pick out an instance of alliteration from these lines.
5. Identify a visual image from the above lines.

Score: Questions 1 to 5 - 2 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.'
Who opened the door?
2. Why was the sick man's wife surprised to see 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 - 2 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. Who had made the night of stars?
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 - 2 score each

Time: 8 minutes

Question 4

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

'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.

1. 'I have no rest, nor joy.' Why?
2. What was his prayer?
3. What slowly grew into millions?
4. Pick out two sets of rhyming words.

Score: Question 1 - 2 score

Time: 8 minutes

Unit 4
FLIGHTS OF FANCY

Question 1

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 - 2 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 is the time mentioned here?
2. What does the poet experience in a summer morning?
3. Pick out an instance of auditory image from the above lines.
4. Pick out rhyming words.
5. What drives away all the joy of the boy?

Score: Questions 1 to 5 - 2 score each

Time: 10 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. The bird has no joy when it sings sitting in the cage - pick out the lines.
4. What takes away from a child when he fears annoy?

Score: Questions 1 to 4 - 2 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 happens when the buds are nipped?
2. What is replaced by tender 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 - 2 score each

Time: 10 minutes

Question 4

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

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!

1. What scenes does the boy see in the morning?
2. How does the boy feel the company of skylarks?
3. What drive away all the joys?
4. Pick out two sets of rhyming words?

Score: Question 1 - 4 2 score each

Time: 8 minutes

3. Constructing Discourse

Various discourses are practised in classrooms. Mainly they are:

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

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 talks 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 and talked with him. Imagine between them. 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 Byne*. He approached the manager of Bharat Circus in Calcutta to hire a tiger. What would be the conversation between Ray and the manager?

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? Attempt it.

Unit 4 - Flights of Fancy

1. The principal told Martha that there was a change in policy in awarding the Scholarship Jacket. Martha was very sad. What would be the likely conversation between Martha and principal?
2. 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 or official and friendly. 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 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

Sender's address

Bentonville, Texas

Date

December 2, 2016

Salutation

Dear Martha,

Informal beginning

Hope you are fine.

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.

Closing of the letter

Convey my love and regards to your parents and grandparents.

With lots of love and best wishes

Yours lovingly

Farewell phrase

Sd/-

Sender's signature

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 a 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. Vanka - leads a miserable life in Alyakhin's house. He writes a letter to his grandfather describing the cruelty of his master. Prepare the likely letter.
2. Imagine that Grandfather received the letter of Vanka. He felt very sad on reading it. He writes a reply to the letter. Help Grandfather to prepare the letter.

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. 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 a 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.

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.

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.

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 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 cannot complete the shooting because the tiger did not act according to his plans. He felt very sad. At night he wrote what all happened on that day, 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 on that 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 when 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.

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

Use apt format of a diary (date, day, time)

- Mention the date, day, time etc.
- 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 narrated 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. 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.

_____ Good opening
_____ setting

_____ 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 in the mirror. Like the homeopath, the snake was also conscious of its beauty. It slowly crept 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....'

_____ images

_____ Variety of sentences

_____ good ending

Practice Questions

Unit 1 - Hues of Life

1. Imagine that Vanka's grandfather received the letter. What will grandfather 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.

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.
- Sequence the events properly.
- Express the theme/message properly.
- Uses suitable vocabulary and sentence varieties.
- Uses figurative language.
- Provides a proper beginning and ending.

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 striking idea 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. clarity of idea

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 relevant idea 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 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, 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 the 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 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 that the school has to offer.

Martha, in her appearance is lanky and even earned humorous nick names from her friends. 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 does not hide her happiness. But while talking to her grandfather she 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.

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 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 education in the Institute of Dramatic Arts in Tehran. He is well-known 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 for Best Foreign Language Film.

Begin with name

simple language

include all details

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.

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.



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. 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.

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. They take care of the house and are faithful to their masters. 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. 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 nowadays 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 sentence. 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.

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 a verb 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. VOCABULARY

Find out words from the box which are similar in meaning to the following phrases.

Unit I

1. a place where people can stay at night.
2. people belonging to a high social class.
3. to put under the care of a master to learn a craft.
4. to move like a snake
5. a large open container with a wheel and two handles that is used to carry things.

gentry, wheelbarrow, slither, tavern, apprentice

Unit II

1. a large bird of the crow family, with shiny black feathers and a rough cry.
2. a support with three legs for a camera.
3. an old Iranian currency.
4. an old type of large heavy gun.
5. a thick long bread made like chappathis.

Toumans, nan, raven, cannon, tripod

Unit III

1. showing a tendency to commit crimes
2. a room or space just below the roof of a house.
3. to move one's head up and down to show agreement.
4. sudden and impossible to control.
5. a lawyer who prepares legal documents.

Solicitor, delinquent, nod, attic, convulsive

Unit V

1. a loud and confused noise.
2. the nose and mouth of an animal.
3. to make somebody become caught or twisted.
4. a place in the shade.
5. to decorate with flowers or jewels.

muzzle, bedeck, clamour, bower, entangle

6. LANGUAGE ELEMENTS

Match the following items in column A with Column B suitably.

- | A | B |
|-------------------------------------|--|
| a. If you study hard | - i. seek the advice of a doctor |
| b. Would you mind | - ii. didn't he? |
| c. The faster you run | - iii. you will pass the examination |
| d. You had better | - iv. as though he saw a snake |
| e. He was frightened | - v. giving me your pen? |
| f. He told his story | - vi. the more you get tired |
| g. He is the man | - vii. where we visited last year |
| h. It is the place | - viii. the she-bear would attack the place. |
| i. As soon as I reached the station | - ix. who came yesterday |
| j. If you took the bear cabs | - x. the train left |

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 excellent 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

A rented room where I lived near the park

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'.

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) has his 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	
The Persistence Of Memory	Salvador Dali	Spanish	Albert Einsteins theory of relativity
Guernica	Pablo Picasso	Spanish	Spanish Civil War
Scream	Edvard Munch	Norwegian	

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, MALGUDI

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?

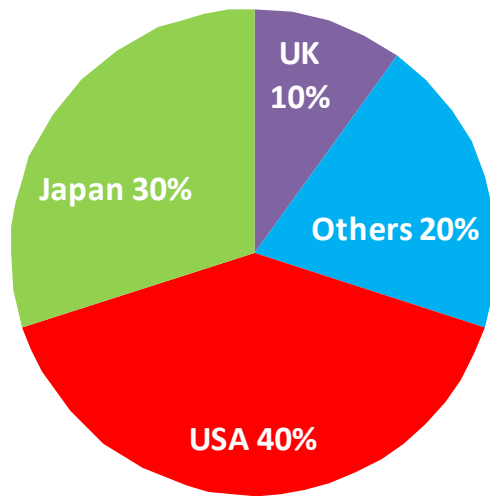
Score: Questions 1 - 5 - 1 score each

Time: 10 minutes

Question 6

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

Distribution of Overseas Tourist Traffic from India.



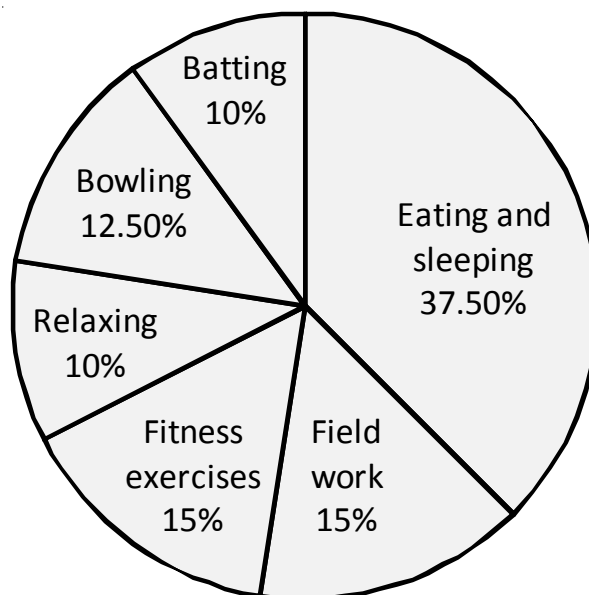
1. What is the percentage of Indian tourists who went to the USA?
2. Which is the country least preferred by Indians?
3. What is the percentage of traffic to Japan?
4. What does the word 'others' refer to here?
5. Based on the figure, what conclusion do you arrive at about UK?

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 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 applications 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 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.

1. What were Vanka's thoughts when he raised his eyes to the dark window-pane? 2
2. What was Vanka's grandfather? 2
3. Describe Konstantin Makarich in your own words. 2
4. What would grandfather do at night? 2
5. Find out the word from the passage which means: 'to succeed in gaining somebody's affection.' 1

Questions 6 - 9. Read 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.
 'I have no rest, nor joy, nor peace,
 For people die and die;
 And after cried he, 'God forgive!
 My body spake not I!'

6. What was the condition of the old priest? 2
7. Where were half of the priest's flock? 2
8. What was the priest doing at the moth-hour of the eve? 2
9. Pick out the lines which show that the priest was worried. 2
10. Pick out any two sets of **rhyming words** from the lines above. 2

11. Read the passage from 'My Sister's Shoes'.

The Footpath Outside the Bakery

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.

Now, complete the table given below.

5

Location	a.
Characters	b. a group of men c. d.
Activities	e. f.
Sounds	g. hawker's voice

12. Answer any ONE of the following in about 60 words.

6

- 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 authorities Martha drafts a **letter of complaint** to the Director. Write the letter imagining you are Martha. You may use the hints given.

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

OR

- B. The younger brother in the story 'Two Brothers' succeeded in getting happiness. He narrates his journey. Prepare the likely **narrative** in your own words. You may begin in this manner:

Two brothers started a journey down in the forest.....

[Hints : find a stone with inscriptions - go straight - swim across the river - take the cub - run up the mountain - see a house]

13. Satyajit Ray meets the manager of Bharat Circus to express his sincere gratitude for providing tigers for the film. Write the likely **conversation** between Ray and the manager. 5
14. The English Club of your school is organising a seminar on the topic 'Child Labour'. As the secretary of the club, draft a **notice** inviting all the students and teachers to the programme. 5

5

15. The story 'The 'Best Investment I Ever Made' tells us how the narrator's act of kindness transformed a man's life. Imagine that the narrator makes a **diary entry** expressing his excitement. What would he write? Write the likely diary entry. 5

Questions 16-20. The English Club of your school is organising a film festival in the last week of October, 2016. Read the notice carefully and answer the questions that follow.

RAY FILM FEST 2016
28th to 31st October, 2016
Inauguration by
Dr. Kamalahasan, 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	Ottaal	Malayalam Feature film	2 Hours
31-10-16 ,5 pm	Life in the Amazon forest	Documentary	45 minutes

16. Who is to inaugurate the film fest? 2
17. How many feature films are to be screened in the fest? 2
18. What is the title of the Malayalam film selected for screening ? 2
19. Where would the film fest take place? 2
20. Name the film to be screened as a documentary. 2
21. **Read the description given below and correct the errors underlined.** 4

Delhi is a crowded city. There are few very people who travel by their own vehicles. The majorities of the people cannot afford to hire a taxi or a three-wheeler. They have to depended on Delhi Transport Company buses, which are the cheaper mode of conveyance.

22. **Match the items in Column A with those given in Column B.** 4

A	B
a. You had better	helping me to reach the theatre?
b. If you were to sleep while rocking the cradle	seek the permission of the manager.
c. They are planning something different,	the mistress would beat you.
d. Would you mind	aren't they?

23. Complete the passage choosing the appropriate phrasal verbs given in the box. 4

Athul -- (i) -- from his house with his parents to buy some stationery. He --- (ii) --
-- his favourite clothes and got in the car with his father. On the way to the town they --
(iii) -- their family friend waiting for a vehicle. He said that while driving back from the
office his car had --- (iv) ---.

a. came across b. broken down c. put on d. set out

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

Full name	:	Lev Nikolayevich Tolstoy
Born	:	September 9, 1828 Yasnaya Polyana, Russian Empire
Occupation	:	Novelist, Short story writer, Playwright, Essayist
Spouse	:	Sophia Tolstoya
Notable works	:	<i>War and Peace, Anna Karenina, Resurrection</i>
Death	:	November 20, 1910 (aged 82)

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

to , for , by , and , an

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

26. Complete the passage using suitable words from the box. 4

wantonness, threat, unmoving, muttered

When night fell and my father set off to work, the rabbit was still ----- (a). Dumb despair was coming over my sister's eyes, a ----- (b) of tears before bedtime. Clouds of my mother's anger gathered, as she ----- (c) against my father's ----- (d).

* * * *

Question Paper - 2

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

I realised how reverently these animal-actors were treated when I happened to see the shooting of a film twenty years ago in Disney Studio in Hollywood. The main character in this film was a large dog. I reached the studio to find that the shooting had not yet started; the camera man was getting the lights ready. It is customary for actors to be present when the lights are arranged, for they have to show the cameraman how they'll walk, or where they'll stand, in a particular shot. In the case of very famous stars, this job is done by their stand-ins. A stand-in is usually a person who is physically similar to the real star. The stars themselves arrive only when the lights are ready and it is time to take a shot.

1. When did Ray realise the respect given to the animal actors in Hollywood? 2
2. Where did the shooting of the film take place? 2
3. Who is a stand-in? 2
4. When do the stars arrive for shooting a scene? 2
5. Find out a word from the passage which is opposite in meaning to the word 'departure'. 1

6. Some of the events in the story 'The Scholarship Jacket' is given in a jumbled order. Rearrange the events in the correct order. 6

- Martha was asked to pay fifty dollars.
- Martha had a dream of winning the scholarship jacket.
- Martha argued for her scholarship jacket.
- The principal favoured Joann for the scholarship.
- She left the school heart-broken.
- She got 'A grades' and became eligible for the scholarship.
- Finally the principal felt guilty and gave the scholarship jacket to Martha.

- a.
- b.
- c.
- d. Martha was asked to pay fifty dollars.
- e.
- f.
- g.

Questions 7-11. Read the following lines from 'The Girl's Garden' and answer the questions that follow.

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.

She wheeled the dung in a wheelbarrow
Along a stretch of road;
But she always ran away and left
Her not-nice load,

And hid from anyone passing.
And then she begged the seed.
She says she thinks she planted one
Of all things but weed.

7. How did the girl work in the garden? 2
8. What did the girl do in the garden? 2
9. Did she mind plowing with her hand? 2
10. What did the girl do with the seed? 2
11. Pick out two sets of rhyming words from the poem.

Questions 12 to 16. Study the details of two hotels given below and answer the questions that follow:

Tankunj Aru Beach Hotel Sabah	Borneo City Hotel Sabah
<ul style="list-style-type: none"> • Luxurious king-sized rooms • Beach front with sunset view • Free boat-ride to surrounding islands • Rs 2500/- per night 	<ul style="list-style-type: none"> • Semi-luxurious double bed rooms • Walking distance to town • Free tour to Mount Kinabalu • Rs 2000/- per night

12. If you like to go for a boat-ride, which hotel will you prefer? 2
 13. Which is the cheaper hotel among the two in the list? 2
 14. You are interested in semi-luxury rooms. Which hotel will you prefer? 2
 15. If you want to go to Mount Kinabalu free of cost, which hotel will you select? 2
 16. In which hotel will you get sunset view? 2
 17. **Answer any ONE of the following in about 60 words.** 7
- A) The doctor in the story 'The Snake and the Mirror' was frightened and ran for his life. **Narrate** the story in your own words.

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

OR

B) 'The Best Investment I Ever Made' is a beautiful story. You wish to tell the story to your friend. **Narrate** the story in your words.

(Hints: travels on a ship - a man of forty comes - Mr and Mrs John S - solicitor - takes care of adolescents from juvenile courts - reminds of a suicide attempt - has no money to live - the doctor, landlady and the author help)

- 18. Imagine that the junk collector identifies the bag with the shoes and returns it to Ali, next day. Ali wrote a letter of gratitude to the junk collector. Draft the likely **letter**. 6
- 19. After getting the scholarship Jacket Martha felt very happy about fulfilling her dream. She wrote down her thoughts in her diary. Prepare the likely **diary entry**. 6
- 20. Prepare a short **profile** of **D H Lawrence** using the hints given below. 5

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

21. Imagine that the narrator in the story 'Adolf' is your friend. You meet his father, while he brings the rabbit home. What will be the likely **conversation**? 5

You : Hi uncle! What is it in your hand?
 Father : It's a small rabbit.
 You :
 :
 :
 :

22. Write one word for the following, from the ones given in the box below. 5

- a. to put under the care of a master to learn a vocation
- b. to be able to move quickly and easily
- c. a wooden object that makes a series of short loud sounds
- d. to succeed in gaining somebody's affection
- e. to eat very fast

gobble, rattle, apprentice, agile, insinuating

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

Let children learn / (a) judge their own work. A child learning to talk does not learn / (b) being corrected all the time. If corrected too much, he will avoid talking. He notices a thousand times a day / (c) difference between the language he uses and the language around him / (d) use.

(by, those, to, in, the)

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

Satyajit Ray decided to **postpone** (a) (put off /

put on) his shooting. He could not **tolerate** (b) (put up / put up with) wasting money. Mr Thorat could not **convey** (c) (put on / put across) to the tiger what he meant. So the shooting went to a pause. He is planning to **continue** (d) (go on / go off) with the shooting from the next week.

25. Frame sentences matching the items in column A to B. 3

A	B
1. This is the camera	who introduced me to the manager.
2. That is the place	which he used to shoot the film.
3. He is the person	where the shooting had taken place.

* * *

Question Paper - 3

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

'Moscow is such a big town. There are so many gentlemen's houses and such a lot of horses and no sheep and the dogs are not a bit fierce. The boys don't go about with the star at Christmas and they don't let you sing in church and once I saw them selling fishing-hooks with the lines and for any fish you like and there was one that would hold a sheat-fish weighing thirty pounds. And I have seen shops where there are all sorts of guns just like the master has at home. They must cost a hundred roubles each. And in the butchers' shops there are grouse and wood-cock and hares but the people in the shop don't say where they were shot.

1. What sights do you see in Moscow town? 2
2. What can you get from the butcher's shops in Moscow? 2
3. 'They must cost a hundred roubles each.' What is the 'they' referred to here? 2
4. Pick out a word from the passage that means 'angry and aggressive'. 2
5. What were the boys doing when Vanka met them once? 2

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

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.'

6. Which place did the father give to his daughter? 2
 7. 'On your slim-jim arm.' - What does the father mean by this? 2
 8. Pick out a set of rhyming words from the above lines. 2
 9. Pick out an instance of alliteration from the above lines. 2
- 10. Some of the major events of the story 'The Snake and the Mirror' are given in jumbled order. Sequence them in the order in which they occur and write a paragraph using them.** 8
- a) He lived in a small rented house. His earnings were meagre.
 - b) He ran to his friend's house for life.
 - c) A snake coiled around his arm.
 - d) He decided to marry a fat lady.

- e) The snake slithered down to the table.
 f) He was a great admirer of beauty. He tried to look handsome.
 g) A snake fell down the floor with a thud sound.

11. Answer any ONE of the following in about 80 words.

6

- A. You want to save Vanka from the sufferings he faces from Alyakin. You decided to write a letter to the 'Child Helpline' giving details of Vanka's sufferings. What would you write? Draft the likely **letter**. (Use the hints given below.)
 (nine year old orphan - grandfather brings to Alyakin - suffers a lot - ill-treatment of master - cruelty of mistress - unkindness of other apprentices - hopes grandfather's arrival - imagines a happy life with grandfather)

OR

- B. Given below are hints about children's rights. You are asked to deliver a speech on the topic 'Children's Rights'. Prepare a **speech** to be delivered in the school assembly.

Freedom of
speech

Liberty

Survival

Protection from
child labour and
hazardous work

Free and
compulsory
education

To be respected
and accepted

*Respected headmaster, teachers and dear friends,
 Good morning to all.
 We are children. We have rights.*

12. Imagine that after writing the letter and dropping it into the post box, Vanka runs back to Alyakin's house. Reaching home, he starts writing his diary. Prepare the likely **diary entry**. You may begin like this:

5

August 30, 2016 Tuesday

Today I sent a letter to my grandfather

13. Satyajit Ray wants to use a tiger for a shot in his film. He goes to the manager of Bharat Circus. They talk about taking a tiger to the shooting place. What would be the likely conversation? Write the likely **conversation** between Ray and the Manager.

5

14. Prepare a short **profile** of Majid Majidi using the hints given below. 5

Birth : April 17, 1959

Nationality : Iran

Known as : Film director, producer, screen writer

Major 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

15. Replace the words underlined with the words given in brackets. 4
- Vanka continued writing the letter till midnight. (went on/ went off)
 - Satyajit Ray decided to postpone his meeting with the circus manager for another day. (put on/put off)
 - Vanka could not tolerate his master's cruel behaviour. (put up with/ put up)
 - Mr Thorat could not convey to the tiger what he meant. (put across/put up)

16. Change the affirmative sentences given into negative. 2
- Ali was searching for his sister's shoes.
 - Zahra liked to wear Ali's shoes.

17. Match the following items in Column A with those in Column B suitably. 5

Column A	Column B
a. You had better	won't he?
b. If you slept while rocking	who is physically similar to the real star.
c. The apprentices told Vanka	write a letter to your grandfather.
d. He will marry a fat lady	to steal Alyakin's things.
e. A stand-in is a person	the mistress would beat you.

18. Complete the following table analyzing the sentences given below. One is done for you. 6

- The boy was playing with a cricket ball.
- They decided to shoot in a thick forest.
- Mr Thorat opened the door of the cage

Noun phrase	Verb phrase	Prepositional phrase
a. The boy	was playing	with a cricket ball.
b.
c.

19. Read the following word pyramid. 3

Tiger
 A tiger
 A tiger in the forest
 A tiger in the forest that caught a deer.

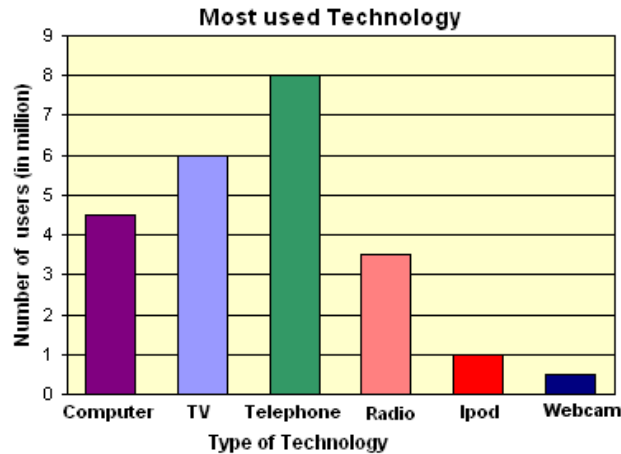
Now, write a word pyramid using the word 'Cat'.

20. The passage given below contains a few errors, which are underlined. Edit the errors.

3

I read the story of Vanka. It was realy (a) a touching story. Vanka were (b) cruelly ill-treated in Alyakin's house. The master and the mistress brutally pained him even for very small issues. He feel (c) very bad and he wrote a letter to his grandfather.

Questions 21 - 25. Examine the given bar diagram carefully.



Now, answer the questions given.

21. Which type of technological device is used by people the most? 2
22. Write a sentence comparing the use of IPod and Webcam. 2
23. How many million people use Radio as a technology? 2
24. 4.5 million people use computer as a technological aid. But it is 6 million in the case of TV. What do you infer from this data? 2
25. Which is the least used technology as given in the chart? 2

Question Paper - 4

Questions 1-5. Read the passage from 'The Best Investment I ever Made' 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. What happened to the parents of the young man? 2
2. How did his uncle help him? 2
3. How was his life in the city? 2
4. What did he do to recoup the money? 2
5. Pick out a word from the passage that means 'the process of conducting legal proceedings against a crime'. 2

Questions 6-10. Read the following lines from the 'The Ballad of Father Gilligan' and answer the questions that follow.

Upon the time of sparrow chirp
 When the moths came once more,
 The old priest Peter Gilligan
 Stood upright on the floor.

'**Mavrone**, mavrone! The man has died
 While I slept in the chair.'
 He **roused** his horse out of its sleep
 And rode with little care.

6. When did the moth come once again? 1
7. What did the priest do? 1
8. Pick out a line in which Father expresses his worry. 1
9. What did Father Gilligan do then? 1
10. Pick out two sets of rhyming words. 1

Questions 11-15. Read the following passage from '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.

11. What was the tradition in the small Texas school? 2
12. Who received the scholarship jacket a few years back? 2
13. Why did Martha expect that she would get the scholarship? 2
14. What was Martha's father? 2
15. Why was Martha sent to her grandparents? 2
16. Answer any ONE of the following in about 80 words. 7

(A) The young man in the story 'The Best Investment I ever Made' narrates his story to the doctor, the sergeant and landlady. Prepare the **narrative**.

(Hints: Parents died - an orphan - utterly - friendless - victim of the society eager to taste pleasure - lost all his savings - effort to recoup - steal money from the office safe - attempted suicide)

OR

(B) Martha really deserved the scholarship jacket. But Mr. Boon recommended Joann for it. Finally Martha got the jacket. **Narrate** the events that led Martha winning the jacket.

(Hints: tradition in the Texas school - present scholarship jacket to the best. Martha eagerly desired - incredibly small girl - overheard a conversation - Jacket shows be given Joann - Principle informed scholarship jacket cost 15 dollars - grandfather told her - shouldn't have to pay jacket. Martha explained principal - felt guilty Martha got scholarship Jacket)

17. Martha was extremely happy on getting the scholarship jacket. She wrote a letter to her father describing the efforts behind getting the scholarship jacket. Draft the **letter**. 6
18. The English club of your school decides to conduct a film festival. Children of Heaven, Paradise Lost, Colour of Paradise are the films to be screened. As the Secretary of the club, prepare a **notice** giving details. 5
19. Choose the correct word for the following from the box below. 5
 - a) A person who treats illness using homeopathic methods.
 - b) To make a person interested to know about something
 - c) To get back an amount of money you have spend

- d) A custom or way of doing something existed for a long time
 e) The natural quality of a person's character

(disposition, intrigue, tradition, recoup, homeopath)

20. Replace the underlined words choosing the correct phrasal verbs given in brackets.

4

Satyajith Ray decided to postpone (a) (put off/put on) his shooting. He couldn't tolerate (b) (put up/put up with) behaviour of Mr. Thorat. Mr. Thorat could not convey (c) (come on/come across) his ideas to the tiger. It was difficult for the tiger to understand (d) (make out/make up) what Mr. Thorat meant.

21. Complete the following sentence using appropriate words from those given in brackets.

4

Martha is the protagonist a the story, there are other characters b contribute c the main events d the story.

(who, to, of, in)

22. There are some errors in the given passage. Edit and rewrite the passage. 4

Vanka is a (a) unhappy orphan who have (b) been apprenticed to the shoemaker, Alyakhin in Moscow (c). On a Christmas eve, Vanka sits down to writing (d) a letter to his grandfather.

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

Report of the sale of books in the school book fair

Type of books	Students	Parents	Teachers	Total
Biographies	32	118	17	167
Science Fiction	76	12	21	109
Humour	63	24	33	120
Fiction	292	55	45	392
Travelogues	27	9	10	46
General topics	92	50	54	196

23. Which books are popular among students? 2
 24. Which books are sold the least in the fair? 2
 25. How many books related to the general topics are bought by the teachers in the fair? 2
 26. Which is sold the most among the teachers in the fair? 2
 27. Which books are best preferred by the parents? 2

28. Match the following suitably.

5

A	B
a. As soon as I reached the station	helping me to do the homework?
b. If you run fast	study well.
c. You had better	hasn't she?
d. Would you mind	the train left.
e. Martha has won the jacket	you will win race.

29. Prepare a short profile of Bob Dylan using the details given below. 5

Born : May 24, 1941

Famous as : artist, writer, singer, song writer

Major works : Blowin in the wind, The Times, They are a Changing

Awards : Golden globe Residential Medal of Freedom (2012), Nobel Prize (2016)

#

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. When Vanka raised his eyes to the dark window pane, the reflections of the candle flickered and in his imagination distinctly saw 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. In the daytime he either slept in the back kitchen or sat jocking with the cook and the kitchen maids.
4. 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.
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. His rattle would be fastened to his belt. He would be throwing out his arms and hugging himself against the cold.
3. The women would take a pinch and sneeze.
4. by laughter and shouting.

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. The sky seemed dark and cloudy as if it would rain.
5. scrubbed.

Question 5

1. The master took him by the hair and dragged him out into the yard and beat him.
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 gave Vanka bread in the morning and gruel for dinner and in the evening bread again.

Question 6

1. Miss. Olga Ignatyevna
2. When his mother was alive and in service at the big house.
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. quadrille.

Question 7

1. It was a hot summer night about ten O'clock.
2. One could say that rats and I shared the room.
3. I took out my box of matches and lighted the kerosene lamp on the table.
4. I had just set up medical practise and my earnings were meagre.
5. It was small rented room.

Question 8

1. b
2. f
3. d
4. g
5. c
6. e
7. a

Unit 2

Question 1

1. He realised how reverently the animal actors were treated.
2. Disney studio in Hollywood.
3. The main character in film was a large dog.
4. It is customary for actors to be present when the lights are arranged for, they have to show the camera man, how they will walk or where they will stand in a particular shot.
5. A stand-in is usually a person who is physically similar to the real star.

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.

Question 4

1. To look in a circus, since they were likely to have trained animals.
2. Marcus Square in Calcutta.
3. He fixed an appointment with the Tamil manager of the Bharat circus and went to meet him.
4. The ring master Mr. Thorat was a forty year old, well built South Indian with features somewhat like that of a Nepali.
5. Obvious

Question 5

1. Near Shiuri in Birbhoom
2. He wanted to show a tiger in a thick bamboo grove.
3. Tiger was required to come out of the bamboo grove in an open space, pace gently for a while, look at a camera and then go back.
4. A couple of hours.
5. The Manager would put the tiger in its cage and send it in a lorry.

Question 6

1. On the footpath outside the bakery and the vegetable store
2. The small group of men were waiting in a queue outside the bakery to buy a nan.
3. Ali is seen coming out from the bakery into the footpath.
4. Ali places it on top of a pile of boxes of vegetables stacked in front of the shop.
5. Ali asked for some potatoes.

Question 7

- a. cobbler's shop
- b. cobbler, Ali
- c. - Ali sitting on a chair next to the cobbler and watching him work.
- Cobbler finishing stitching the shoe.

Unit 3**Question 1**

1. On the deck of a ship
2. Tedium
3. Because one of the passengers was watching him closely, following his gaze everytime he passed.
4. He seemed affected by troubled, rather touched diffidence.

Question 2

1. His parents were dead.
2. 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.
3. The young man was all alone in the city, utterly friendless. This made him an easy victim of the loose society.
4. To recoup, he stole some money from the office safe for a final gamble
5. Procecutation

Question 3

1. Seven pounds and ten shillings.
2. He resolved to make no report upon the case, so that no court proceedings would result.
3. The landlady offered a month's free board until he should get upon his feet again.
4. Gave him the seven pounds and ten shillings which he would put back in the office safe.
5. Paltry

Unit 4**Question 1**

1. A scholarship Jacket was to the student who had maintained the highest grades for eight years.
2. The scholarship Jacket had a big gold 'S' on the left front side the name written in gold letters on the pocket.
3. Rosie, the eldest sister.
4. Farm labourer
5. Martha's father was a farm labourer and did not earn enough to feed his eight children. So Martha was sent to her grandparents to raise.
6. Martha had scored a straight A since her first grade. So she thought that she should get the Jacket.

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 felt desperate when she looked at the mirror.
3. Beanpole and string bean.
4. Fourteen years old
5. Despair

Question 3

1. Because Martha heard loud, angry voices as if in an argument.
2. Eavesdrop
3. It was about who should be given the scholarship jacket - Martha or Joann.
4. Mr. Schmidt and Mr. Boone

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 injustice.
5. He looked away and fidgeted.

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. Hoe

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.

Question 2

1. The children held the warm milk close to its nose and wetted its mouth and whiskers with drops of milk.
2. Rabbit sat still as if it was far away, retreated down, hidden, oblivious.
3. 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.
4. Ambushed

Question 3

1. The Rabbit so still and unmoving in the piece of flannel and still alive.
2. It prefers to sulk its life away, silly little thing.
3. Wantonness
4. Hopped a few inches out of the flannel and sat there uncovered.
5. There was no response from the rabbit and she had lost all hope of the rabbit coming back to life.

Question 4

1. He must live at large in the house.
2. Enchanted
3. He was so tiny and dropped his tiny pills on the bed.
4. He would become alert, hobble up to the sugar-basin and reach for it.

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. Mother 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.

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. Recently married son-in-laws, who were newcomers into the family.

Analysing Textual Poems (Page 27)**Unit 1****Question 1**

1. The poet
2. Working on the farm.
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

Unit 3**Question 1**

1. Peter Gilligan
2. 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.
3. At the moth-hour of the eve.
4. Was weary
5. Green sods

Question 2

1. The sick man's wife.
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. 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

Question 4

1. For people die and die
2. God forgive, my body spake not I.
3. Stars began to peep and slowly grew into millions.
4. die-I, asleep-peep.

Unit 4**Question 1**

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. Summer morning
2. 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.
3. Huntsman winds his horn
3. morn-horn, tree - me
4. The thought of school drives away all the joy of the boy.

Question 2

1. He spends his anxious hours in the classroom
2. 'Nor in my book can I take delight'

3. How can the bird that is born for joy
Sit in a cage and Sing?

4. Youthfull spring

Question 3

1. Summer cannot arise enjoy.
2. Sorrow and care's dismay.
3. When one is happy and with nature.
4. ababb
5. blossoms blown

Question 4

1. Birds singing, huntsman winding his horn and the skylark singing with him.
2. He felt sweet company.
3. The thought of going to school in summer morning.
4. morn-horn, tree-me.

Language Elements (Page 65)**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

Vocabulary

Unit I

1. tavern

2. gentry

3. apprentice

4. slither

5. wheel barrow

Unit II

1. ravern
2. tripod
3. Toumans
4. Cannon
5. nan

Unit III

1. delinquent
2. attic
3. nod
4. convulsive
5. solicitor

Unit V

1. clamour
2. muzzle
3. entangle
4. bower
5. bedeck

Language elements

- a. iii
- b. v
- c. vi
- d. i
- e. iv
- f. ii
- g. ix
- h. vii
- i. x
- j. viii

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 Club of GVHSS MALGUDI
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. It is the least preferred country by Indians. / Only 10% prefer to go to UK.

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

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.
