

**SAMPLE QUESTIONS
ENGLISH**

STANDARD X

CONTENTS

1. Analysing Textual Passages	3
2. Analysing Textual Poems	7
3. Analysing Unfamiliar Passages	11
4. Constructing Discourses	13
5. Interpreting Data	19
6. Using Language Elements	22

1. Analysing Textual Passages

Unit 1

GENERATIONS

Question I

Competencies: Reads and analyses literary pieces
Uses language elements contextually

Read the following passage and answer the questions that follow:

At 9.30, when he ought to have been shouting in the school prayer hall, Swami was lying on the bench in Mother's room. Father asked him, 'Have you no school today?'

'Headache,' Swami replied.

'Nonsense! Dress up and go.'

'Headache.'

'Loaf about less on Sundays and you will be without a headache on Monday.' Swami knew how stubborn his father could be and changed his tactics. 'I can't go so late to the class.'

'I agree, but you'll have to; it is your own fault. You should have asked me before deciding to stay away.'

'What will the teacher think if I go so late?'

'Tell him you had a headache and so are late.'

'He will beat me if I say so.'

'Will he? Let us see.'

1. What would Swami usually do during prayer time at school?
2. What, according to Father, is the cause of Swami's headache?
3. Complete the sentence given below suitably.

If Swami had said 'headache' once again, his father _____

4. Do you think Swami is honest in his words? Justify your answer citing instances from the passage.

Score: Questions 1 to 3 - 1 score each

Question 4 - 2 scores

Time: 10 minutes

Question II

Competencies: Reads and analyses literary pieces
Uses language elements contextually

Read the extract and answer the questions that follow:

As he approached the yellow building he realised that he was perjuring himself and was ruining his teacher. Probably the headmaster would dismiss Samuel and then the police would chain him and put him in jail. For all this disgrace, humiliation and suffering, who would be responsible? Swami shuddered. The more he thought of Samuel, the more he grieved for him...

1. 'Swami realised that he was perjuring himself and was ruining his teacher.' What does this statement suggest about the nature of Swami?
2. Pick out an expression which means 'to shake because you are frightened' from the extract.
3. What, Swami fears, will be the consequences of delivering the letter to the headmaster?
4. Look at the expression:

The more he thought of Samuel, the more he grieved for him.

Complete the following suitably.

- a. The more he thought of his father, _____
- b. The weaker Swami became, _____

Score: Questions 1 to 3 - 1 score each

Question 4 - 2 scores

Time: 10 minutes

Question III

Competencies: Reads and analyses literary pieces

Read the passage and answer the questions that follow:

Ravi sat back on the harsh edge of the tub, deciding to hold out a bit longer. What fun if they were all found and caught - he alone left unconquered! He had never known that sensation. Nothing more wonderful had ever happened to him than being taken out by an uncle and bought a whole slab of chocolate all to himself. There he sat smiling, knocking his heels against the bathtub, now and then getting up and going to the door to put his ear to the broad crack

and listening for sounds of the game, the pursuer and the pursued and then returning to his seat with the dogged determination of the true winner, a breaker of records, a champion.

1. What, according to Ravi, is the greatest fun of hiding in the desolate shed?
2. What present does Ravi dream of being gifted with when he becomes the champion?
3. Who are the pursuer and the pursued referred to in the passage?
4. Which expression in the passage is suggestive of Ravi's strong decision to win the game?
5. How does Ravi express his happiness though impatiently waiting in the shed?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question IV

Competencies: Reads and analyses literary pieces
Uses language elements contextually

Read the extract and answer the questions that follow:

'My eyes? What are you going to do with my eyes? Look, I've got a little money on me. Not much, but it's something. I'll give you everything I've got if you'll let me go. Don't kill me.' 'You shouldn't be scared, senor. I'm not going to kill you. I just want your eyes.' 'But what do you want them for?' 'It's my sweetheart's idea. She'd like to have a bouquet of blue eyes. There aren't many people around here that have them.' 'Mine won't do you any good. They aren't blue, they're light brown.'

1. Why did the stranger try to pluck the narrator's eyes?
2. What offer did the narrator make to save himself from the man?
3. Complete the following sentence suitably

If the man let the narrator go, he _____

4. Do you think that the stranger's sweetheart really asked for a bouquet of blue eyes? Why?

Score: Questions 1 to 3 - 1 score each

Question 4 - 2 scores

Time: 10 minutes

Unit 2

THE WORLD OF MYSTERY

Question I

Competencies: Reads and analyses literary pieces
Uses language elements contextually

Read the passage and answer the questions that follow:

I shrugged my shoulders, mumbled, 'I'll be right back,' and went out into the darkness. At first I couldn't see anything at all. I groped my way along the stone-paved street. I lit a cigarette. Suddenly the moon came out from behind a black cloud, lighting up a weather-beaten white wall. I stopped in my tracks, blinded by that whiteness. A faint breeze stirred the air and I could smell the fragrance of the tamarind trees. The night was murmurous with the sounds of leaves and insects. The crickets had bivouacked among the tall weeds. I raised my eyes: up there the stars were also camping out. I thought that the whole universe was a grand system of signals, a conversation among enormous beings. My own actions, the creak of a cricket, the blinking of a star, were merely pauses and syllables, odd fragments of that dialogue. I was only one syllable, of only one word.

1. Who are engaged in the dialogue referred to in the passage?
2. 'I was only one syllable, of only one word.' What does it signify?
3. What quality of the night is felt quite striking for the narrator?
4. Classify the following group of words into two heads as shown below.

the moon, came out from behind, a faint breeze, my own actions, raised my eyes, shrugged my shoulder

the moon	came out from behind

Score: Questions 1 to 3 - 1 score each

Question 4 - 2 scores

Time: 10 minutes

2. Analysing Textual Poems

Unit 1

GENERATIONS

Question I

Competencies: Reads, analyses and appreciates the given poem
Reads and identifies poetic craft

Read the lines from the poem 'Night of the Scorpion' and answer the questions that follow:

May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world
against the sum of good
become diminished by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through,
groaning on a mat.

1. Who are the 'they' referred to in the lines?
2. What effect does the poison have on mother according to the folk assembled there?
3. What does 'the peace of understanding on each face' suggest?
4. Cite an instance of alliteration from the lines.
5. Pick out the line that hints 'despite the prayers of the peasants the pain of the mother persisted'.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question II

Competencies: Reads, analyses and appreciates the given poem
Reads and identifies poetic craft

Read the lines from the poem 'Night of the Scorpion' and answer the questions that follow:

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.
Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.
The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.
With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found

1. Who are the different persons referred to in these lines?
2. Cite an instance of simile from the lines.
3. What expression does the poet use to suggest that the scorpion has left the place after stinging the mother?
4. How does the poet portray a tiny creature like scorpion as something big and gigantic?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question III

Competencies: Reads, analyses and appreciates the given poem
Reads and identifies poetic craft

Read the lines from the poem 'Once Upon a Time' and answer the questions that follow:

Once upon a time, son,
they used to laugh with their hearts
and laugh with their eyes;
but now they only laugh with their teeth,
while their ice-block-cold eyes
search behind my shadow.

1. What does the expression 'Once Upon a Time' imply?
2. Comment on the expression, ' but now they only laugh with their teeth'.
3. The poet talks about 'their hearts', 'their teeth', 'and their ice-block-cold eyes'. Who are referred to here?
4. Pick out the expressions the poet uses to contrast the past with the present.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question IV

Competencies: Reads, analyses and appreciates the given poem
Reads and identifies poetic craft

Read the lines from the poem 'Once Upon a Time' and answer the questions that follow:

But believe me, son.
I want to be what I used to be
when I was like you. I want
to unlearn all these muting things.
Most of all, I want to relearn
how to laugh, for my laugh in the mirror
shows only my teeth like a snake's bare fangs!

1. What does the poet want to be? Pick out expressions from the lines above to justify your answer.
2. Why are they called 'muting things'?
3. What does the poet want to *unlearn* and *relearn*?
4. What confession does the poet make when he says 'my laugh in the mirror shows only my teeth like a snake's bare fangs!' ?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Unit 2

THE WORLD OF MYSTERY

Question I

Competencies: Reads, analyses and appreciates the given poem
Reads and identifies poetic craft

Read the lines from the poem 'The Himalayas' and answer the questions that follow:

At that time
I am seventeen, and have just started
to wear a sari every day.
Swami Anand is eighty nine
and almost blind.
His thick glasses don't seem to work,
they only magnify his cloudy eyes.
Mornings he summons me
from the kitchen
and I read to him until lunch time.
One day he tells me
'you can read your poems now'.
I read a few, he is silent.
Thinking he's asleep, I stop.
But he says, 'continue.'
I begin a long one
in which the Himalayas rise
as a metaphor.

1. What change can you notice in the speaker on the days referred to in these lines?
2. What purpose do the glasses serve for Swami Anand?
3. Why did the speaker stop reading her poem?
4. The narrator reads out a poem before Swami Anand. What idea do you get about her poem?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

3. Analysing Unfamiliar Passages

Question I

Competencies: Reads and analyses unfamiliar text

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

To sing a song has been deeply related to human life from ancient times. The first form of song might be a lullaby sung by a mother to put her child to sleep. Children have a special liking for songs. Grownups enjoy singing songs to babies and they enjoy listening to them.

In recent years, there has been a boom in 'karaoke'. Karaoke includes CD players with voice mixing facilities and are used to provide musical accompaniment for solos. The Japanese word 'kara' of kara-oke means empty, while the "oke" is a Japanese abbreviation of the English word, 'orchestra.' These two words coming together mean an orchestra without a vocalist. Karaoke systems are widespread in many countries nowadays. To relish karaoke is not difficult at all. All you have to do is buy a karaoke CD and practice singing songs. Believe me! You will be a singer one day!

1. Who, according to the author, is considered as the first singer of the world?
2. How does the author establish the idea that songs are deeply related to human life?
3. How does technology influence the singing habit of the humans?
4. What does the word 'karaoke' mean?
5. Do you agree with the author's opinion that everyone can be a singer one day? Justify your answer.

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question II

Competencies: Reads and analyses unfamiliar text

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

The world appears to be gloomy in the absence of a true friend. Man, by nature, is a social animal. A man, who lives alone, is either an angel or a beast. Therefore, the need for a true and honest friend is always important for man. True friends, no doubt, are rare in this world. A friend is the elixir of life and panacea for

many ills. A friend is very useful at the time of adversity. But there are many persons in this world who are fair weather friends. When one's purse jingles with money, they flock around him; otherwise, run away. I would always like to have friends who possess qualities of both the head and heart. Do you have any one such friend?

1. What do you mean by the phrase 'fair weather' friends?
2. 'A friend is the elixir of life and panacea for many ills.' What does this statement mean?
3. Why does the author state that friends should possess the qualities of both the head and the heart?
4. 'Friends are people who stand by you in times of need.' Quote relevant sentence from the passage which means the same.
5. What, according to the author, is so rare in this world?

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question III

Competencies: Reads and analyses unfamiliar text

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

Trees are Nature's wonders and a great gift to mankind as well as to all those who depend on them. While some dependants stay on the trees, others come to them to rest or to feed. Still others use them to raise their offsprings. Humans have used almost any and every tree to their benefit.

It is very sad that the same humans are destroying trees all over the world in the name of 'development'. This can be to create factories, new townships, wider roads, railways, entertainment centres and so on. They do not realise that they are making a big mistake. More trees would mean better rains, cooler climates, and decreased use of air-conditioners and refrigerators. This would lead to the reversal of global warming. What a wonderful thing to happen!

1. Why are trees considered as 'Nature's wonders'?
2. How does 'development' affect trees?
3. What do 'more trees' bring to us?
4. 'What a wonderful thing to happen!' What is the wonderful thing referred to here?
5. Pick out the sentence that suggest 'the selfish attitude of human beings' from the passage.

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

4. Constructing Discourses

Unit 1

GENERATIONS

Question I

Competencies: Drafts letters
Makes use of the features of a letter

The letter written by Swami's father to the headmaster plays an important role in the story 'Father's Help'. The content of the letter is not disclosed throughout the story. Imagine the content of the **letter** and draft it.

Score: 6

Time: 12 minutes

Question II

Competencies: Drafts letters
Makes use of the features of a letter

'As he approached the yellow building he realized that he was perjuring himself and was ruining his teacher.' Swami was regretful of his lies. Imagine he wrote a letter seeking apology from his teacher Samuel. How would that **letter** be?

Score: 6

Time: 12 minutes

Question III

Competencies: Prepares conversation relevant to the context
Makes use of the features of a conversation

Imagine that Swami explained everything that happened at school to his mother after his father tore the letter into pieces. What could be the likely **conversation** between them. Write at least six exchanges.

Score: 6

Time: 12 minutes

Question IV

Competencies: Prepares conversation relevant to the context
Makes use of the features of a conversation

After the heated exchange between Swami and his teacher Samuel in the classroom, Swami's father happened to meet Samuel. What would be the likely **conversation** between them?

Score: 6

Time: 12 minutes

Question V

Competencies: Describes a person
Makes use of the features of a character sketch

Swami portrays Samuel as very violent, aggressive and cruel. As the story progresses we see Samuel quite different.

Prepare a **character sketch** of Samuel.

Score: 5

Time: 10 minutes

Question VI

Competencies: Prepares diary entry reflecting one's feelings and emotions
Makes use of the features of a diary entry

'You deserve your Samuel.' Father's comment disappoints Swami. He expresses his feelings in his diary. Write the likely **diary entry** of Swami in about 60 words.

Score: 5

Time: 10 minutes

Question VII

Competencies: Prepares profile based on the details given
Makes use of the features of a good profile

Prepare the profile of R. K. Narayan using the details given below.

Name : R K Narayan
Birth : October 10, 1906, Chennai
Famous as : Novelist, short story writer
Brother : R.K Laxman (Famous Cartoonist)

Achievements and awards:

Padma Bhooshan(1964), Sahitya Akademi Award
(1958), A C Benson Medal (1980)

Nominated as Rajyasabha Member.

Famous works : Swami and Friends, The Guide, Malgudi days,
The English Teacher

Death : 2001.

Score: 6

Time: 12 minutes

Question VIII

Competencies: Sequences the data given into a meaningful paragraph
Makes use of the linkers to connect sentences

At the end of the story 'Games at Twilight' Ravi felt heart broken. The events that led to it are given below in jumbled order. Arrange them sequentially and develop them into a paragraph using suitable linkers.

- The others had forgotten him and gone on with other work.
- Ravi, one of the hidiers, hid in a dark and desolate shed.
- Ravi was silenced by a terrible sense of insignificance, caused by the ignominy of being forgotten.
- The children decided to play the game hide and seek.
- He soon realised to win the game, he had to touch the Den.
- Everyone looked at him with amazement when he shouted out Den, Den, Den.

Score: 5

Time: 10 minutes

Unit 2

THE WORLD OF MYSTERY

Question I

Competencies: Drafts letters
Makes use of the features of a letter

The narrator of the story 'The Blue Bouquet' got a letter from one of his friends after his shocking experience. The letter is given below. Read it and prepare a reply to the **letter**.

26, Royal Avenue
NW15RE, Mexico
10th August

Dear friend,

Hope you are doing well. I heard about the strange experience you had in the street. I am thoroughly confused. I can't just believe it. What happened really? I want to know more about it. Hope you will let me know of the details soon.

Convey my regards to all. Do reply.

With love,

Jacob Thomson

Score: 6

Time: 12 minutes

Question II

Competencies: Drafts letters

Makes use of the features of a letter to the editor

A news report describing the bitter experience of the narrator of the story 'The Blue Bouquet' is given below. Read it carefully and write a **letter** to the editor of a daily expressing your concern on the increase of such violent incident.

Violence Never Ceases

Mexico: The incident that happened yesterday night scared the villagers again. A tourist who went out for a walk in the street was attacked by a stranger. He attempted to pluck out the eyes of the tourist using a knife. The

stranger, it is said, was seeking a pair of blue eyes. Fortunately, the tourist's eyes were not blue and he was spared. The police says that they have intensified the search for the culprit.

Score: 6

Time: 12 minutes

Question III

Competencies: Prepares conversation relevant to the context

Makes use of the features of a conversation

The narrator of the story 'The Blue Bouquet' was really shocked by the terrible incident in the street. He ran to the hotel immediately after he was released by the stranger. Seeing the frightened narrator the hotelkeeper enquires what really happened. Prepare the likely **conversation** between them. Write at least 6 exchanges.

Score: 6

Time: 12 minutes

Question IV

Competencies: Constructs narratives based on incidents

Makes use of the features of writing a good narrative

After the horrifying incident happened in the street the narrator of the story 'The Blue Bouquet' ran back to his hotelroom.

Write a short **narrative** of his thoughts based on the hints provided.

(**Hints:** repents disregarding hotelkeeper's advise - praise to Almighty for the escape - takes a pledge not to go out during night - thinks about the family members - decides to leave the room at the earliest.)

Score: 7

Time: 15 minutes

Question V

Competencies: Prepares paragraphs

Makes use of the features of writing a paragraph

The stranger in the story 'The Blue Bouquet' said that his sweetheart wished to have a bouquet of blue eyes. Do you believe this? What do you think about the stranger's words? Write a **paragraph** expressing your views on the stranger's demand in not more than 60 words.

Score: 5

Time: 10 minutes

Question VI

Competencies: Prepares narrative

Makes use of the features of a good narrative

The narrator of the story 'The Blue Bouquet' was really shocked by the incident that happened in the street. He recorded his feelings in his diary as follows:

May 12, 2011

Unpredictable incidents always happen in my life. Strange experiences...unbelievable encounters...Today's was the most horrible one. When I paced slowly through the streets I had the faintest idea about what was in store for me... Who was he? I didn't dare to ask. What really was his intention? Did he just plan to scare me? Did he really intend to gouge my eyes? I still can't believe what he said. Making a bouquet of blue eyes for his sweetheart! What a strange idea!

Narrate in about 120 words the incident that scared the narrator.

Score: 7

Time: 15 minutes

Question VII

Competencies: Prepares news report based on the note given
Makes use of the features of a good news report

Given below is a note prepared by a newspaper reporter after interviewing the narrator of the story 'The Blue Bouquet'. Using the note prepare a **news report** of the incident.

A tourist was attacked-yesterday night- a strange incident-he walked outside-a stranger demanded his eyes to make a bouquet- it was for his beloved-the incident shocked the tourists- everybody was frightened-be careful to walk at night.

Score: 7

Time: 15 minutes

Question VIII

Competencies: Prepares diary entry reflecting one's feelings and emotions
Makes use of the features of a diary entry

The narrator of the story 'The Blue Bouquet' was extremely frightened after the incident that happened in the street at midnight. He jotted down his feelings and emotions in his diary. How would the **diary entry** be?

Score: 5

Time: 10 minutes

Question IX

Competencies: Prepares profile based on the details given
Makes use of the features of a good profile

Prepare the profile of Octavio Paz using the details given below.

Name	:	Octavio Paz Lozano
Date of birth	:	March 31.1914
Place of birth	:	Mexico city
Famous as	:	Poet and diplomat
Works	:	Luna Silvestre (Wild Moon), Cabellera, The Labyrinth of Solitude
Awards	:	Nobel Prize for Literature in 1990
Death	:	1998

Score: 6

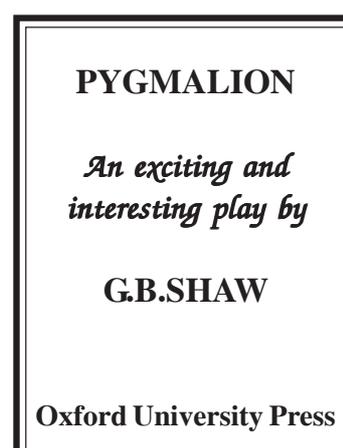
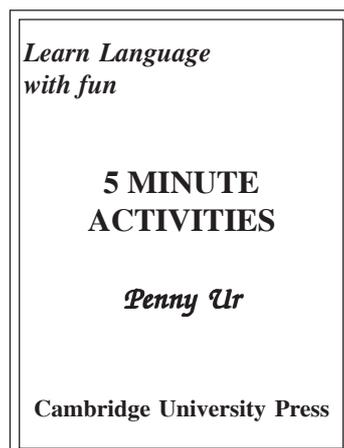
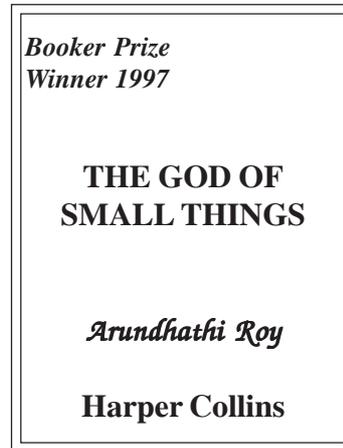
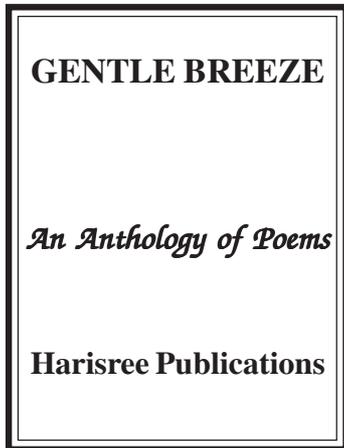
Time: 12 minutes

5. Interpreting Data

Question I

Competencies: Analyses and interprets the given data

Look at the front covers of certain books and answer the questions that follow.



1. Which book will you present to a friend who likes poetry?
2. Name the publisher of the book written by Penny Ur?
3. Your friends are searching for a play to be staged in the school fest. Which book will you recommend?
4. Name the award Arundhati Roy received in 1997?
5. A learner who wants to make his/her language learning interesting will select _____

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question II

Competencies: Analyses and interprets the given data

Read the headlines and answer the questions that follow.

Adithya crowned National Snooker Champion

Stocks rebound sharply

Medical Council of India to hold National level PG Entrance Examination.

Fire station opened at Technopark

Mr. Cameron steps in as riots spread

1. The headline associated with investment is _____ .
2. 'Mob violence' is suggested in the headline _____ .
3. The news heading that comes under 'Educational news' is _____ .
4. The only sports news among the above list is _____ .
5. The headline that talks about measures to check casualty is _____ .

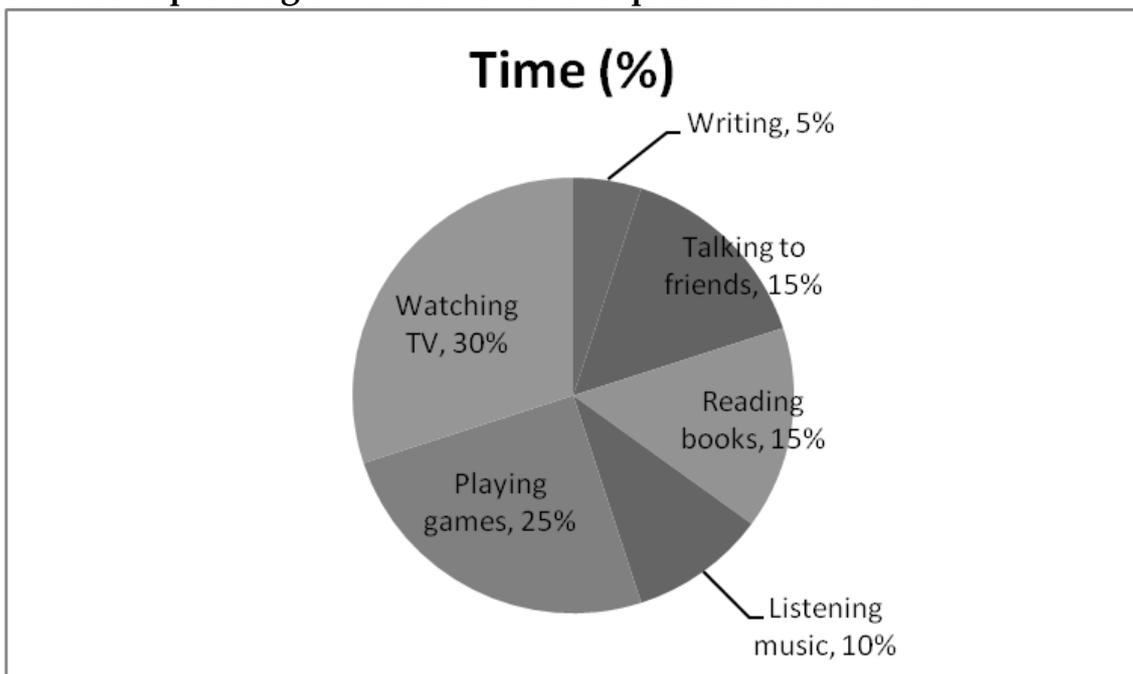
Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question III

Competencies: Analyses and interprets the given data

A survey on how teenagers spend their pastimes gave the following results. Look at the pie-diagram and answer the questions that follow.



1. Name the favourite pastime of majority of the teenagers.
2. Which pastime is least popular among the teenagers?
3. Name the pastimes which have equal popularity among teenagers.
4. Which pastime is less popular than reading books, but more popular than writing?
5. Name the pastime that enjoys a position next to the most favourite pastime.

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

6. Using Language Elements

Question I

Competencies: Uses language elements relevant to the context

Look at the following sentences.

He bought a new **bag**.

He **bagged** his belongings and left the place.

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

a. water

b. pen

c. pocket

Score: 6

Time: 12 minutes

Question II

Competencies: Uses language elements relevant to the context

Fill in the blanks in the passage given below with the right phrases given in brackets.

The man I saw on the road had ____ a ____ very expensive dress. When asked he told me he was a tourist and wanted to ____ b ____ the museum. He really struggled to ____ c ____ his ideas in English. He ____ d ____ explaining his interest in history but I hardly understood anything.

(go on, call at, put on, put across)

Score: 4

Time: 6 minutes

Question III

Competencies: Uses vocabulary and language elements relevant to the context

Imagine that you give instructions to your younger brother on how to perform a physical exercise. Write four instructions as shown in the example below.

e.g. Stand straight.

Score: 4

Time: 6 minutes

Question IV

Competencies: Uses language elements relevant to the context

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

Narrator : What do you want my eyes for?

The man : It's my sweetheart's idea.

1. What did the narrator ask the man?
2. What was the man's reply?

Score: 2

Time: 4 minutes

Question V

Competencies: Edits and refines a loosely written passage

Uses language elements relevant to the context

Here is a passage written by Byju, a student of Standard X. There are some errors in it. They are given in bold letters. Edit the following passage.

When his father **die** (a) in 2000, Rahim **is** (b) just fifteen years old. Then his family left Dubai and settled in Kerala. He studied for his higher secondary in one of the schools in his home town. He later **take** (c) a master's degree in English language and literature and became a college lecturer. He wanted to go back to Dubai where he **spend** (d) his boyhood days. He believes that if he **did not come** (e) back to Kerala he would have been a great business man. His close friend Abhiram used to tell him, 'If I were you I **will** (f) be contented to be a college lecturer'.

Score: 6

Time: 9 minutes

Question VI

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

Edit the following passage.

He listened to the loud noise from the hillside. It occurs to him that they were in the battle field. Once he has supposed that fight with the enemy country would be a thrilling experience. He gaze around him and was astonished to see the dust and smoke rising like a cloud. The trench in which he hide was so small that he could hardly breathe. Before he came out of it, all his friends went to their camps.

Score: 6

Time: 9 minutes

Question VII

Competencies: Uses language elements relevant to the context

Look at the sentences given below. They take the same verb but the categories of words that follow the verb are different.

He has a car. (verb + noun phrase)

He has to fight. (verb + to infinitive)

Write two sentences like the above with the verb 'is'

1. She is _____.

2. She is _____.

Score: 2

Time: 4 minutes

Question VIII

Competencies: Uses language elements relevant to the context

Complete the following conversation suitably.

Swami: Arun, my father treats me very rudely.

Arun : Really? Why does he do that?

Swami: My fate, what else? _____ a _____?

Arun: He is also strict. But not rude I should say.

Swami: How can I manage him?

Arun : The more you protest, _____ b _____
Swami: That's true. Your father's a teacher, _____ c _____?
Arun: Yes. If your father were a teacher _____ d _____
Swami: Who knows?
Arun : _____ e _____?
Swami: Only once in a month I skip classes.
Arun: Be a good boy Swami. Your father will like you very much.
Swami: You preach to me as though _____ f _____
Arun: You deserve your father!

Score: 6

Time: 9 minutes

Question IX

Competencies: Uses language elements relevant to the context

Complete the following conversation suitably.

Raghu: You hid in the shed for quite a long time, _____ a _____?
Ravi : Yes, I wanted to be the champion.
Raghu: Any idea, _____ b _____?
Ravi: Almost one hour.
Raghu: The quicker you came out _____ c _____
Ravi : But then I wouldn't win the game.
Raghu: Even now you didn't, _____ d _____?
Ravi: Yes. I won. But you guys didn't accept it.
Raghu: You behave as if _____ e _____
Ravi : You are also like the others, not accepting defeat.
Raghu: _____ f _____?
Ravi: No, I don't think I have done anything against the rule of the game.

Score: 6

Time: 9 minutes