

**QUESTION POOL
ENGLISH**

STANDARD VIII

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1. Analysing Textual Passages

Unit 1 & 2

Question I

Competencies: Reads and analyses literary pieces
Uses vocabulary contextually

Read the following passage and answer the questions that follow:

Subal locked his son in, and went off to prepare a bowl of a really bitter brew. Sushil was in a quandary. He loved lozenges and loathed anything bitter, especially the brews his father made. And he was dying to go to the Bose's. But now there seemed to be no chance. When Subal returned to the room with a big bowl of bitter brew, Sushil jumped out of bed saying, 'I am fine now, my stomach-ache has gone. I'm going to school.' 'You are not going out anywhere today', said Subal. 'Drink this and lie here quietly for the rest of the day.' He forced the brew down Sushil's reluctant throat, locked the door from outside, and left.

1. Why was Sushil in a confusion?
2. 'I am fine now, my stomach-ache has gone. I'm going to school.' Why did Sushil say so?
3. What do you mean by the expression 'reluctant throat'?
4. Why did Subal lock the door from outside?
5. Pick out a word from the passage that means 'a medicinal drink'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question II

Competencies: Reads and analyses literary pieces
Uses language elements contextually

Read the extract and answer the questions that follow:

You'd remember, of course, that once upon a time Subal had told himself that if he ever got back his lost childhood he'd lock himself up in his study and pore over his books all day long. He'd even give up listening to grandmother's stories at night and would learn all his lessons in all earnestness. Now that he

was young again, he hated the very thought of studying or going to school. Sushil was very angry with him, and said, 'Father, aren't you going to school today?' Subal looked down, scratched his head, and said. 'I can't. I've got a stomach-ache.' 'Stomach-ache!' said Sushil angrily, 'Don't try your tricks on me. I used to get a similar stomach-ache to avoid going to school. Don't try to fool me, I know all about it.' Sushil had known so many different ways of playing truant and the memory was still so fresh in his mind that it was quite impossible for his poor father to fool him.

1. Compare the previous and the present attitudes of Subal towards learning?
2. Why was Sushil angry with Subal?
3. What do you mean by the expression 'playing truant'?
4. Why couldn't Subal fool Sushil?
5. What helped Sushil understand that his father was trying to fool him?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question III

Competencies: Reads and analyses literary pieces
Uses vocabulary contextually

Read the extract and answer the questions that follow:

Subal too forgot at times that he was no longer old. He would go and join a gathering of old people and comment on their discussions. Needless to say, it would annoy them very much. They boxed his ears, scolded him for being precocious, and told him to go away. Forgetting that he did not look old, he'd ask his tutor for a puff of tobacco. The tutor caned him soundly and made him stand on one leg as a punishment for his impertinence. He forgot his new look once again, and asked the barber why he didn't come to shave him any more. The barber thought he was joking and replied, 'I will, in another ten years or so.' Sometimes Subal would go and smack Sushil as before. The elderly Sushil would flare up and say, 'Is this the kind of manners they're teaching you in school these days? How dare you?'

1. Why were the old people annoyed?
2. Cite an instance to show that Subal forgot his new look.
3. 'I will, in another ten years or so.' What did the barber mean?

4. Find the word for the expression 'behaving in an adult way' from the passage.
5. What made the tutor angry with Subal?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question IV

Competencies: Reads and analyses literary pieces

Uses vocabulary contextually

Read the following passage and answer the questions given below:

The aunt and the children were conversing in a limited, persistent way. Most of the aunt's remarks seemed to begin with 'don't' and nearly all of the children's remarks began with 'why'. The bachelor said nothing out loud. 'Don't Cyril, don't,' exclaimed the aunt, as the small boy began smacking the cushions of the seat, producing a cloud of dust at each blow.

'Come and look out of the window,' she added.

1. Why were the aunt and the children conversing in a limited, persistent way?
2. Most of the aunt's remarks seemed to begin with 'don't' and nearly all of the children's remarks began with 'Why'. What nature of their behaviour can you make out from the remarks?
3. Pick out the word from the passage that means 'to hit something against something else'.
4. Why did the aunt ask the small boy to come and look out of the window?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

2. Analysing Textual Poems

Unit 1 & 2

Question I

Competencies: Reads, analyses and appreciates the given poem

Read the following stanza of the poem 'The Enchanted Shirt' and answer the questions given below.

At last two famous doctors came,
And one was as poor as a rat,
He had passed his life in studious toil,
And never found time to grow fat.

The other had never looked in a book;
His patients gave him no trouble,
If they recovered they paid him well,
If they died their heirs paid double.

1. Why did the doctors come?
2. What difference do you find between the two doctors?
3. Why did the heirs of the second doctor's patient pay him double?
4. What is the first doctor's life dedicated to?

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 following stanza of the poem 'Dreams' and answer the questions given below.

Hold fast to dreams
For, if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For, when dreams go
Life is a barren field
Frozen with snow.

1. Why does the poet compare life without dreams to a broken-winged bird?
2. Pick out a word picture from the second stanza.
3. Pick out two pairs of rhyming words from the poem.
4. Who according to you is the speaker of the poem?

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 following stanza of the poem 'The Enchanted Shirt' and answer the questions given below.

The old sage said, 'You are as sound as a nut.'
'Hang him up,' roared the king in a gale;
In a ten knot gale of royal rage,
The other leech grew a shade of pale.

But he pensively rubbed his sagacious nose,
And thus his prescription ran,-
King will be well, if he sleeps one night
In the Shirt of a Happy Man.

1. Why did the king roar in a gale?
2. Who is referred to as 'the other leech' in the poem?
3. What remedy was prescribed for the King's recovery?
4. Pick out a pair of rhyming words from the lines.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

3. Sequencing and Writing Paragraphs

Question I

Competencies: Reads and analyses literary texts

Sequences ideas in the order of events

Using cohesive devices relevant to the context

A few major events of the play Macbeth are given below. But they are not in proper order. Sequence them and write a paragraph linking the events properly.

- Lady Macbeth took the daggers from him and left them in Duncan's room.
- Macbeth stole into the room where Duncan slept and murdered him
- Duncan's sons Malcolm and Donalbain fled the castle.
- Macbeth and his wife joined in the mourning for the king and pretended to be overcome with grief.
- Macbeth and his wife were crowned king and queen of Scotland.
- The murder was discovered

Score: 5

Time: 10 minutes

Question II

Competencies: Reads and analyses literary texts

Sequences ideas in the order of events

Using cohesive devices relevant to the context

A few major events of the play Macbeth are given below. But they are not in proper order. Sequence them and write a paragraph linking the events properly.

- The ghost of murdered Banquo entered the hall and sat in the royal chair of Macbeth.
- Lady Macbeth was afraid that the dreadful secret would be out
- Macbeth invited all the noble men in the kingdom to a royal banquet.
- Macbeth spoke to the ghost in the presence of all the guests .
- The guests arrived and took their seats at the table in the order of their ranks.

Score: 5

Time: 10 minutes

3. Analysing Unfamiliar Passages

Question I

Competencies: Reads and analyses unfamiliar text

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

While visiting an elementary school to enquire about the damage caused to it by a group of antisocial elements I was interrupted by a little girl about six years old. Looking up and down at my uniform, she asked, 'Are you a cop?' 'Yes,' I answered and continued writing the report. 'My mother said if I ever needed help I should ask the police. Is that right?' 'Yes, that's right,' I told her. 'Well, then,' she said as she extended her foot towards me, 'would you please tie my shoe?' The little angel made me do it gracefully.

1. Why did the cop visit the school?
2. Who were involved in the offence against the school?
3. Did the cop take the girl seriously at first? Support your answer by quoting relevant sentence from the text.
4. What advice did the girl's mother give to her daughter?
5. How did the cop react to the demand of the girl?

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 fight of the cobra and the mongoose is a classic drama often seen in India. The mongoose is not immune to the venomous bite, but is faster and quicker in motion than the snake. The cobra assumes a posture of defence and attempts to reach the animal by a sweeping strike, but the quick moving mongoose jumps out of reach and comes at the snake from another direction before the snake can get into the striking position again. This constant movement tires and discourages the snake and the mongoose is finally able to leap in close and bury its teeth in the snake's neck usually severing the joints of its vertebrae.

1. What quality enables mongoose to win over the cobra?

2. How does cobra attack the mongoose?
3. What does mongoose do to tire the cobra?
4. Pick out the expression which suggests that the mongoose is always the winner.
5. Pick out a word that means: to cut something into pieces.

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:

Sarah was hoping to get the lead role in the upcoming school play. Last year she played the role of Darma in the school's production of 'My Favorite Day.' The audience loved her performance. She received a huge round of applause at the end of every performance.

This year the school will be putting on a production called 'My Crazy Week.' Sarah began to practice her lines three times a day for four weeks before auditions. The week before the audition she began to practice with two friends. Sarah practiced the part of Jane, Mike practiced the part of James, and Amanda practiced the part of Teresa.

When the auditions started Sarah did an excellent job! Her outstanding performance won her the role of Jane. As soon as she learned that she won the part, she ran home to practice for opening night.

1. What play did Sarah do the role of Darma in?
2. What is the lead role in the upcoming play?
3. How long before the play did Sarah begin practicing her lines?
4. What aspect of Sarah's character is being revealed in the passage?
5. Pick out the sentence which shows that Sarah is cheered well by the audience?

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

4. Constructing Discourses

Unit 1 & 2

Question I

Competencies: Explains statements

Subal and Sushil were fed up with their unreasonable wishes.

'Unreasonable wishes results in unreasonable outcomes'.

Explain the statement in about 60 words in the light of the story 'When Wishes Come True'.

Score: 5

Time: 10 minutes

Question II

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

To stay away from school, Sushil pretended that he had a stomach ache. But Subal could see through the trick at once. Write about 60 words the **thoughts** that might have run through Subal's mind.

Score: 6

Time: 12 minutes

Question III

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

Sushil was excited when his wish was granted by the Goddess. He was overwhelmed with joy. He scribbled his feelings in his diary. Write the likely **diary entry** of Sushil.

Score: 6

Time: 12 minutes

Question IV

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

The passers-by were amazed to see old Sushil trying to climb a tree. They wondered whether the old man had gone mad. They engaged in a conversation. Write the likely **conversation** between any two passers by. Write at least five exchanges.

Score: 6

Time: 12 minutes

Question V

Competencies: Describes an event

Makes use of the features of a description

Story telling is an art.' The children were interested more by the bachelor's story than that of the aunt. Why? Justify your views in about 60 words.

Score: 5

Time: 10 minutes

Question VI

Competencies: Prepares conversation relevant to the context

Makes use of the features of a conversation

Read the conversation between the aunt and the bachelor.

Aunt : Its impossible to narrate stories which children can both understand and appreciate.

Bachelor : I don't agree.

Continue the **conversation**. Write at least five exchange.

Score: 5

Time: 10 minutes

Question VII

Competencies: Prepares notes based on the hints provided

Makes use of the features of a good write-up

The news of Bertha's goodness reaches the Prince. He decides to allow her to walk in his royal park once in a week. She is the only child who gets the permission to walk in the park. Imagine the Prince sends a note to Bertha through one of his soldiers intimating the same. Prepare a the **note**.

Score: 6

Time: 12 minutes

Question VIII

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

While walking in the park, Bertha saw a wolf stealing towards her. She ran as hard as she could and managed herself to hide among the bushes. She was terribly frightened. What would her **thoughts** be then? Write briefly in about 60 words.

Score: 5

Time: 10 minutes

6. Using Language Elements

Question I

Competencies: Uses language elements relevant to the context

Complete the following dialogue:

Riya: Hey! Have you heard about the role play competition?

Ritu: Oh! No. _____ a _____?

Riya: It's on September 15. We should participate in it, _____ b _____?

Ritu: Sure. Where will we get the script from?

Riya: I think we had better _____ c _____.

Ritu: That's a good idea. Let's begin the practice from today onwards.

Riya: OK _____ d _____.

Ritu: Sure. I'll inform all our friends.

Score: 4

Time: 8 minutes

Question II

Competencies: Uses language elements relevant to the context

Complete the following dialogue:

Farah: Hello, Is this St. Albert's hospital?

Receptionist: Yes. _____ a _____?

Farah: I have severe vomiting and fever. _____ b _____?

Receptionist: Of course. Dr. Mohan is available today.

Farah: Can I have an appointment with him?

Receptionist: You had better _____ c _____.

Farah: So nice of you. Thank you.

Receptionist: _____ d _____.

Score: 4

Time: 8 minutes

Question III

Competencies: Uses language elements relevant to the context

Complete the following dialogue:

Gopi: Wow! Look at this.

Appu: _____ a _____?.

Gopi: A beautiful rainbow in the sky.

Appu: Oh, wonderful! _____ b _____?

Gopi: Yes, I've seen rainbows before.

Appu: It's really a great wonder nature provides for us, _____ c _____?

Gopi: Yes, how are they formed is a mystery to me.

Appu: We had better _____ d _____.

Gopi: Yes, let's go and meet our science teacher.

Score: 4

Time: 8 minutes

Question IV

Competencies: Edits and refines a loosely written passage

Uses language elements relevant to the context

Edit the following passage.

Salim and Loknath **was** (a) neighbours. Salim wanted to **went** (b) for a long trip to North India. He discussed the matter with Loknath while they were sitting **in** (c) a park bench. He wanted **loknath** (d) to keep all his money and jewels. Loknath agreed to help his neighbour and Salim **North India left for** (e).

Score: 5

Time: 8 minutes

Question V

Competencies: Edits and refines a loosely written passage

Uses language elements relevant to the context

Read the story and edit it.

A man hired an ass from another man. He **pay** (a) him two shillings for it. It **were** (b) a very hot day, and both men wanted to stand in the ass's shadow, so that they might be cool. But there was only room for one of them.

'Go away,' said the man who had **hiring** (c) the ass.

'You hired the ass,' said the owner, 'but you did not hire his shadow. It is my shadow.'

They went on like this. Then they began to **fought** (d) and **ass the** (e) ran away.

Score: 5

Time: 10 minutes

Question VI

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

Given below is a letter written by Shyam to his friend. There are some errors in this letter. Help Shyam to edit the letter.

Dear friend,

I'm shocked to hear that you had **a** (a) accident. Your brother **tell** (b) me about it the other day. I was relieved to hear that **accident** (c) was not serious. **Hoped** (d) you would be able to leave hospital soon. You had better **followed** (e) the doctor's advice. Wish you a speedy recovery.

Regards

Shyam

Score: 5

Time: 10 minutes

Question VII

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

Replace the words in bold letters with the right phrases chosen from brackets.

While Raju was preparing for his examination, he came to know from one of his friends that the examinations were **postponed** (a). He set aside his books and decided to **start** (b) for a walk. He **wore** (c) his clothes and went with his friend. On their way they **met** (d) their old teacher. After having a long conversation with the teacher, they returned.

(came across, set out, put off, put on)

Score: 4

Time: 8 minutes

Question VIII

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

Replace the words in bold letters with the right phrases chosen from brackets.

The dentist warned the little boy that his teeth would fall out if he **continued** (a) eating candy. He also told the boy to **avoid** (b) all sorts of sweet food. The dentist **wore** (c) his gloves and pulled out one of his decayed teeth. He could not **tolerate** (d) the pain even with the pain killer the dentist had given him.

(put on, went on, put up with, give up)

Score: 4

Time: 8 minutes

Question IX

Competencies: Uses language elements relevant to the context

Read the following sentences.

Sushil took his brush from the shelf.

He brushed his teeth and had his breakfast.

In these sentences the word 'brush' is used both as a noun and as a verb. Use the following words as shown above.

a. cane

b. fan

Score: 2 score for each question

Time: 8 minutes

Question X

Competencies: Uses vocabulary relevant to the context

Read the following sentences.

'The aunt bristled in instant defense at this unexpected attack'.

It means that the attack was not expected. You have two such words below. Write the words opposite in meaning to the words given below and use them in sentences of your own.

a. kind

b. honest

Score: 2

Time: 2 minutes
