

QUESTION POOL
ENGLISH

STANDARD IX

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1. Analysing Textual Passages

Unit 1

ROOTS

Question I

Competency: Reads and analyses literary pieces
Uses language elements contextually

Read the following passage and answer the questions given.

The son asked one question after the other, but Berl's answer was always the same. They had everything. The garden, the cow, the goat, the chickens provided them with all they needed.

The son said, 'If thieves knew about this, your lives wouldn't be safe.'

'There are no thieves here.'

'What will happen to the money?'

'You take it.'

Slowly, Berl and Berlcha grew accustomed to their son and his American Yiddish. Berlcha could hear him better now. She even recognized his voice. He was saying, 'Perhaps we should build a larger synagogue.'

'The synagogue is big enough,' Berl replied.

'Perhaps a home for old people.'

'No one sleeps in the street.'

1. 'There are no thieves here,' says Berl. Why are there no thieves in Lentshin?
2. What changes does Samuel plan to bring about in Lentshin?
3. How does Berl respond to Samuel's plans?
4. Pick out the word from the passage that means 'building where Jews meet for worship and teaching'.
5. Read the dialogue given below.

Samuel: We should build a larger synagogue.

Berl: The synagogue is big enough.

Now, complete the sentences given below.

- a) Samuel told Berl.....
- b) Berl replied.....

Score: Questions No. 1 to 4 - 1 score each

Question No. 5 - 2 scores

Time: 10 minutes

Question II

Competencies: Reads and analyses literary pieces

Uses vocabulary and language elements contextually

Read the following passage and answer the questions given.

The couple had a son, Samuel, who had gone to America forty years ago. It was said in Lentshin that he became a millionaire there. Every month, the Lentshin letter carrier brought old Berl a money order and a letter that no one could read because many of the words were English. How much money Samuel sent his parents remained a secret.

They never seemed to use the money. What for? The garden, the cow and the goat provided most of their needs. Besides, Berlcha sold chickens and eggs and from these there was enough to buy flour for bread.

1. What was the rumour that existed in Lentshin about Samuel?
2. What may be the reason why Samuel wrote letters to his parents in a language unfamiliar to them?
3. Berl and Berlcha never seemed to use the money Samuel sent. Why?
4. How did Berl and Berlcha meet the daily expenses of their life?
5. Find out the word from the passage that means 'a very rich person'.
6. 'The garden, the cow and the goat provided most of their needs.' Rewrite the sentence beginning with:

Most of their needs _____

Score: Questions 1 to 5 - 1 score each

Question 6 - 2 scores

Time: 12 minutes

Question III

Competencies: Reads and analyses literary pieces

Uses vocabulary and language elements contextually

Read the following passage and answer the questions given below.

'I never thought I could live to see this. Now, I am happy to die,' Berlcha said. Berl was amazed. These were just the words he could have said earlier. After a while Berl came to himself and said, 'Berlcha, you will have to make a double Sabbath pudding in addition to the stew.' It was years since Berl had called Berlcha by her given name. Only now did Berlcha begin to cry. Yellow tears ran from her eyes and everything became dim. Then she called out, 'It's Friday!'

I have to prepare for the Sabbath.' Yes, she had to knead the dough for the loaves. With such a guest, she had to make a larger Sabbath stew. The winter day is short and she must hurry.

1. 'I never thought I could live to see this.' What does Berlcha mean by this statement?
2. What are the food items that Berlcha has to prepare for the Sabbath?
3. What does the expression 'yellow tears' signify?
4. 'With such a guest, she had to make a larger Sabbath stew.' Who is the 'guest' referred to here?
5. Pick out a word from the passage that means, 'to press and stretch with one's hands'
6. 'The winter day is short and she must hurry.' Split the sentence into two and identify the Noun Phrases in them.

Score: Questions 1 to 5 - 1 score each

Question 6 - 2 scores

Time: 12 minutes

Question IV

Competencies: Reads and analyses literary pieces

Uses vocabulary and language elements contextually

Read the following extract and answer the questions below.

Here in Lentshin nothing happened except the usual events: a cow gave birth to a calf, a young couple got married. Actually, Lentshin had become a village with few young people. The young men left for Warsaw and sometimes for the United States.

In the smallest of these huts lived old Berl, a man in his eighties and his wife Berlcha. He was short, broad-shouldered and had a small white beard. In summer and winter he wore a sheepskin hat, a padded cotton jacket and stout boots. He had half an acre of field, a cow, a goat and chickens.

1. What were the usual events that happened in Lentshin?
2. Why did the young people leave Lentshin?
3. What were the assets of the Berls?
4. Find the word opposite in meaning to 'death'.

5. Old Berl, a man in his eighties, was short, broad-shouldered and had a small white beard.

This is a description about Old Berl. Split the sentence into simple sentences.

Score: Questions 1 to 4 - 1 score each

Question 5 - 3 scores

Time: 12 minutes

Question V

Competency: Reads and analyses literary pieces

Read the excerpt from the story, 'The Tattered Blanket' and answer the questions given.

She saw a bald, fat, middle aged man walking in through the gate.

'Oh, Gopi!' She said in her grating voice. 'Why, this sudden unexpected visit?'

'Kamalam, who is it?' Her mother asked loudly from the veranda.

'Gopi,' the man said. 'There was a meeting in Thiruvananthapuram. I just dropped in on my way back'.

'Who? Kamalam, who is it?' There was a note of alarm in Amma's voice.

'Amma, why are you so scared?' Kamalam, Gopi's eldest sister asked her a little awkwardly. 'As if you are seeing Gopi for the first time!'

'Amma it's me, Gopi,' he said again.

He bent down and brought his face close to her wrinkled cheeks.

'Amma, it's me.'

'Gopi? Kamalam, I can't believe it! Has his school closed for the vacation?'

1. How is Gopi described in the passage?
2. Why did he come there?
3. Why was there a note of alarm in Amma's voice?
4. How did the son express his love for his mother?
5. 'Gopi? Kamalam, I can't believe it! Has his school closed for the vacation?'
What do you understand about the mother from her words?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question VI

Competencies: Reads and analyses literary pieces

Read the following extract from the story, 'The Tattered Blanket' and answer the questions given.

Gopi's sister put Amma to bed and came back to the veranda. You didn't come to see Amma, did you?'

'Delhi is too expensive. You know I have four children to look after now. I can't make ends meet with my salary. And one has to keep up one's status. It will be a great help if I can raise some money by selling my share of the family property. I came to talk it over with you.'

'You'll sell your land and go away with the money. I know you won't come here anymore after that.'

'Don't say that. I'll come when I get time.'

'Your time!'

He saw the irritation on his sister's face.

1. What problems did Gopi have in Delhi?
2. What was the purpose of Gopi's visit to his home?
3. 'You'll sell your land and go away with the money. I know you won't come here anymore after that.' What impression do you get about Gopi from his sister's words?
4. Why was Gopi's sister irritated?
5. Do you think that Gopi will come again to visit his mother? Substantiate your opinion.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question VII

Competencies: Reads and analyses literary pieces

Read the following extract from the story, 'The Tattered Blanket' and answer the questions given.

'Tell him to send me a blanket. There is a cold mist in the mornings. If I catch a cold it doesn't leave me for a long time. Tell him to send a blanket, won't you? A red one. I had a blanket, the one he bought for me when he was studying

in Madras. It is all tattered now, just a ball of knotted yarn. Tell him to send me a red blanket, will you?'

'I'll tell him,' he nodded.

'Please don't forget to tell him. The mist is not good for me. I think I'll stretch myself out for a bit. I have been sitting too long in the armchair. I have a pain in the neck.'

1. 'Tell him to send me a blanket.' Who is Amma referring to?
2. What does Amma want her son to do?
3. What promise does the son give his mother?
4. Why does Amma need a blanket now?
5. Do you think that Gopi will bring a red blanket for his mother? Why?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Unit 2

BREAKING BARRIERS

Question I

Competency: Reads and analyses literary pieces

Read the following extract from the one act play, 'The Princess on the Road' and answer the questions given below.

PRINCESS: Where am I now? I must be twelve miles from home. And no one has known me! How I will laugh at Florimund! This is life! If I can do this once in every month I shall not mind the sentries and the banquets. Our good Florimund will find me an angel when I return. How he will laugh when he sees my dust and my rags! Can I get a coach from here, I wonder, to take me home? Where are all the people? This is like a village of the dead. I am thirsty. I will have a glass of milk and then one of these good villagers shall drive me home. Where are they all? Hoh! la la! (She calls loudly.)

1. The princess says, 'This is life!' What light does this statement throw on her life in the palace?
2. Who is Florimund?
3. Why does the princess think that Florimund will laugh at her?
4. Why does the princess think only about milk when she is thirsty?

5. 'This is like a village of the dead.' What made the princess say so?

Score: Questions No. 1 to 5 - 1 score each

Time: 10 minutes

Question II

Competency: Reads and analyses literary pieces

Uses vocabulary and language elements contextually

Read the following extract from the one act play, 'The Princess on the Road' and answer the questions given below.

PRINCESS : Oh! I wanted an adventure; I left them all and borrowed a peasant girl's clothes. I came along the road, picking flowers...all alone... so free.... Then these set upon me and said I had stolen their things. I only took a little milk and bread and flowers. And they won't know who I am.

JUGGLER (turning round and speaking very clearly): Good people, you do not know what you are doing. This is her Highness the Princess, the newly married wife of our illustrious Prince Florimund.

1. Why did the princess want adventure?
2. 'I left them all and borrowed a peasant girl's clothes.' What all things did the princess leave?
3. Why does the princess think that she did not steal anything?
4. 'Good people, you do not know what you are doing.' Is this a statement or a warning? Why?
5. Pick out one word from the extract which means 'very famous and much admired'.

Score: Questions No. 1 to 5 - 1 score each

Time: 10 minutes

Question III

Competency: Reads and analyses literary pieces

Read the following extract from the memoir, 'Only Daughter' and answer the questions given below.

I was/am the only daughter and *only* a daughter. Being an only daughter in a family of six sons forced me by circumstance to spend a lot of time by myself because my brothers felt it beneath them to play with a *girl* in public. But that

aloneness, that loneliness, was good for a would-be writer-it allowed me time to think, to imagine, to read, and prepare myself.

1. Comment on the significance of the usage 'only daughter' and 'only a daughter' in the first line.
2. Why did the brothers not play with their sister?
3. How did the loneliness at home help her?
4. What according to the speaker is essential for a would-be writer?
5. Is being an only daughter in a family of six sons good or bad? Why?

Score: Questions No. 1 to 5 - 1 score each

Time: 10 minutes

Question IV

Competency: Reads and analyses literary pieces

Read the following extract from the memoir, 'Only Daughter' and answer the questions given below.

I went upstairs to my father's room. One of my stories had just been translated into Spanish and published in an anthology of Chicano writing, and I wanted to show it to him. Ever since he recovered from a stroke two years ago, my father likes to spend his leisure hours horizontally. And that's how I found him, watching a movie on television and eating rice pudding.

There was a glass filmed with milk on the bedside table. There were several vials of pills. And on the floor, one black sock and a plastic urinal that I didn't want to look at but looked at anyway. The singer on the TV was about to burst into song, and my father was laughing.

1. Why did the author go upstairs?
2. What does the author mean by 'spend leisure hours horizontally'?
3. What was the father doing when she saw him?
4. What does the passage tell you about the present condition of the father?
5. Why did she not want to look at the plastic urinal on the floor?

Score: Questions No. 1 to 5 - 1 score each

Time: 10 minutes

Question V

Competency: Reads and analyses literary pieces

Read the following extract from the memoir, 'Only Daughter' and answer the questions given below.

I sat on the bed next to my father and waited. He read it very slowly. As if he were reading each line over and over. He laughed at all the right places and read lines he liked out loud. He pointed and asked questions: 'Is this So-and-so?' 'Yes,' I said. He kept reading.

When he was finally finished, after what seemed like hours, my father looked up and asked: 'Where can we get more copies of this for the relatives?'

Of all the wonderful things that happened to me last year, that was the most wonderful.

1. What did the daughter wait for?
2. How did the father express his liking towards the lines he read?
3. Why did the father want to give copies of the book to relatives?
4. What according to the author was the most wonderful thing that happened the previous year?
5. Why does the author consider it to be the most wonderful thing?

Score: Questions No. 1 to 5 - 1 score each

Time: 10 minutes

2. Analysing Textual Poems

Unit 1

ROOTS

Question I

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

Read the following stanza of the poem 'Those Winter Sundays' and answer the questions given.

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labour in the weekday weather made
banked fires blaze. No one ever thanked him.

1. Who are the two persons referred to here?
2. What does 'Sundays too' mean?
3. What do you understand about the life of the father from these lines?
4. Pick out a visual image from the stanza.

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 'Those Winter Sundays' and answer the questions given.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house

1. How did the rooms become warm?
2. Explain the expression 'chronic angers of the house'.
3. What is referred to by 'the cold splintering and breaking'?

4. Pick out an auditory image from the stanza.

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 'Those Winter Sundays' and answer the questions given.

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices?

1. What does the father do for his son?
2. Comment on the relationship between the father and the son.
3. What is the mood of the last two lines of the stanza?
4. Explain the expression 'love's austere and lonely offices'.

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 following stanza of the poem 'To My Nanny' and answer the questions given.

Dear doting sweetheart of my childhood,
Companion of my austere fate!
In the lone house deep in the wild wood
How patiently for me you wait.
Alone beside your window sitting
You wait for me and blame the clock,
While, in your wrinkled hands, your knitting
Fitfully falters to a stop.

1. Who is the speaker of the poem?
2. How does the speaker describe Nanny?
3. Where is the speaker's house situated?
4. Why does Nanny 'blame the clock'?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question V

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

Read the following stanza of the poem 'To My Nanny' and answer the questions given.

Beyond the crumbling gates the pinetrees
Shadow the road you watch so well.
Nameless forebodings, dark anxieties,
Oppress your heart. You cannot tell
What visions haunt you: Now you seem to
See...

1. What may be some of the 'nameless forebodings' in Nanny's mind?
2. Who is responsible for putting Nanny in such a state?
3. Pick out an auditory image from these lines.
4. 'The pinetrees shadow the road' is highly suggestive. Explain.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Unit 2

BREAKING BARRIERS

Question I

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

Read the following stanza of the poem 'Even Past Fifty' and answer the questions given below.

She's past fifty;
yet she's still
a little girl at heart,
for whom the house is a doll's house,
and running the household
a childhood game.

1. What is the nature of woman described here?
2. Explain the expression 'the house is a doll's house'.
3. What is the duty people expect her to perform?
4. How does she perform her appointed duty?

Score: Questions No. 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 'Even Past Fifty' and answer the questions given below.

She has travelled a long road; but her little feet
are not yet fatigued.
Catastrophes to her
are still like the evil spirits
in children's stories
whom she fights with blades
of grass; wipes the sweat
from her brow; hits hard;
sometimes wins, sometimes loses,
her sword broken.

- i. Explain the expression 'travelled a long road'.
- ii. Identify an instance of simile used in the stanza.
- iii. How does she fight against evil spirits?
- iv. Do you think she stops fighting when her sword is broken? Justify your answer.

Score: Questions No. 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 'Even Past Fifty' and answer the questions given below.

Difficult questions
she has simplified for herself;
fitted the tangle
into a simple frame;
on her face
she has made distaste smile,
like moonlight that makes everything smooth.
But sometimes totally in despair,
a flower crumpled in a fist, she
rises again, smiles, or sings to herself,
though hers is not a musical voice.

1. How does the woman overcome her hardships?
2. Pick out an instance of simile from the stanza.
3. What is her state equated with?
4. What may be the reason for her 'not a musical voice'?

Score: Questions No. 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 following stanza of the poem 'Even Past Fifty' and answer the questions given below.

I saw her the other day
after a long time;
she talked
with her usual, irrepressible intensity;
but I, for the first time,
noted the hair fast becoming white,
noted, for the first time, and with a pang,
the hollowness of the froth
rising above the stream of her life.

1. Who are the two persons referred to in the stanza?
2. What change does the speaker find in the woman?
3. What is the feeling of the speaker on seeing her?
4. What is her white hair equated with?

Score: Questions No. 1 to 4 - 1 score each

Time: 8 minutes

3. Analysing Unfamiliar Passages

Question I

Competencies: Reads and analyses unfamiliar text

Here is a sad letter written by an Asiatic Lion to Aristotle. Read the letter and answer the questions that follow.

Dear Aristotle,

Please help us lions! I never imagined we, hailed in fables and folktales as the 'King of the Jungle', would be in such a sorry state in India today. We are kings no more; we have no kingdom.

Life would have been smooth if man hadn't invented spears and guns. The cruel sport of men reduced our number to just 20. The Gir forests and the adjoining area in Gujarat are our only home. That too is shrinking. We are evicted!

We need a safe home somewhere now. Would people and their Governments put their difference aside and help us? Please, hear us!

Asiatic Lion

1. What prompted the Asiatic Lion to write a letter to Aristotle?
2. What position do lions hold in fables and folktales?
3. 'We are evicted'! Why does the lion say so?
4. How is man responsible for the present condition of the Asiatic lions?
5. What is the plea of the Asiatic Lion to the people and the Government?

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question II

Competencies: Reads and analyses unfamiliar text

Read the following passage and answer the questions that follow.

Slap! Swat! How do annoying mosquitoes find you? Is it your wonderful personality or is it something else which attracts them? And why are you so rarely able to swat them before they fly off to another feast?

There are about 3,500 species of mosquitoes in the world. The word 'mosquito' means 'little fly' in Portuguese. Mosquitoes have wings with scales. These tiny scales help eliminate the effects of friction. This helps the mosquitoes skim

quickly and efficiently through the air, making them almost impossible to swat. The familiar high-pitched, annoying buzz of the mosquito comes from the sound of its wings beating 600 times per second! Do you know that it is the female mosquitoes which bite you? Mosquitoes seek out warmth and movement -- both properties of human beings and other animals. They also seek carbon dioxide, which is exhaled by humans and other animals. So while it is not exactly your wonderful personality which attracts them, the social activities of conversation and laughter -- which involve movement and the exhalation of carbon dioxide -- are what attract these annoying little insects!

1. What do you do when you find an annoying mosquito?
2. What does the word 'mosquito' mean?
3. Why are we unable to swat mosquitoes easily?
4. Why are mosquitoes described as 'annoying'?
5. What attracts these little insects most to you - your personality or something else?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question III

Competencies: Reads and analyses unfamiliar text

The beasts of the forest gave a splendid entertainment at which the Monkey stood up and danced. His performance delighted one and all. This won him great applause from the audience. The Camel, envious of the praises showered on the Monkey decided to win the favour of the audience. He proposed to dance for their amusement. He turned out to be laughing stock and the angry audience drove him out of the assembly. The camel finally understood that it is stupid to mimic others.

1. Give an appropriate title to the passage.
2. How did the Monkey entertain the audience?
3. Why was the Camel envious?
4. 'He proposed to dance for their amusement.' Substitute another word for 'amusement'
5. What message do you get from this story?

Score: Questions 1 to 5 - 1 mark each

Time: 8 minutes

4. Constructing Discourses

Unit 1

Roots

Question I

Competencies: Constructs narratives based on incidents

Makes use of the features of writing a good narrative

Samuel returns to New York after his brief stay with his parents. His friends in New York are eager to hear the story of his village Lentshin from him.

Samuel begins his narration like:

'The very first day of my visit itself was quite funny... '

Complete the **narrative** in about 120 words.

(**Hints:** first day at home in Lentshin - meeting father and mother - visit of neighbours - visit to the synagogue - Lentshin without change - helps mother in preparing Sabbath - the way parents kept money he sent - plans to spend the money - Lentshin needs nothing)

Score: 7

Time: 15 minutes

Question II

Competencies: Prepares write-up based on the hints provided

Makes use of the features of a good write-up

Here is a piece of dialogue from the story 'The Son from America'. Read it.

Samuel : What will happen to the money?

Berl : You take it.

This dialogue is a clue to the theme of the story. Prepare a **write-up** substantiating this observation on the basis of your reading of the story.

(**Hints:** forty years of life in America - aged parents alone at home - young men leaving Lentshin seeking better career - parents need love and care of their children, not money)

Score: 7

Time: 15 minutes

Question III

Competencies: Prepares write-up based on the hints provided
Makes use of the features of a good write-up

You have seen the sad state of the two mothers in the short stories, 'The Tattered Blanket' and 'The Son from America'. Whose state, according to you, is more pathetic?

Prepare a **write-up** comparing the two characters by citing instances from the stories.

(**Hints:** Samuel forty years in America - Gopi in Delhi - aged parents at home seeking love and care of their children - Gopi's mother in state of forgetfulness - Berlcha old and weak)

Score: 7

Time: 15 minutes

Question IV

Competencies: Prepares write-up based on the hints provided
Makes use of the features of a good write-up

Samuel and Gopi, the characters in the short stories 'The Son from America' and 'The Tattered Blanket' had to leave their parents and migrate to other places to earn a living. But their parents really miss their love and care. Do you justify the sons in neglecting their parents? Who do you think is a better son to his parents? Why? Prepare a **write-up** in about 120 words.

(**Hints:** Samuel forty years in America - Gopi in Delhi - not caring their aged parents at home - Gopi forgets to buy a blanket for her mother - Samuel brings presents and money - nobody needs them - Gopi finds relief in his mother's state)

Score: 7

Time: 15 minutes

Question V

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

Samuel had big plans when he reached Lentshin. To his astonishment, the villagers needed nothing. He never expected such a reaction from their part. Imagine that he expressed his feelings in his diary. Write the likely **diary entry** of Samuel in about 60 words.

Score: 5

Time: 10 minutes

Question VI

Competencies: Drafts letters

Makes use of the features of a letter

Every month, the Lentshin letter carrier brought old Berl a money order and a letter. Berl and Berlcha could not read the letter because it was written in English. What would Samuel write in his letter to his parents? Imagine and write the likely **letter** Samuel wrote to his parents.

Score: 6

Time: 12 minutes

Question VII

Competencies: Constructs narratives based on incidents

Makes use of the features of writing a good narrative

Once in a while when Berl came home from the synagogue, he brought news to his wife. Berlcha listened and shook her head.

Narrate one such possible instance in about 60 words.

Score: 5

Time: 10 minutes

Question VIII

Competencies: Prepares diary entry reflecting one's feelings and emotions

Makes use of the features of a diary entry

'The next day after the Sabbath, Samuel went for a walk across the market place. He had a desire to talk to someone, but the whole of Lentshin was asleep.' What would his thoughts be?

Record his thoughts in the form of a **diary entry**.

Score: 5

Time: 10 minutes

Question IX

Competencies: Prepares conversation relevant to the context

Makes use of the features of a conversation

Samuel reached his home after forty years. Seeing Berlcha, he told, 'Mother, it's me, your son Samuel-Sam.' Berlcha cackled like a hen and cried out, 'My son!' But their conversation was interrupted by the entry of Berl. If they continued their conversation, how would it be like?

Write the likely **conversation**. Write at least four exchanges.

Score: 4

Time: 8 minutes

Question X

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

'The neighbours had heard the good news that Berl's son had arrived from America and they came to greet him.' They were eager to talk with him.

Construct the possible **conversation** one of the neighbours had with Samuel. Write at least four exchanges.

Score: 4

Time: 8 minutes

Question XI

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

Here are a few biographical details of Samuel, the protagonist of the story 'The Son from America'. Read them and prepare a profile of Samuel.

Name	:	Samuel
Age	:	55
Place of birth	:	Lentshin, Poland
Parents	:	Father - Berl, Mother - Berlcha
Occupation	:	Baker in New York
Other details	:	Lived in exile for 40 years, became a millionaire, has plans to help his villagers

Score: 6

Time: 12 minutes

Question XII

Competencies: Describes a place
Makes use of the features of a description

A description about Lentshin is given. Read it.

The village of Lentshin was tiny. It was surrounded by little huts with thatched roofs or shingles green with moss. The chimneys looked like pots. Between the huts there were fields, where the owners planted vegetables or pastured their goats.

Prepare a **description** of your native place.

Score: 4

Time: 8 minutes

Unit 2

BREAKING BARRIERS

Question I

Competencies: Prepares write-up based on the hints provided
Makes use of the features of a good write-up

Here is an observation by a villager about the princess from the play, 'The Princess on the Road'.

'Without a shoe! And in rags! The Princess!'

On the basis of your reading of the play, do you think appearance has a crucial role in judging people?

Prepare a brief **write-up** in about 120 words.

(**Hints:** Princess dusty and in rags - torn edge of the skirt - with a shoeless foot - hair like a pigtail - tied with cotton handkerchief - villagers take her as a vagabond - no one believes her)

Score: 7

Time: 15 minutes

Question II

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

After returning to the palace, the Princess records all that happened in the eventful day of her encounter with the villagers.

Attempt her likely **diary entry** in about 120 words.

(**Hints:** her day with the villagers - entering a cottage - taking bread and milk - quarrel with villagers - juggler's attempt to convince the villagers - sings - dances - juggles apples - everyone spellbound - back to palace)

Score: 7

Time: 15 minutes

Question III

Competencies: Prepares announcements
Makes use of the features of an announcement

Florimund was shocked when he came to know about the missing of the Princess. He announced that any person helping to find out the princess would be rewarded properly. The royal soldiers set out announcing the matter. Attempt a brief announcement in three or four sentences.

Score: 4

Time: 7 minutes

Question IV

Competencies: Prepares announcements

Makes use of the features of an announcement

In connection with the Annual Day celebrations of your school, the one-act play, 'The Princess on the Road' is staged. You are asked to introduce the play briefly describing the theme, the setting and the characters. Prepare the announcement you are likely to make in about 60 words.

Score: 5

Time: 8 minutes

Question V

Competencies: Describes a place

Makes use of the features of a description

The Princess in the play 'The Princess on the Road' sets out on an adventure trip and reaches the street of a village. Attempt a description of the street in about 60 words incorporating the details given below.

a cross on three steps in the middle of the street, to the left a pond with some ducks, to the right a few cottages surrounded with gardens, flowers hanging out from the cottage gardens

Score: 5

Time: 10 minutes

Question VI

Competencies: Prepares conversation relevant to the context

Makes use of the features of a conversation

The Princess reaches safely back at the palace. Florimund is eager to know where she has been. Attempt the likely conversation between the Princess and Florimund. Write at least 6 exchanges.

Score: 6

Time: 10 minutes

Question VII

Competencies: Compares characters

Makes use of the features of a description

The unit 'Breaking Barriers' highlights two strong women -the Princess in 'The Princess on the Road' and the daughter in 'The Only Daughter'. Prepare a brief

description in about 60 words justifying the significance of the title 'Breaking Barriers' on the basis of the portrayal of the two women.

Score: 5

Time: 10 minutes

Question VIII

Competencies: Analyses literary pieces and expresses ideas
 Makes use of the features of a write-up

'The spirit of adventure and creativity can do wonders in one's life and leave a lasting impact'. Prepare a brief **write-up** in about 60 words analysing the statement in the light of your reading 'The Princess on the Road' and 'The Only Daughter'.

Score: 5

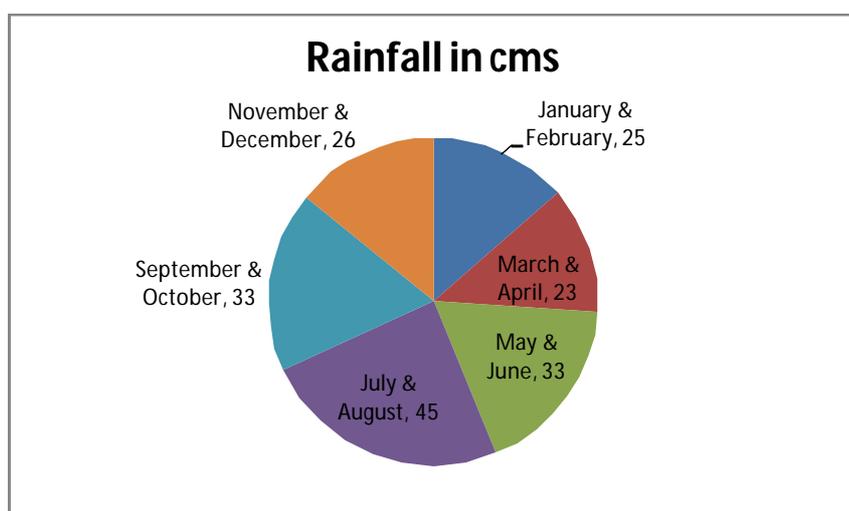
Time: 10 minutes

5. Interpreting Data

Question I

Competencies: Analyses and interprets the given data

Here is a pie diagram which shows the rainfall in Kerala during 2010. Study it and answer the questions that follow.



1. Maximum rainfall was recorded in the months of _____ .
2. Name the months which recorded the same quantity of rainfall.
3. Identify the months which recorded minimum rainfall.
4. What is the quantity of rainfall during November and December?
5. Why is rainfall less in the months of March and April?

Score: 5

Time: 6 minutes

Question II

Competencies: Analyses and interprets the given data

Study the table and answer the questions that follow.

Source of water in Karakulam Panchayat 1987 - 2004 (%)

Source	1987	1996	2004
Own well	63.8	65.1	51.5
Ponds	3.6	4.2	2.8
Public taps	18.5	15.5	11.4
Other sources	14.1	15.2	24.3

1. Which source of water does most people depend on?
2. In which year did the public depend on the public taps the least?
3. Which source of water does the people least depend on?
4. What trend can you notice in the percentage of the users of other sources of water?
5. What may be the reason why the public depend least on pond water?

Score: 5

Time: 6 minutes

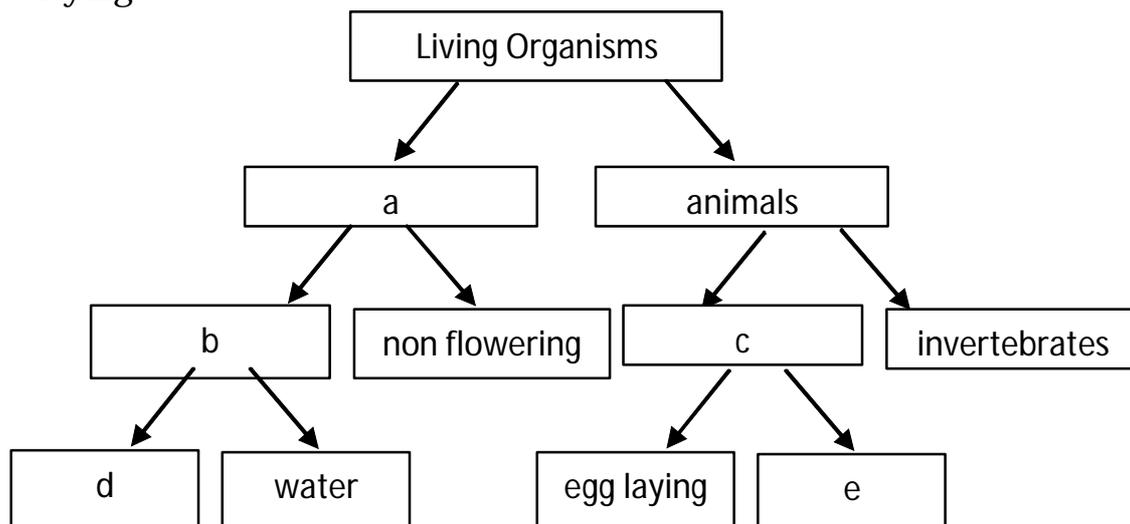
Question III

Competencies: Analyses and interprets the given data

Read the following passage carefully and complete the chart.

Living Organisms

Living organisms can be classified into two categories; plants and animals. The plants can again be divided into two categories; flowering and non-flowering. In the case of animals the criterion for division is different. Animals having backbone are called vertebrates and those without backbone are called invertebrates. Flowering plants are further classified into land plants and water plants on the basis of their habitats, the place where they live. Vertebrates are divided into two: egg laying and mammals. We, human beings are mammals but birds are egg laying.



Score: 5

Time: 6 minutes

6. Using Language Elements

Question I

Competencies: Uses language elements relevant to the context

Supply the missing word in the following passage choosing the right ones from the box below.

The little boy had a policeman / (a) a friend.
One day, he ran / (b) of the schoolyard
/ (c) go home for his lunch, tripped over
a rough spot / (d) the sidewalk, and he fell
on / (e) road amid heavy traffic. The policeman
on duty ran to the spot / (f) saved the boy.

to, the, by, out, for, from, and, on

Score: 6

Time: 9 minutes

Question II

Competencies: Uses language elements relevant to the context

Fill in the blanks in the following passage with correct form of the words given in brackets.

I thought my examination will be _____ a _____. But only yesterday I realised that there was no change in the timetable. I _____ b _____ my friend to inform this. He told me that he could not _____ c _____ the books at all and was not ready to write the examination. I decided not to _____ d _____ this time.

(go through, put off, give in, call on)

Score: 4

Time: 6 minutes

Question III

Competencies: Uses language elements relevant to the context

Gopi, the character in the short story 'The Tattered Blanket', is living in Delhi with his wife and children. Imagine that you meet him on one of his visits to Kerala. Ask him five questions using the following question words.

1. When _____
2. Where _____
3. What _____
4. How long _____
5. How often _____

Score: 5

Time: 7 minutes

Question IV

Competencies: Uses language elements relevant to the context

Complete the following sentences using the appropriate words from the ones given in brackets.

(who, where, which, when, whose)

1. Do you need any of the bags _____ are displayed here?
2. The boy _____ broke the glasses is waiting to see you.
3. Are there anyone _____ name I left out?
4. Susan likes this hotel _____ she gets good vegetable dishes.
5. She forgot the occasion _____ we last met.

Score: 5

Time: 7 minutes

Question V

Competencies: Uses language elements relevant to the context

Look at the sentence given below.

He entered the hall singing a song.

The sentence can also be written as, 'Singing a song he entered the hall'.

Now, rewrite the sentences below as shown above without changing their meanings.

1. He jumped out of the room shouting loudly.
2. She walked away waving her hands.
3. Calling out her son's name the mother ran to the building on fire.

Score: 3

Time: 5 minutes

Question VI

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

Edit the following passage.

I ^(a)see my friend Arun yesterday. He and his wife ^(b)was going to attend a family meeting. Once in every six months all the members of his family ^(c)meets like this. He told me that it ^(d)is really a nice time for them all, especially for the kids in the family. They invited ^(e)I to the meeting but I politely refused to intrude into the happy family meeting.

Score: 5

Time: 8 minutes

Question VII

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

Edit the following passage

He was a little late for the afternoon classes, but he ^(a)goes boldly into the classroom with his bandaged knees. The knees ^(b)are their own apology, and the teacher ^(c)nods to him and went on with the lesson. He was ^(d)disappoint that she ^(e)does not ask him any questions, so that he could tell her of his peril and of his friend.

Score: 5

Time: 8 minutes

Question VIII

Competencies: Uses language elements relevant to the context

Complete the following conversation suitably.

Aruna: Hi Maya! It's long time since we met.

Maya: Yes, it's almost two months now, _____ a _____?

Aruna: I think it's more than that. By the by, _____ b _____?

Maya: Usual shopping round. And you?

Aruna: To consult a doctor.

Maya: _____ c _____?

Aruna: Shoulder pain.

Maya: _____ d _____?

Aruna: For two weeks now.

Maya: You have to be careful dear.

Aruna: I am so weak these days _____ e _____

Maya: Any way, let's go to the doctor together, _____ f _____?

Aruna: Sure, you are so kind to me. Come. Let's go.

Score: 6

Time: 12 minutes

Question IX

Competencies: Uses language elements relevant to the context

Complete the following conversation suitably.

Shaji: Hello Tinu! _____ a _____?

Tinu: To attend the practice match.

Shaji: You're expecting selection to the district team this year, _____ b _____?

Tinu: Most probably I'll be selected.

Shaji: _____ c _____?

Tinu: I've been practicing under this coach for the last six months.

Shaji: You have to perform so well that _____ d _____

Tinu: Definitely! You are not coming with me for the match, _____ e _____?

Shaji: No dear, I'm a bit busy. Wish you all the best.

Tinu: _____ f _____

Score: 6

Time: 12 minutes