

**SAMPLE QUESTIONS
ENGLISH**

STANDARD X

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1. Analysing Textual Passages

Unit 3

REALITY TO REEL

Question I

Competencies: Reads and analyses literary pieces

Uses language elements contextually

Read the following passage from 'Tea-shops in Malayalam Cinema' and answer the questions that follow.

A customer at a tea-shop was regarded as simply an individual, not as a member of particular caste or community. These individuals were also, in a sense, self-exiled from their families. Persons who were considered worthless or insignificant in their families often achieved a certain dignity at a tea-shop. In serving as a space for free interaction of individuals who come from diverse social backgrounds, a tea-shop is no different from a cinema theatre. The atmosphere of a tea-shop often becomes tastier than the tea and snacks served! It is, therefore, not surprising that tea-shops played and continue to play, a significant role in energising the narrative of many Malayalam films.

1. What does the expression 'simply an individual' imply?
2. Why is the tea-shop a favourite hang-out for some people?
3. How, according to the author, does the tea-shop energise the narrative of many Malayalam films?
4. What sort of people are considered 'worthless and insignificant' in their families?
5. How, according to the author is 'a tea-shop no different from a theatre'?
6. Categorise the words given in brackets into two and complete the table below.

(insignificant, particular, regard, diverse, consider, come)

a. come	b. particular
c.	d.
e.	f.

Score: Questions 1 to 5 - 1 score each

Question 6 - 2 scores

Time: 12 minutes

Question II

Competencies: Reads and analyses literary pieces

Uses language elements contextually

Read the following passage from ‘Tea-shops in Malayalam Cinema’ and answer the questions that follow.

The small wayside restaurants located mostly in villages and popularly known as ‘tea-shops’, played a crucial role in making *panthibhojanam* a way of life in Kerala. The tea-shops were the products of two important social changes that were taking place at the time. One was the increasing freedom of movement in public spaces acquired by the depressed sections of society. The other was the emergence of an economy based on money. The tea-shop came into existence at a time when wages began to be paid in cash, rather than in kind. It was also the time when people were beginning to travel beyond the boundaries of their villages to sell what they produced in their fields or small workshops.

1. In what ways do ‘tea-shops’ play a crucial role in Kerala’s social life?
2. When, according to the author, did tea-shops become a common thing in Kerala?
3. Look at the sentence, ‘One was the increasing freedom of movement in public spaces acquired by the depressed sections of society.’ In the sentence ‘one’ is used instead of a noun phrase. Write the noun phrase that can replace ‘one’ in the sentence.
4. How were wages paid in the past? Cite an example for such a payment system.
5. What picture of the social life of Kerala in those days do you get from the passage

Score: Questions 1 to 3 - 1 score each

Question 4 & 5 - 2 scores

Time: 12 minutes

Question III

Competencies: Reads and analyses literary pieces

Uses language elements contextually

Read the following passage from ‘Tea-shops in Malayalam Cinema’ and answer the questions that follow.

The tea-shop represents a time and space free from the drudgery of work, and therefore teems with a wide cross-section of society. Along with genial villagers, one also finds local toughs, political workers and, of course, a host of strangers

at the tea-shop. The sheer variety of the customers and the possible activities - reading newspapers, exchanging local news, discussing politics, gossiping or just chatting - makes the tea-shop an ideal place to reveal the 'messages' and concerns of the film. In every film which depicts the conflict between the individual/family and society, the tea-shop, one can say, is a prominent character.

1. Why is 'tea-shop' a favourite space for many customers?
2. What purpose do tea-shop scenes serve in films?
3. The variety of food served in a local tea-shop is very limited. But it offers other two varieties. What are they?
4. Cite an instance each from the passage in which the linking word 'and' connects two noun phrases.
5. Find out from the passage the word which is opposite in meaning to 'conceal'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question IV

Competencies: Reads and analyses literary pieces
Uses vocabulary in apt situations

Read the following passage from 'Sunshine through the Rain' and answer the questions that follow.

A forest. Tall trees are clearly visible through a thin mist. The trees and the thin undergrowth of grass are lit up by bright sunshine that falls in beams through the gaps in the canopies of the trees. The boy appears. He walks up and faces the camera. He wanders among the trees, his eyes roving. He stops on seeing clouds of mist rising from the ground a little away. As the boy watches intently, shapes emerge from the mist. It is a fox's wedding.

A procession led by the groom and the bride with others in tow is on its way. The boy watches, hidden from behind a tree. There is music in the background. The procession moves on with gentle, trotting steps.

The procession reaches the tree behind which the boy is hiding. They suddenly stop, turn and look in the boy's direction. Frightened, the boy runs away.

1. Why does the light appear to fall in beams?
2. Why does the boy watch the procession from behind a tree?

3. What are the 'shapes' that appear before the boy?
4. Pick out from the passage a word that means, 'uppermost branches of trees forming a layer of leaves'.
5. Why is the boy frightened?
6. Identify any two visual images that give a dream-like quality to the scene.

Score: Questions 1 to 5 - 1 score each

Question 6 - 2 scores

Time: 12 minutes

Question V

Competencies: Reads and analyses literary pieces
Uses appropriate vocabulary

Read the following passage from 'Sunshine through the Rain' and answer the questions that follow.

The boy's house.

As he walks up to the house, he finds Mother standing under the eaves of the gatehouse.

Mother: You watched something you shouldn't have. I can't let you in. An angry fox came looking for you. He left this for you.

Mother hands the boy a baton. The boy turns it in his hands and finds it is a sheath that encloses a dagger. The boy draws out the dagger and then puts it back into the sheath.

Mother: You are supposed to kill yourself. Go quickly and ask their forgiveness. Give the knife back and tell them how sorry you are.

Mother turns, walks to the front door, half closes the door and turns.

Mother: They don't usually forgive. You must be ready to die. Get going. Unless they forgive you, I can't let you in.

Boy: But I don't know where they live.

Mother: You'll find out. On a day like this, there are always rainbows. Foxes live under rainbows.

The Mother closes the door on the boy's face.

1. What advice does the mother give the boy to save him from the foxes' anger?
2. Do you think the mother is being cruel to the boy? Justify your answer.
3. 'On a day like this, there are always rainbows.' What is the speciality of the day referred to here?
4. Pick out any two sentences from the above passage that are commands or directions.

Score: Questions 1 to 3 - 1 score each

Question 4 - 2 scores

Time: 11 minutes

Unit 4

UPON THE THORNS OF LIFE

Question VI

Competencies: Reads and analyses literary pieces
Uses language elements contextually

Read the following passage from 'The Beggar and the King' and answer the questions that follow.

THE KING: Send the beggar here.

THE SERVANT: O King!

THE KING: Ha! I rather fancy the fellow will stop his noise when the king commands him to. Ha, ha, ha!

THE SERVANT: O King, thou wilt not have a beggar brought into thy royal chamber!

THE KING: (pleased with his idea) Yea. Go outside and tell this fellow that the king desires his presence.

THE SERVANT: O great and illustrious king, thou wilt surely not do this thing. Thou wilt surely not soil thy royal eyes by looking on such a filthy creature. Thou wilt surely not contaminate thy lips by speaking to a common beggar who cries aloud in the streets for bread.

THE KING: My ears have been soiled too much already. Therefore go now and do as I have commanded thee.

THE SERVANT: O great and illustrious king, thou wilt surely not--

THE KING: (roaring at him) I said, Go! (The Servant, abashed, goes out.) Forsooth, I fancy the fellow will stop his bawling when I order him to. Forsooth, I fancy he will be pretty well frightened when he hears that the king desires his presence. Ha, ha, ha, ha!

1. What does the king fancy the beggar would do?
2. What suggestion by the servant pleases the king?
3. How, according to the servant, would the king's eyes and lips be affected if the beggar was brought into the palace?
4. What reason does the king finally give for bringing the beggar to the palace?
5. Look at the sentence: 'My ears have been soiled too much by the beggar.'

Now, begin the sentence with 'The beggar'

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question VII

Competencies: Reads and analyses literary pieces

Uses apt vocabulary

Read the following passage from the story ‘The Bet’ and answer the questions that follow.

The old banker remembered all this and thought:

‘Tomorrow at twelve o’clock he will regain his freedom. By our agreement I ought to pay him two millions. If I do pay him, it is all over with me: I shall be utterly ruined.’

Fifteen years before, his millions had been beyond his reckoning; now he was afraid to ask himself which were greater, his debts or his assets. ‘Cursed bet!’ muttered the old man, clutching his head in despair, ‘Why didn’t the man die? He is only forty now. He will take my last penny from me, he will marry, will enjoy life, will gamble on the Exchange; while I shall look at him with envy like a beggar, and hear from him every day the same sentence: ‘I am indebted to you for the happiness of my life, let me help you!’ No, it is too much! The one means of being saved from bankruptcy and disgrace is the death of that man!’

1. ‘I am indebted to you for the happiness of my life’. Who are the ‘I’ and the ‘you’ referred to in this sentence.
2. Greed for money leads men to cruelty. What cruel deed does the banker think about?
3. ‘Cursed bet!’ Why does the banker consider the bet a curse?
4. Pick out an expression that suggests the state of mind of the banker.
5. Find out a word from the passage that means ‘not having enough money to pay one’s debts’.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question VIII

Competencies: Reads and analyses literary pieces

Uses apt vocabulary

Read the following passage from the story 'The Bet' and answer the questions that follow.

It was a dark autumn night. The old banker was walking up and down his study and remembering how, fifteen years before, he had given a party one autumn evening. There had been many clever men there and many interesting conversations. Among other things they had talked of capital punishment. The majority of the guests, among whom were many journalists and intellectual men, disapproved of death penalty. They considered that form of punishment out of date, immoral and unsuitable for Christian states. In the opinion of some of them, death penalty ought to be replaced everywhere by imprisonment for life.

1. What was the weather like?
2. What was the major issue discussed by the banker and his friends?
3. Why did some of them disapprove death penalty?
4. The word 'immoral' is derived from the word 'moral' by adding the prefix 'im' to it. Pick out **two such words** that are formed by adding prefixes other than 'im' from the passage.

Score: Questions 1 to 3 - 1 score each

Question 4 - 2 scores

Time: 10 minutes

Question IX

Competencies: Reads and analyses literary pieces

Uses apt vocabulary

Read the following passage from the story 'The Bet' and answer the questions that follow.

At the table a man unlike ordinary people was sitting motionless. He was a skeleton with the skin drawn tight over his bones, with long curls like a woman's and a shaggy beard. His face was yellow with an earthy tint in it, his cheeks were hollow, his back long and narrow and the hand on which his shaggy head was propped was so thin and delicate that it was dreadful to look at it.

His hair was already streaked with silver and seeing his emaciated, aged-looking face, no one would have believed that he was only forty. He was asleep.... In front of his bowed head there lay on the table a sheet of paper on which there was something written in fine handwriting.

‘Poor creature!’ thought the banker, ‘he is asleep and most likely dreaming of the millions. And I have only to take this half-dead man, throw him on the bed, stifle him a little with the pillow, and the most conscientious expert would find no sign of a violent death. But let us first read what he has written here...’

1. Why was the man described as ‘unlike ordinary people’?
2. What impressions do you get while looking at the man?
3. Who could be the ‘most conscientious expert’ that the banker had in his mind?
4. Why did the banker think that taking the man’s life was quite simple?
5. Look at the following sentence from the passage.

‘At the table a man unlike ordinary people was sitting motionless.’

Here ‘at the table’ is used before the subject ‘a man’. Pick out one such sentence from the passage.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Unit 5

ART AND ATTITUDE

Question X

Competencies: Reads and analyses literary pieces

Uses apt vocabulary

Read the following passage from the story, ‘Balthazar’s Marvellous Afternoon’ and answer the questions that follow:

The cage was finished. Balthazar hung it under the eaves, from force of habit, and when he finished lunch everyone was already saying that it was the most beautiful cage in the world. So many people came to see it that a crowd formed in front of the house and Balthazar had to take it down and close the shop. ‘You have to shave,’ Ursula, his wife, told him. ‘You look like a capuchin.’

‘It’s bad to shave in the afternoon.’

He had two weeks growth, short, hard, and bristly hair like the mane of a

mule and the general expression of a frightened boy. He did not know that for some people the cage he had just made was the most beautiful one in the world. For him, accustomed to making cages since childhood, it had been hardly any more difficult than the others.

‘Rest for a while then,’ Ursula said to him.

1. Why did Ursula describe Balthazar as a capuchin?
2. Why did Balthazar hang the cage under the eaves?
3. Why didn’t Balthazar have the same feelings of others about the beauty of the cage?
4. What reason did Balthazar say for not accepting Ursula’s suggestion to shave?
5. Look at the sentence: Maya is **used to** getting up early. Substitute the underlined phrase with a suitable word/phrase from the passage.
6. Read the following sentence.

The cage was finished.

Begin the sentence with – Balthazar

Score: Questions 1 to 6 - 1 score each

Time: 10 minutes

Question XI

Competencies: Reads and analyses literary pieces

Uses apt vocabulary

Read the following passage from the speech, ‘Art that Heals’ and answer the questions that follow:

One of my parents’ deepest fears, I suspect, was that society would not properly value me as a musician, that I wouldn’t be appreciated. I had very good grades in high school, I was good in science and math, and they imagined that as a doctor or a research chemist or an engineer, I might be more appreciated than I would be as a musician. On some level, I think, my parents were not sure themselves what the value of music was, what its purpose was. And they loved music, they listened to classical music all the time. They just weren’t really clear about its function. We live in a society that puts music in the ‘arts and entertainment’ section of the newspaper. Serious music, the kind your kids are about to engage in, has absolutely nothing whatsoever to do with entertainment. In fact it’s the opposite of entertainment. Let me talk a little bit about music, and how it works.

1. Who is the 'I' referred to in the passage above?
2. What was the fear that his parents had?
3. Pick out a sentence from the passage that suggests that Karl was very studious.
4. Did Karl's parents love music? Find out the expression from the passage that supports your view.
5. Find the word from the passage that means 'to recognize the good qualities of somebody'.
6. What is the attitude of the society towards music?

Score: Questions 1 to 6 - 1 score each

Time: 10 minutes

2. Analysing Textual Poems

Unit 3

REALITY TO REEL

Question I

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

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

Everybody's a dreamer and everybody's a star,
And everybody's in movies, it doesn't matter who you are.
There are stars in every city,
In every house and on every street,
And if you walk down Hollywood boulevard
Their names are written in concrete!

1. What does the expression 'Everybody is in movies' signify?
2. In what sense is 'Everybody a star'?
3. Which place is referred to in these lines?
4. The line, 'Their names are written in concrete!' can suggest two meanings. Explain.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question II

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

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

You can see all the stars as you walk down Hollywood boulevard,
Some that you recognise, some that you've hardly even heard of,
People who worked and suffered and struggled for fame,
Some who succeeded and some who suffered in vain.
Everybody's a dreamer and everybody's a star
And everybody's in show biz, it doesn't matter who you are.

1. What does the poet mean by 'all the stars'?

2. What could be the sufferings and struggles of the ones who struggled for fame?
3. Pick out from the stanza the expression other than 'Hollywood boulevard' that stands for 'movie world'.
4. Which line conveys the idea that 'one's entry into Hollywood is not a sure way to be successful in life'?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question III

Competencies: Reads, analyses and appreciates the given poem

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

I wish my life was a non-stop Hollywood movie show,
A fantasy world of celluloid villains and heroes,
Because celluloid heroes never feel any pain
And celluloid heroes never really die.

1. What does the writer want his life to be?
2. Why is the movie world called 'a fantasy world'?
3. Celluloid Heroes never feel any pain. Do you agree to this statement? Why?
4. What message does the writer convey through the above lines?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Unit 4

UPON THE THORNS OF LIFE

Question IV

Competencies: Reads, analyses and appreciates the given poem

Identifies the poetic craft

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

Thorns are my language.
I announce my existence
with a bleeding touch.
Once these thorns were flowers.
I loathe lovers who betray.

Poets have abandoned the deserts
to go back to the gardens.
Only camels remain here, and merchants
who trample my flowers to dust.

1. How does thorns become the language of cactus?
2. Pick out the line which suggests that 'Cactus once led a comfortable life'.
3. Who does the cactus represent?
4. Why do you think the poets go back to the gardens?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question V

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

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

One thorn for each rare drop of water.
I don't tempt butterflies.
No bird sings my praise.
I don't yield to droughts.

I create another beauty
beyond the moonlight,
this side of dreams,
a sharp, piercing,
parallel language.

1. Who does 'I' stand for?
2. 'I don't tempt butterflies.
No bird sings my praise. What do these lines signify?
3. Quote the line that suggests 'Cactus is a tough fighter'.
4. Comment on the expression 'parallel language'.

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question VI

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

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

This life is sweetest; in the wood
I hear no children cry for food;
I see no woman, white with care;
No man, with muscles wasting here.

No doubt it is a selfish thing
To fly from human suffering;
No doubt he is a selfish man,
Who shuns poor creatures sad and wan.

But it's a wretched life to face
Hunger in almost every place;
Cursed with a hand that's empty, when
The heart is full to help all men.

1. Do you agree with the poet's view about the life in a town? Why?
2. Write the rhyme scheme followed in the stanzas.
3. Why do people run away from human sufferings?
4. What does the expression 'wretched life' imply?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question VII

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

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

Can I admire the statue great,
When living men starve at its feet?
Can I admire the park's green tree,
A roof for homeless misery?

When I can see few men in need,
I then have power to help by deed,
Nor lose my cheerfulness in pity-
Which I must do in every city.

For when I am in those great places,
I see ten thousand suffering faces;
Before me stares a wolfish eye.
Behind me creeps a groan or sigh.

1. What attitude of the poet is revealed here?
2. Write the rhyme scheme followed in the stanzas.
3. Pick out the line that conveys the intensity of suffering faces.
4. What does the expression 'wolfish eye' signify?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Unit 5

ART AND ATTITUDE

Question VIII

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

Read the following lines from 'The Master' and answer the questions that follow:

And he installed himself and his brushes amid the dung and the flies,
and studied the horses - their bodies' keen alertness -
eye-sparkle of one, another's sensitive stance,
the way a third moved graceful in his bulk -

and painted at last the emperor's favourite,
the charger named 'Nightshining White,'

Whose likeness after centuries still dazzles.

1. What act of Han Kan shows that he is a real master?
2. What details of horses did Han Kan study?
3. Why did Han Kan name his horse as 'Nightshining White'?
4. Pick out the line that suggests the painting will last for years?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question IX

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

Read the following lines from 'The Arrow and the Song' and answer the questions that follow:

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroken;
And the song, from beginning to end,
I found again in the heart of a friend.

1. Why did the speaker say that he did not know where the song fell?
2. Where did the speaker find the song long afterwards?
3. How was the arrow found in the oak tree?
4. Write the rhyme scheme followed in the stanza.

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:

TIME WITH GRANDPA

Ben jumped from bed as soon as the first bit of sun peeped through his window. He grabbed his bag from his shelf and opened it on the floor. Ben put in some of his favourite things to take with him on his trip to visit Grandpa. He put in a book on building forts, a book on making go-carts and a new book he had taken from the library about a kid detective who creates his own spy gear. He also put in a model car kit and his stuffed bear. He was ready to go! Going to visit his grandfather for a week was always Ben's favourite part of summer vacation. Grandpa would take him fishing and to baseball games. Grandpa also taught Ben how to fix things around the house. Last year, when he was eight-years-old, Ben had learned how to replace a broken doorknob and how to fix a leaky tap. Grandpa was patient and did not mind taking many hours to show Ben how to use his tools. Ben's mom came to his bedroom door. 'Grandpa's here,' she said with a smile. Ben grabbed his backpack and ran into the kitchen where Grandpa was waiting. 'Ready, big guy?' asked Grandpa. 'Or do you want to eat breakfast before we leave?' 'Ready,' said Ben. As he kissed his mother good-bye, he felt his stomach rumble. 'We can eat later!'

1. What is the most likely reason for Ben to jump out of bed?
2. Judging by the things Ben put in his bag, what will one think Ben is going to do most during the vacation?
3. Why does visiting Grandpa become a favourite part of Ben's vacation?
4. What two things did Ben learn from his Grandpa last year?
5. What impressions do you form about Ben's Grandpa?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question II

Competencies: Reads and analyses unfamiliar text

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

One evening as the Guru was meditating a thief with a sharp sword entered, demanding either his money or his life, the Guru told him: 'Do not disturb me. You can find the money in that drawer.' Then he resumed his meditation. A little while afterwards he stopped and called: 'Don't take it all. I need some to pay taxes tomorrow.' The intruder gathered up most of the money and started to leave. 'Thank a person when you receive a gift,' the Guru added. The man thanked him and went off. A few days afterwards the fellow was caught and confessed, among others, the offence against the Guru. When the Guru was called as a witness he said: 'This man is no thief, at least as far as I am concerned. I gave him the money and he thanked me for it.' After he had finished his prison term, the man went to the Guru and became his disciple.

1. What did the thief want from the Guru?
2. How did the Guru react against the threat from the thief?
3. Why did the Guru ask the thief not to take all the money?
4. Give a suitable title to the story.
5. What, in your opinion, made the thief become the disciple of the Guru?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question III

Competencies: Reads and analyses unfamiliar text

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

CLOCKS

The clock is a very old invention. Sundials were used in ancient times. Sundials work by measuring shadows that are cast by the sun. Candle clocks were used a very long time ago. Candle clocks work by measuring the time it takes for the wax to melt. Hourglasses are similar to candle clocks because they also measure the time it takes for something to happen. Hourglasses work by measuring the time it takes for sand to pour through a small opening into a glass. Mechanical clocks appeared in the 13th century in Europe. They work with a system of moving gears. The gears

always move at the same speed. Pendulum clocks work with a swinging weight. The swinging weight is called pendulum. The pendulum makes the clock parts move. Now people typically use mechanical clocks or digital clocks. Digital clocks show numbers on a screen. The numbers represent the time. Some people use auditory clocks. Auditory clocks use language to tell the time aloud. Computers also use clocks. Computers use internal clocks in order to work properly. In today's world, clocks are everywhere - in homes, schools, offices, and public places. Many people live their lives according to the clock. People go to work and return home according to the clock. School days start and end according to the clock. Airplanes take off and land according to the clock. It is fun to imagine a world without clocks!

1. What were the different types of clocks used in ancient times?
2. How is time measured using a candle clock?
3. What is the advantage of a mechanical clock?
4. What kind of a clock would you suggest for a blind person?
5. Why does the author say that it is fun to imagine a world without clocks?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question IV

Competencies: Reads and analyses unfamiliar text

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

I arrived at the address and honked the horn. 'Just a minute', answered a frail, elderly voice. After a long pause, the door opened. A small woman in her eighties stood before me. She was wearing a faded silk sari and a frill blouse, with a colourful shawl wrapped around her neck, like somebody straight out of a 1970's family movie. By her side was a small plastic suitcase. The house looked as if no one had lived in it for years.

'Would you carry my bag out to the car?' she said.

I took the suitcase to the cab. She took my arm and we walked slowly toward the cab. She kept thanking me for my kindness.

'It's nothing', I told her. 'I just try to treat my passengers the way I would want my mother treated.'

'Oh, you're such a good guy,' she said.

When we got in the cab, she gave me an address and then asked, 'Could you drive me through the city? It's not the shortest way.'

'Oh, I don't mind,' I said.

'I'm in no hurry. I'm on my way to an old age home,' she said.

I looked in the rear-view mirror. Her eyes were glistening.

'My kids are far away, I don't have anyone here to take care of me,' she continued in a soft voice. 'The doctor says I don't have very long.'

I quietly reached over and shut off the meter. 'What route would you like me to take?' I asked.

For the next few hours, we drove through the city. She showed me the building where she had once worked as a bank clerk. We drove through the neighbourhood where she had lived before she got wed. She showed me the park, where she walked hand in hand with the man she loved. She had me pull up in front of a mall that had once been a wedding hall where her kids had been married off. At the first hint of the sun dipping below the horizon, she said, 'I'm tired. Let's go now'.

We drove in silence to the address she had given me. It was a low block of buildings. I opened the trunk and took the small suitcase to the door.

'How much do I owe you?' she asked, reaching into her purse.

'Nothing,' I said 'You have to make a living,' she answered.

'There are other passengers,' I responded.

Almost without thinking, I held her hands and gave them a squeeze. She held onto mine tightly. 'You gave an old woman a little moment of unforgettable joy,' she said.

'Thank you.' I squeezed her hand, and then walked away into the fading light. Behind me, a door shut.

1. Why does the narrator feel that the woman was 'somebody straight out of a 1970's family movie'?
2. What made the driver shut off the meter?
3. Pick out any two sentences/ expressions from the story that indicate the loneliness of the woman.
4. What was the unforgettable joy that the narrator gave to the woman?
5. Give a suitable title to the story.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question V

Competencies: Reads and analyses unfamiliar text

MEMORIES

Memories of the past have something to do with tragedies: pain, insult, loss, grief...

When I was a child, I was a good marksman. I was adept at aiming at any mango or cashew fruit and bringing it down with stones. Once, while I was going to school, I saw an owl on a tree. I don't know what came over me. I aimed and threw a stone at it. And it dropped to the ground dead. This painful memory has stayed with me since then and still haunts me. There are many things in life that you can't repair later. Our house was in the middle of a large garden with a variety of trees-mango, cashew, coconut, arecanut, jackfruit, tamarind. There was hardly any tree I had not climbed. Once on top of the tree I would forget about the laws of gravitation. And naturally it was normal routine for me to fall off them. As it became a regular affair, my mother kept a dish of herbal oil handy so that she could take it with her every time she rushed to the spot where I hit the ground with a big thud.

1. Why does the narrator call himself a good marksman?
2. What is the haunting memory that still pains the narrator?
3. What happened when the narrator forgot the laws of gravitation?
4. What made the narrator's mother keep a dish of herbal oil?
5. 'Memories of the past have something to do with tragedies.' How does the narrator prove this?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

4. Constructing Discourses

Unit 3

REALITY TO REEL

Question I

Competencies: Drafts a write-up
Makes use of the features of a write-up

'Certain stock scenes in films assume significance when we look at them through another perspective.' Do you agree with this statement? Prepare a **write-up** in about 120 words expressing your views in the light of the article 'Tea-shops in Malayalam Cinema'.

(Hints: ordinary things assume significance on a deeper analysis - tea-shops in Malayalam cinema - a way side shop for tea and snacks - platform for public discourse - secular space - communal harmony - worthless persons gain dignity - energises the narrative of the cinema)

Score: 7

Time: 12 minutes

Question II

Competencies: Prepares a speech
Makes use of the features of a speech

In connection with the Film Festival organised in your school, you are asked to deliver a speech on the 'Social Relevance of Films'. Prepare the **speech** in about 120 words.

(Hints: films - not just a medium of entertainment - reflects the issues of the society - documents culture - provides messages - society's beliefs, customs, dress codes, food habits etc.)

Score: 7

Time: 12 minutes

Question III

Competencies: Drafts a write-up
Compares an article and a screenplay

The article 'Tea-shops in Malayalam Cinema' and the screenplay 'Sunshine through the Rain' document the cultural elements of two societies. Still there are parallels.

Justify the statement comparing the article and the screenplay. Prepare a **write-up** in about 120 words expressing your views.

(Hints: tea-shop - documents the history of Kerala - the social movements - how and when tea-shops emerged - the different people - their different lives - screenplay - documents the dress code - the beliefs - customs of the people of Japan - the myth shown in the film seen in the belief systems of the people of Kerala)

Score: 7

Time: 12 minutes

Question IV

Competencies: Drafts a write-up
Makes use of the features of a write-up

In his article ‘Tea-shops in Malayalam Cinema’ C.S. Venkiteswaran considers the tea-shop a secular space. Do you agree with his view? Substantiate your arguments and prepare a short **write-up** of about 60 words.

Score: 5

Time: 8 minutes

Question V

Competencies: Prepares speech
Makes use of the features of a speech

Imagine that the literary club of your school is organising a competition in speech. The topic given is ‘The role of tea-shops in Kerala’s social life’ Prepare a **speech** in about 60 words in the light of the article ‘Tea-shops in Malayalam Cinema’.

Score: 6

Time: 10 minutes

Question VI

Competencies: Prepares descriptions
Makes use of the features of writing a description

Tea-shops play a significant role in some of the movies. Describe in about 60 words the role played by a tea-shop in any one of the movies you have seen.

Score: 5

Time: 8 minutes

Question VII

Competencies: Drafts a write-up
Makes use of the features of a write-up

‘Cinema documents the history and culture of our times.’ Examine the statement on the basis of your reading of the article ‘Tea-shops in Malayalam Cinema’ and prepare a brief write-up in about 60 words.

Score: 5

Time: 8 minutes

Question VIII

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

Write a short **profile** of **Akira Kurosawa** using the details given below.

Nationality : Japan

Famous as : Director – Producer – Screen writer - Editor

Major works: Drunken angel (1948) Rashomon (1950) Seven Samurai (1954)

Awards and : Asian of the century (posthumously) achievements
Oscar award for lifetime achievements (1990)

Score: 6

Time: 8 minutes

Question IX

Competencies: Prepares short paragraphs

Makes use of the features of a paragraph

A debate is to be held in your class on the topic 'Movies are meant for entertainment'. You have to argue against the topic by pointing out the educative value and cultural values of films. Present your **arguments** in not more than 60 words.

Score: 5

Time: 8 minutes

Question X

Competencies: Prepares a notice

Make use of the features of a good notice

The film club of your school is organising a film festival. BICYCLE THIEVES, CHEMMEEN, and NEELAKKUYIL are some of the films to be screened. Shaji N Karun, one of the famous film directors of Kerala, will inaugurate the festival. Draft a **notice** giving details.

Score: 5

Time: 8 minutes

Question XI

Competencies: Prepares news report

Make use of the features of a good news report

The school Film Club has organised a film festival at the school auditorium. DREAMS, CHILDREN OF HEAVEN, and MODERN TIMES were among the films screened in the festival. Film director Adoor Gopalakrishnan in his inaugural speech stressed on the cultural and educative values of cinema. Prepare a **news report** of the film festival.

Score: 6

Time: 10 minutes

Question XII

Competencies: Prepares formal letters

Makes use of the features of a formal letter.

The article 'Tea-shops in Malayalam Cinema' throws light on the importance role played by tea-shops in Kerala society. Write a **letter** to Dr C.S. Venkiteswaran appreciating his article.

Score: 6

Time: 10 minutes

UNIT 4
UPON THE THORNS OF LIFE

Question XIII

Competencies: Drafts a write-up
Makes use of the features of a write-up

The characters in the one-act play 'The Beggar and the King' are true representatives of the present society. Do you agree with this statement? Prepare a brief **write-up** in about 120 words justifying the statement.

(Hints: dictators suppress the demands of the people - cries of the downtrodden neglected - characters of the play represents the two classes everywhere - beggar the central character - he dominates towards the end of the play - king becomes submissive - servant later inclined to the beggar)

Score: 7

Time: 12 minutes

Question XIV

Competencies: Drafts a write-up
Makes use of the features of a write-up

'No dictator can suppress the suffering millions forever.' Comment on the statement in the light of the play 'The Beggar and the King' and prepare a **write-up** in about 120 words.

(Hints: beggar cries for bread - the cries annoy the king - orders to send him away - cries louder - soldiers cut off his tongue - cries again - slain by the soldiers - regains life - commands the king - proclaims his strength)

Score: 7

Time: 12 minutes

Question XV

Competencies: Drafts a write-up
Compares the characters

The beggar in the play 'The Beggar and the King' and the lawyer in the story 'The Bet' are victims of suffering. In your view, whose suffering is more severe? Express your views **comparing the characters** in about 120 words.

(Hints: beggar - tortured by the king and his power - suffering imposed by authority - unending suffering - lawyer - suffering self imposed - gains wisdom)

Score: 7

Time: 12 minutes

Question XVI

Competencies: Prepares review
Make use of the features of a review

Hope you have enjoyed reading the play 'The Beggar and the King'. Prepare a brief **review** of the play in about 120 words.

(Hints: your views on the plot of the play - the most appealing character - setting of the play - dialogues used - climax of the play -relevance to the present day - recommendations)

Score: 7

Time: 12 minutes

Question XVII

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

The Arts Club of your school has decided to stage the play 'The Beggar and the King'. Prepare a text for announcement before the staging of the play.

Score: 5

Time: 8 minutes

Question XVIII

Competencies: Prepares a character sketch
Makes use of the features of a character sketch

The 'servant' plays an important role in the development of the play 'The Beggar and the King'. Though he supports the King he never negates the demands the beggar puts forward. Prepare the **character sketch** of the servant.

Score: 6

Time: 10 minutes

Question XIX

Competencies: Prepares character sketch
Makes use of the features of a character sketch

The beggar in the play 'the Beggar and the King' is not an ordinary human being. When his tongue was cut he has grown another. When he was killed he gets another life. Who does the beggar represent in the play? Prepare the **character sketch** of the 'Beggar'.

Score: 6

Time: 10 minutes

Question XX

Competencies: Prepares paragraphs
Makes use of the features of a paragraph

'My strength is greater than a mountain and my words are more fearful than a hurricane. With one breath of my mouth I can blow over this whole palace'. Is the beggar in the play a mere beggar or something more than that? Prepare a **write-up** in about 60 words substantiating your views.

Score: 5

Time: 8 minutes

Question XXI

Competencies: Prepares formal letters
Makes use of the features of a formal letter

The king in the play is a typical character who always tries to cling to his throne of power without giving care and protection to his subjects. Prepare a **letter of complaint** to the king urging him to take immediate measures to eradicate poverty from the land.

Score: 6

Time: 10 minutes

Question XXII

Competencies: Prepares notice
Makes use of the features of a notice

The Literary Club of your school has planned to stage the play ‘The Beggar and the King’ in your school. Being the Secretary of the club you are asked to prepare a notice to be circulated among the students and teachers. Draft the **notice** highlighting the theme and relevance of the play.

Score: 5

Time: 8 minutes

UNIT 5

ART AND ATTITUDES

Question XXIV

Competencies: Prepares narratives
Makes use of the features of a narrative

Imagine that Ursula narrates to one of her friends how Balthazar made the cage and finally presented it to Pepe as a gift. **Narrate** it in the words of Ursula in about 120 words.

You may begin like this: Balthazar, my husband made a beautiful cage.

(Hints: most beautiful cage – making cages since childhood – visitors to the cage – two weeks of continuous work – asks to take rest – irons shirt and pants – asks him to sell it for sixty pesos – Doctor Octavio comes to see the cage – tells him that it was already sold – supports Balthazar - Balthazar takes the cage to Jose Montiel - ill treatment - his wife’s reaction - Pepe’s arrival - Balthazar’s final decision)

Score: 7

Time: 12 minutes

Question XXV

Competencies: Prepares notice
Makes use of the features of a notice

The English club of your school is organizing a Music Festival. As the Secretary of the club, you have invited Sri. M.K.Arjunan, the famous music composer to inaugurate the function. Prepare a **notice** showing the details of the function.

Score: 5

Time: 8 minutes

Question XXVI

Competencies: Prepares notice

Makes use of the features of a notice

Pepe jumped with joy when Balthazar gifted him the cage. His joy knew no bounds when he got it. He makes an entry in his diary expressing his happiness. Prepare the likely **diary entry**.

Score: 5

Time: 8 minutes

Question XXVII

Competencies: Prepares news report

Make use of the features of a good news report

The news of Balthazar's marvellous cage spread far and wide. Imagine that the news appeared in one of the leading newspapers. Write the likely **news report** in about 60 words.

Score: 5

Time: 8 minutes

Question XXVIII

Competencies: Prepares formal letters

Makes use of the features of a formal letter.

You would like to invite Mr Hariharan, one of the playback singers, to the Music Festival organized in your school. Write the likely **letter** inviting and seeking a convenient date from him to participate in the function.

Score: 5

Time: 8 minutes

5. Interpreting Data

Question I

Competencies: Analyses and interprets the given data
Transfers information from one form to another

Look at this advertisement and answer the questions that follow:

KERALA STATE CHALACHITRA ACADEMY
(Estd: 1998)
announces
the inauguration of
12th International Annual Film Festival
at Nishagandhi Auditorium
from **2010 December 5 to December 14**

- Screening more than 100 films from all over the world
- Live discussions, Debates, Film reviews, Workshops and Seminars

Supported by:
Kerala State Film Development Corporation (KSFDC)

1. How many films are going to be screened in the festival?
2. Who is the organiser of the festival?
3. What is the duration of the festival?
4. How often do they organise the festival?
5. What opportunities other than watching films are offered for the audience?

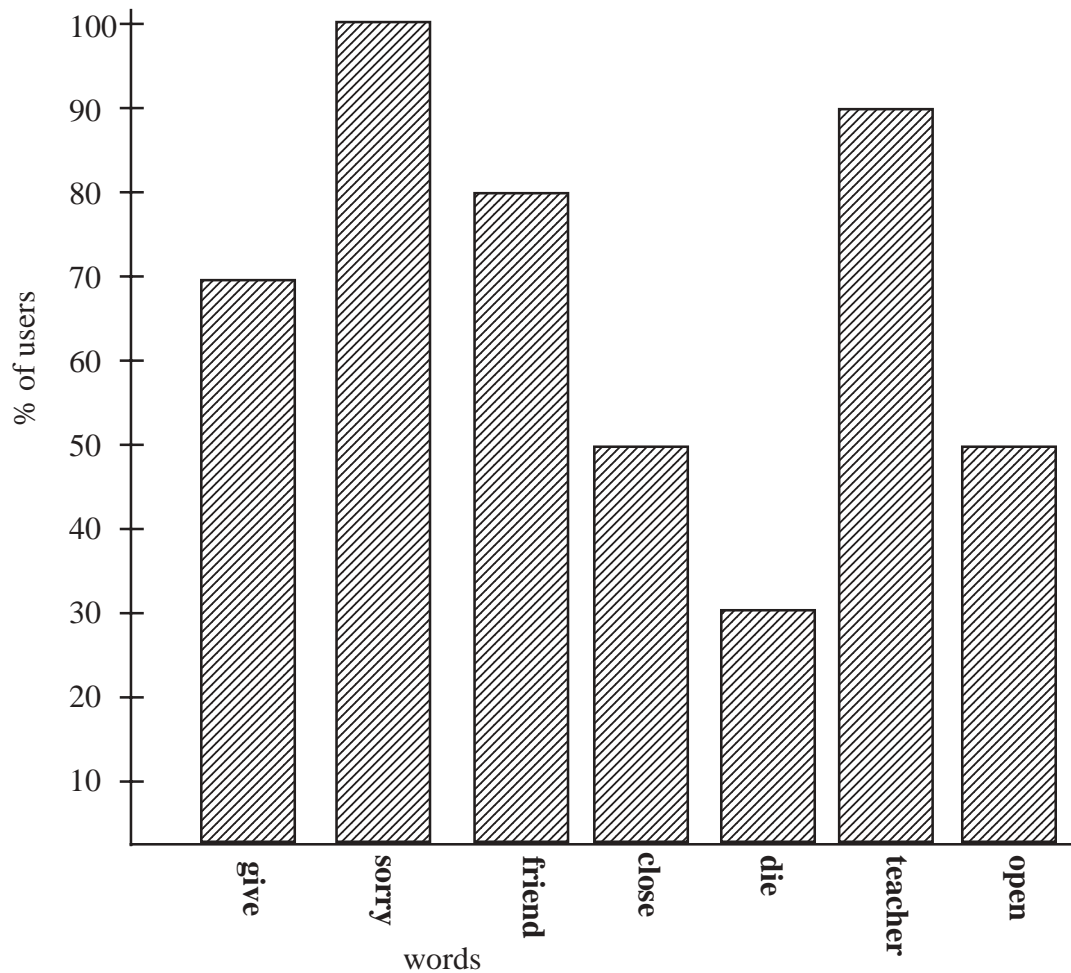
Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question II

Competencies: Analyses and interprets the given data

A study on the most commonly used words in English language reveals the following facts:



1. Which according to the bar diagram is the most commonly used word?
2. Find out the percentage of users of the word 'give'.
3. The diagram shows that only 30% of users use the word 'die'. How do you describe the word based on the given diagram?
4. Which word stands second in the order of the rank of usage?
5. Which are the two words that have equal number of users?

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question III

Competencies: Analyses and interprets the given data

Given below are some of the headlines found in newspapers. Read them carefully.

A India sweeps Series against England

B Oil price 'inflammable'

C Noted poet Mullanezhi passes away

D Teacher's package announced

E Two found dead in road mishap

1. A headline that can be called an obituary is _____.
2. The headline that can upset a vehicle owner is _____.
3. Which headline is related to educational news?
4. The headline that reports an accident is _____.
5. Which headline comes under the category of sports news?

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question IV

Competencies: Analyses and interprets the given data

A few posters on world famous films and their details are given below. Examine them carefully.

Now, answer the following questions.

VIDEO

PILOT EPISODE

**First in Flight - The Wright
Brothers and Moon Landing**

Written and Directed by
CARL HINDMANN

VIDEO

**THE ASSASSINATION OF
ARCHDUKE
FERDINAND & THE
DEATH OF HITLER**

Written and Directed by
RICHARD BOND

VIDEO

HIROSHIMA

Written and Directed by
STEPHEN WALKER

VIDEO

**THE FIRST NUCLEAR
REACTION &
CHERNOBYL**

Written and Produced by
JANE QUIGLEY
Directed by PAUL MORTON

1. Name the film for which the director has not written its screenplay.
2. Which film portrays man's landing on moon?
3. Name the film that deals with the events in the Second World War.
4. Who directed the film 'The Assassination of Archduke Ferdinand & The Death of Hitler'?
5. Who is the only producer of films mentioned in the posters above?

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question V

Competencies: Analyses and interprets the given data

Examine the following details about shops in the Muncipal Shopping Complex.

<p>SHOP NO. 1</p> <p>HOT & SPICY</p> <ul style="list-style-type: none"> • Chinese dishes • Continental dishes • Indian dishes • Italian dishes 	<p>SHOP NO. 2</p> <table border="1"> <tr> <td>Grocery</td> <td>Salt and Pepper</td> </tr> <tr> <td>Fruits</td> <td>Burger</td> </tr> <tr> <td>Vegetables</td> <td>Pizza</td> </tr> <tr> <td>Cosmetics</td> <td>Shawarma</td> </tr> <tr> <td>Dress</td> <td>Sweets</td> </tr> <tr> <td>Books</td> <td>HOT OFFER</td> </tr> <tr> <td>Shoes</td> <td>5% off on all purchases above Rs. 500/-</td> </tr> </table>	Grocery	Salt and Pepper	Fruits	Burger	Vegetables	Pizza	Cosmetics	Shawarma	Dress	Sweets	Books	HOT OFFER	Shoes	5% off on all purchases above Rs. 500/-
Grocery	Salt and Pepper														
Fruits	Burger														
Vegetables	Pizza														
Cosmetics	Shawarma														
Dress	Sweets														
Books	HOT OFFER														
Shoes	5% off on all purchases above Rs. 500/-														
<p>SHOP NO. 3</p> <p>SYMPHONY</p> <ul style="list-style-type: none"> • CDs • DVDs • MP3s <p>BUY ONE GET ONE FREE</p>	<p>SHOP NO. 4</p> <p>PET SHOPPY</p> <p>Fish</p> <p>Fish food</p> <p>Pedigree</p> <p>Pet accessories</p> <p>ALL AT THE LOWEST PRICES</p>														

Now, answer the questions given below:

1. Where would you go if you want to have a meal?
2. Your friend wants to buy a belt for his dog. Which shop will you direct him to?
3. Which shop will you go to buy a tin of talcum powder?
4. If you want to buy a compact disc of a film, which shop will you visit?
5. If you are interested in pisciculture, which shop will you visit

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

After watching the play, 'The Beggar and the King' Ravi told his mother the following:

The servant asked the king to listen to a tale which had happened the previous day. The King replied that he was listening.

Write the words of the servant and the king. You may begin like:

Servant: 'O King,'

King: 'I....'

Score: 2

Time: 4 minutes

Question II

Competencies: Uses language elements relevant to the context

Read the piece of conversation below and answer the questions.

The King : Why does he cry for bread?

The servant : O King, he cries for bread in order that he may fill his belly.

a. What did the king ask?

b. What was the servant's reply?

Score: 2

Time: 4 minutes

Question III

Competencies: Uses language elements relevant to the context

Read the conversation and complete the sentences given below:

John : What a beautiful picture!

Ganga: Thank you. I knew you would like it.

a. John exclaimed _____

b. Ganga thanked _____

Score: 2

Time: 4 minutes

Question IV

Competencies: Uses language elements relevant to the context

Read the dialogue given below and complete the passage.

Appu : When is the Youth festival in your school scheduled?

Ammu: It is scheduled for Friday.

Appu: Are you participating in any of the items?

Ammu : Yes, I'm participating in the light music competition.

Appu: Why have you chosen that item?

Ammu : Music is my greatest passion.

Appu asked Ammu _____ a _____

In reply to it she said _____ b _____

Then Appu enquired _____ c _____

Ammu answered that she _____ d _____

Then Appu again asked her why _____ e _____

To this Ammu answered that _____ f _____

Score: 6

Time: 10 minutes

Question V

Competencies: Edits and refines a loosely written passage

Uses language elements relevant to the context

Given below is a passage from Sonu's Science notebook. There are a few errors in it which are given in bold letters. Edit the passage.

Water **evaporate** (a) from lakes and oceans. The water vapour condenses into tiny droplets **for** (b) water. The **droplet** (c) crowd together and form clouds. The clouds **blew** (d) towards the land by the wind. The tiny droplets join and fall as precipitation to **a** (e) ground. The water soaks into the ground and collects **on** (f) rivers and lakes.

Score: 6

Time: 11 minutes

Question VI

Competencies: Edits and refines a loosely written passage

Uses language elements relevant to the context

The errors in the passage below are given in bold letters. Edit it.

Mr Moorthi said that he was very sorry that he **cannot** (a) attend the sales conference on Monday. He was leaving for Shimla that evening and **would be not back** (b) till Wednesday. He wished Mr. Salim **attending** (c) the conference instead. Mr. Moorthi **will** (d) be happy if he was informed about it by that evening, so that Mr. Salim could make **him** (e) travel arrangements. He apologised for the inconvenience **causes** (f).

Score : 6

Time: 9 minutes

Question VII

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

There are a few errors in the passage which are given in bold letters. Edit the following passage.

As a medium the cinema goes far beyond mere entertainment to **becoming** (a) a record of time and space, **on** (b) everything that **moved** (c) or stands still before the camera. Its history is also the history of our culture: of **us** (d) speech and body language; of our dress-code; of our **way** (e) of living and **make** (f).

Score: 6

Time: 9 minutes

Question VIII

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

The errors in the passage given below are highlighted. Edit the following passage.

It was the first day in school. The young scholars **have** (a) to introduce **themselves** (b) to their teacher. The teacher **follow** (c) the **convention** (d) ritual. He **going** (e) up to each one of them and waited **expectant** (f). The girl **sat** (g) at the end of the row was his daughter.

Score: 7

Time: 10 minutes

Question IX

Competencies: Uses language elements relevant to the context

Look at the following sentences:

1. My brother burst the crackers **and** my leg was hurt.
2. The master **and** the servant were arrested.
3. Meenu was sick **but** active.

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

Frame three sentences of similar pattern using 'and' in the first two sentences and 'but' in the third.

Score: 3

Time: 5 minutes

Question X

Competencies: Uses language elements relevant to the context

Look at the following sentences:

1. The books can be kept both on the shelf and on the table.

2. You may either ring the bell or call me.
3. Sheela dictated the notes and I wrote it down.

In the first sentence, the linker 'and' combines two prepositional phrases; in the second, the linker 'either or' combines two verb phrases and in sentence (3), two sentences are combined by the linker 'and'.

Frame three sentences of the similar pattern using the same linking words as shown above.

Score: 3

Time: 5 minutes

Question XI

Competencies: Uses language elements relevant to the context

Look at the following sentences:

1. The length and breadth of a square should be equal.
2. The parrot talked loudly and clearly
3. The boy jumped off the wall and ran downstairs.

In the first sentence, two noun phrases are combined using the linker 'and'; in the second, two adverbs 'loudly' and 'clearly' are linked using 'and'; in the third, two verb phrases are linked.

Frame three sentences of similar pattern.

Score: 3

Time: 5 minutes

Question XII

Competencies: Uses language elements relevant to the context

Complete the following conversation suitably.

- The Fox : Where's your son?
 Mother : He disobeyed me and went out to the woods.
 The Fox : Hmm. You know what it means to break the laws, ___ a ___?
 Mother : He is a kid. If you are angry like this _____ b _____.
 The Fox : A kid! _____ c _____?
 Mother : Yes, I did warn him not to go out.
 The Fox : We won't forgive him. _____ d _____?
 Mother : I don't know when he will be back.
 The Fox : Oh! Give this baton to him when he comes.
 Mother : The more I request him to stay at home _____ e _____
 The Fox : Then let him face the consequences

Score: 5

Time: 7 minutes

Question XIII

Competencies: Uses language elements relevant to the context

Complete the following conversation suitably.

- Sajeev: Did A.R Rahman win Oscar for 'Monsoon Weddings'?
- Rohit: You had better _____ a _____
- Sajeev : Please help me if you know.
- Rohit: If I had known _____ b _____
- Sajeev: Your elder brother is a great fan of Rahman, _____ c _____?
- Rohit: Yes, but he is not at home
- Sajeev: _____ d _____?
- Rohit: He's staying in the college hostel.
- Sajeev: Give me his phone number.
- Rohit: The more polite you ask _____ e _____?
- Sajeev: Hey, stop kidding. Please give me his number.

Score: 6

Time: 8 minutes

Question XIV

Competencies: Uses language elements relevant to the context

Here is a conversation between Sherlock Holmes and Dr. James Mortimer. Complete it suitably.

- Dr. James Mortimer: There is something peculiar about your brain. It should be subjected to study, _____ a _____?
- Sherlock Holmes: Well, only after my death. You had better _____ b _____
- Dr James Mortimer: Oh, you're funny. Well, Mr Holmes, if _____ c _____ what would have you been?
- Sherlock Holmes: I would've been a businessman.
- Dr James Mortimer: Sounds good. But Holmes you look too frail. You can put on a little more weight, _____ d _____?
- Sherlock Holmes: The more I work _____ e _____.

Score: 5

Time: 8 minutes

Question XV

Competencies: Uses language elements relevant to the context

Complete the conversation between the Principal and Swaminathan's father suitably.

- Father : Good morning, sir. I'm Swaminathan's father.
- Principal : Good morning, what _____ a _____?

Father : I want to know whether _____ b _____
 Principal : Letter? What letter?
 Father : I had written a letter of complaint about Mr. Samuel.
 Principal : What for? He is a very good teacher.
 Father : _____ c _____?
 Principal : He's been working here for the last 15 years.
 Father : No complaints about him so far?
 Principal : No, why?
 Father : What about Swaminathan's behaviour in school?
 Principal : He is a bit naughty. _____ d _____?
 Father : I'm very strict and he won't play his pranks at home.
 Principal : I don't think a father should be so. The stricter you become
 _____ e _____.
 Father : Thank you sir. I'll try to change my ways with him.

Score: 5

Time: 8 minutes

Question XVI

Competencies: Uses language elements relevant to the context

Complete the following choosing the right phrases given in brackets and fill in the blanks in the passage given below.

The banker had ____ (a) ____ a plan to murder the lawyer. But when he came into the room he ____ (b) ____ a letter on the table. In it the lawyer expressed his decision to renounce the two millions and explained how he planned to ____ (c) ____ from the prison five hours before the time fixed. The banker ____ (d) ____ his plan and waited for the next day.

(get away, call for, give up, set up, come across, go on)

Score: 4

Time: 7 minutes

Question XVII

Competencies: Uses language elements relevant to the context

Rewrite the passage given below replacing the verbs that can be substituted by the phrasal verbs given in bracket.

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

(call at, turn down, let off, make out)

Score: 4

Time: 7 minutes

Question XVIII

Competencies: Uses language elements relevant to the context

Read the following telephonic conversation between Asha and Mary and complete the conversation by choosing suitable phrasal verbs from the bracket given below:

(get on, go off, get back, hold on, look after, take after)

- Asha : Hello, can I speak to Mary please?
The voice : _____ a _____ please, I'll call her.
Mary : Hello, who is this?
Asha : It's me, Asha.
Mary : Oh Asha, tell me. How are you _____ b _____? What are your plans for the day?
Asha : I'm fine. My youngest daughter is not well. So I have to _____ c _____ her.
Mary : Oh, can you be there, on the line?
Asha : What happened?
Mary : There is somebody at the door.
Asha : Well, I will _____ d _____ later.

Score: 4

Time: 7 minutes

Question XIX

Competencies: Uses language elements relevant to the context

Choose the appropriate phrasal verb and complete the passage

I _____ a _____ (came across/ came up) the screenplay of a movie that was going to be shot. Though I liked the storyline, I was _____ b _____ (taken aback/ taken for) by the climax. I asked the director to _____ c _____ (bring about/ bring down) certain changes. But he _____ d _____ (turn off/ turn down) my suggestions.

Score: 4

Time: 7 minutes

Question XIX

Competencies: Uses language elements relevant to the context

Look at the following word-pyramid.

Villagers
The villagers
The genial villagers
The genial villagers at the tea-shop
The genial villagers at the tea-shop who discuss politics

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

Score: 4

Time: 7 minutes

Question XX

Competencies: Uses language elements relevant to the context

Look at the following word-pyramid.

Cars
White cars
All the white cars
All the white cars on the road
All the white cars on the road that I saw yesterday

Construct a similar word-pyramid with the word 'phones'.

Score: 4

Time: 7 minutes

Question XXI

Competencies: Uses language elements relevant to the context

Look at the word pyramid.

Flowers
Red flowers
Some red flowers
Some red flowers in the bouquet
Some red flowers in the bouquet that attract us

Construct a similar word-pyramid with the word 'books'.

Score: 4

Time: 7 minutes

Question XXII

Competencies: Uses language elements relevant to the context

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

Martin is in / (a) hurry.

He is late / (b) work again.

Martin's boss doesn't like it / (c) he is late.

His boss told him not to / (d) late again.

But he will be late / (e) all days.

Score: 5

Time: 8 minutes

Question XXIII

Competencies: Uses language elements relevant to the context

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

Kerala is / (a) Indian state

located / (b) the Malabar coast

/ (c) South-West India.

On 1 November 1956 / (d) the States

Reorganization Act, the state came / (e) being.

Score: 5

Time: 8 minutes

Question XXIV

Competencies: Uses language elements relevant to the context

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

Kathakali is / (a) highly stylized classical Indian dance-drama

noted / (b) the attractive make-up of characters, elaborate costumes,

detailed gestures / (c) well-defined body movements

presented in tune / (d) the anchor playback music and percussion.

It originated in / (e) state of Kerala during the 17th century.

Score: 5

Time: 8 minutes

Question XXIV

Competencies: Uses language elements relevant to the context

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

The term coconut can refer to / (a) entire coconut palm,

the seed, / (b) the fruit, which is not a botanical nut.

The spelling 'cocoanut' is / (c) old-fashioned form of the word.

The term derived from Portuguese / (d) Spanish *cocos*, meaning 'grinning face'.

The three small holes / (e) the coconut shell resemble human facial features.

Score: 5

Time: 8 minutes
