

**SAMPLE QUESTIONS
ENGLISH**

STANDARD IX

CONTENTS

1. Analysing Textual Passages	03
2. Analysing Textual Poems	13
3. Analysing Unfamiliar Passages	20
4. Constructing Discourses	24
5. Interpreting Data	30
6. Using Language Elements	34

1. Analysing Textual Passages

Unit 3

TALES OF TOIL

Question I

Competencies: Reads and analyses literary pieces
Uses language elements contextually

Read the following passage from the story, 'The Man who Knew too Much' and answer the questions that follow:

In pursuit of his ambition Private Quelch worked hard. We had to give him credit for that. He borrowed training manuals and stayed up late at nights reading them. He badgered the instructors with questions. He drilled with enthusiasm. On route marches he was not only miraculously tireless but infuriated us all with his horrible heartiness. 'What about a song, chaps?' is not greeted politely at the end of thirty miles. His salute at the pay table was a model to behold. When officers were in sight he would swing his skinny arms and march to the canteen like a Guardsman.

1. What made Private Quelch work hard?
2. What did Private Quelch do to fulfill his ambition?
3. What does the term 'miraculously tireless' imply?
4. Why did the trainees feel angry with Private Quelch?
5. Pick out a word from the passage that means 'to look at'.
6. Read the sentences given below:

He borrowed training manuals.

To get the negative meaning of the sentence, we write it as:

He didn't borrow training manuals.

Now, change the following sentences into its negative form:

- a. He drilled with enthusiasm.
- b. He badgered the instructors with questions.

Score: Questions 1 to 5 – Score 1 each

Question 6 – Score 2

Time: 10 minutes

Question II

Competencies: Reads and analyses literary pieces

Uses language elements contextually

Read the following passage from the story, 'The Resignation' and answer the questions that follow:

Even ruins have their better days of glory. On the night of Diwali, they are lighted up. During monsoons, they have green moss on them. They reflect the changing moods of Nature. The poor clerk never changes. His pale face never lights up with a smile. The rains do not bring relief to his dry as dust existence.

Lala Fatehchand was one such clerk. It is said that a man's name affects his fortunes. This was proved wrong in the case of Lala Fatehchand. His name meant winner. But it would not be an exaggeration to call him Haarchand (Loser). A failure in office, a failure among friends, he had faced only setbacks and disappointments.

1. Who, according to the author, remains unchanged despite changes?
2. 'Lala Fatehchand was one such clerk.' What type of a clerk was he?
3. Why does the author call Lala Fatehchand 'Haarchand'?
4. What does the expression 'even ruins have their better days of glory' mean?
5. In the sentence 'They reflect the changing moods of Nature', the plural subject 'they' is followed by a plural verb 'reflect'. Pick out one such sentence from the passage.
6. Find out a word from the passage that means 'made to seem larger, better'.

Score: Questions 1 to 6 - 1 score each

Time: 12 minutes

Question III

Competencies: Reads and analyses literary pieces

Uses language elements contextually

Read the following passage from the story, 'The Resignation' and answer the questions that follow:

The messenger said, 'Saheb has asked him to come over immediately. There is some urgent work.'

Fatehchand broke his silence. He raised his head and asked, 'What is it?'

'Nothing,' replied Sharda. 'Only the office peon.'

Fatehchand, 'The office peon! Has Saheb called for me?'

'That's what he says. What kind of Saheb do you have? He's always sending for you. You have just come home. Why does he want to see you again? Tell him you won't go. Can he do anything worse than take your job away?'

Fatehchand said, 'Let me find out why he wants to see me. I had cleared my desk before I left. I'll be back soon.'

Sharda, 'Please have something to eat before you go. Once you start talking with the peon, you will forget everything.'

She brought some snacks. Fatehchand looked at the plate and asked, 'Have you given the girls something to eat?'

'Yes, yes,' replied Sharda impatiently. 'You eat!'

Just then his youngest daughter came up. Sharda looked at her and said angrily, 'Why are you standing on my head? Go outside and play!'

'Why did you scold her?' asked Fatehchand, 'Come here, Chinnu. Take some snacks.'

Chinnu looked at her mother in fear and ran out.

1. What news did the messenger bring in?
2. What do you understand about Sharda's attitude towards Saheb from her words?
3. How did Fatehchand respond to the message?
4. Why is Sharda angry with her daughter?
5. 'Why did you scold her?' This is a 'wh' question used in this passage. Pick out any two 'Yes/No' questions from the passage.
6. Read the following dialogue and answer the questions that follow:

Sharda: Why are you standing on my head?

Fatehchand: Chinnu, take some snacks.

- a. What did Sharda ask her daughter?
- b. What did Fatehchand want Chinnu to do?

Score: Questions 1 to 5 - 1 score each

Question 6 - 2 scores

Time: 12 minutes

Unit 4

GLIMPSES OF A GREEN PLANET

Question IV

Competencies: Reads and analyses literary pieces

Uses vocabulary in apt situations

Read the following passage from the article, 'Make the Right Choice' and answer the questions that follow:

Today 56 newspapers in 45 countries take the unprecedented step of speaking with one voice through a common editorial. We do so because humanity faces a profound emergency. Unless we combine to take decisive action, climate change will ravage our planet and with it our prosperity and security. The dangers are apparent for our generation. Now the facts have started to speak: the Arctic ice-cap is melting and last year's inflated oil and food prices provide a foretaste of future havoc. In scientific journals the question is no longer whether humans are to blame, but how little time we have got left to limit the damage. So far, the world's response has been feeble and half-hearted.

1. What does the expression 'unprecedented step' imply?
2. What did the newspapers try to speak with one voice through the editorial?
3. What do scientific journals focus on?
4. Identify the expression that suggests that the world is not responding well to the danger humans' face.
5. Look at the sentence given below:

Unless we combine to take decisive action, climate change will ravage our planet.

Complete the following sentences suitably:

- a. Unless we work hard, _____
 - b. _____, you will get drenched in rain.
6. Write any two slogans that can convey the message - SAVE EARTH.

Score: Questions 1 to 4 - 1 score each

Question 5 to 6 - 2 scores each

Time: 15 minutes

Question V

Competencies: Reads and analyses literary pieces
Uses appropriate vocabulary

Read the following passage from the article, 'Make the Right Choice' and answer the questions that follow:

We call on the representatives of the 192 countries gathered in Copenhagen not to hesitate, not to fall into dispute, not to blame each other but to seize opportunity from the greatest modern failure of politics. This should not be a fight between the rich world and the poor world, or between east and west. Climate change affects everyone and must be solved by everyone. The science is complex but the facts are clear. The world needs to take steps to limit temperature rise. Even a small increase would parch continents, turning farmland into desert. Half of all species could become extinct, untold millions of people would be displaced, whole nations drowned by the sea.

1. What does the editorial want the leaders to do?
2. Why should we take steps to limit temperature rise?
3. Pick out a word from the passage that means 'no longer in existence'.
4. Read the following piece of news.

A small increase in temperature has parched several continents and turned farmlands into deserts. Millions of people starve. Several animals have become extinct and many nations have disappeared from the global map.

Now, write a suitable headline for this article.

5. 'Climate change affects everyone'.

Rewrite the sentence beginning with 'Everyone

Score: Questions 1 to 4 - 1 score each

Time: 11 minutes

Question VI

Competencies: Reads and analyses literary pieces
Uses language elements suitably

Read the following passage from the article, 'Make the Right Choice' and answer the questions that follow:

We will have to change our lifestyles. The era of flights that cost less than the taxi ride to the airport is drawing to a close. We will have to shop, eat and travel more intelligently. We will have to pay more for our energy and use less of it. But the shift to a low-carbon society holds out the prospect of more opportunity than sacrifice. We have now started to invest in renewable forms of energy rather than producing electricity from fossil fuels. Kicking our carbon

habit within a few short decades will require a feat of engineering and innovation to match anything in our history. But whereas putting a man on the moon or splitting the atom were born of conflict and competition, the coming carbon race must be driven by a collaborative effort to achieve collective salvation.

1. How should we change our lifestyles to meet climate changes?
2. What prospect does the shift to a low-carbon society provide?
3. What does the expression, 'a collaborative effort to achieve collective salvation' signify?
4. Prices have risen steadily during the past ten years.

Replace the underlined part of the sentence with a suitable word identifying from the passage.

5. Look at the sentence given below:

We will have to change our lifestyles.

This sentence can also be written as:

We need to change our lifestyles.

Now, rewrite the following sentences as done above.

- a. We will have to shop, eat and travel more intelligently.
- b. We will have to pay more for our energy and use less of it.

Score: Questions 1 to 4 - 1 score each

Question 5 - 2 scores

Time: 10 minutes

Question VII

Competencies: Reads and analyses literary pieces
Uses appropriate vocabulary

Read the following passage from the article, 'Memories of a Dying River' and answer the questions that follow:

Nila has been a perennial source of inspiration for many of our poets like Vallathol and P. Kunhiraman Nair, besides Edasseri. It is a sacred river for the people who live on its banks, the Ganga of the South. It is the cultural lifeline of Malabar. The village of Cheruthuruthi where Vallathol established the illustrious Kerala Kala Mandalam lies on its banks. From Kalpathi to Ponnani dozens of men and women have woken up to the call of the muses: singers, writers, Kathakali artistes.

I have seen the wrath of the Perar too- in 1942 and '44. We were safe in our Tharavad which was on an elevated piece of ground. But I have also heard of the floods of '24 from the elders in my family. The water rose right up to the slope of the hill then!

1. How is Nila associated with the writings of the poets?
2. Why is Nila known as the Ganga of the South?
3. What does the expression 'the cultural lifeline of Malabar' signify?
4. How does the author describe the destructive nature of Nila?
5. Identify the word from the passage that means 'anger'.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question VIII

Competencies: Reads and analyses literary pieces

Uses appropriate vocabulary

Read the following passage from the article, 'Memories of a Dying River' and answer the questions that follow:

In the months of April and May one sees long queues of women in the villages waiting with pots for the water trucks to arrive. The water level under the riverbed is too low for the wells on the bank to have any water in them.

Bharathapuzha was a witness to battles and historical spectacles like Mamankam. The battles fought on the riverbed today are for exclusive territorial rights and permits for mining sand. Long rows of large trucks block every access to the river. You can never get its panoramic view. What greets your eyes, instead, is the pathetic sight of innumerable pits from which sand has been scooped out.

Nila, who inspired me like a mother, watched me tenderly as I grew up and gracefully forgave me for my contradictory impulses, is breathing her last....

1. 'Bharathapuzha was a witness to battles.' What kinds of battles are fought on the riverbed nowadays?
2. 'Pathetic sight'. What is the pathetic sight the author is talking about?
3. What destiny does the author foresee for Nila?
4. In what all ways did Nila inspire the author when he was young?
5. Imagine that the Eco-club of your school is organising a campaign on SAVE NILA. Write two slogans for the campaign.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Unit 5

GUNS AND ROSES

Question IX

Competencies: Reads and analyses literary pieces
Uses appropriate vocabulary

Read the following passage from the story ‘An Occurrence at Owl Creek Bridge’ and answer the questions that follow:

His neck was in pain. His tongue was swollen with thirst. He could no longer feel the roadway beneath his feet. He stands at the gate of his own home. All is as he left it, all bright and beautiful in the morning sunshine. He must have travelled the entire night. As he pushes open the gate, he sees a flutter of female garments. His wife, looking fresh and cool and sweet, steps down from the veranda to meet him. At the bottom of the steps she stands waiting with a smile of matchless joy. Ah, how beautiful she is! He springs forward with extended arms. As he is about to clasp her he feels a stunning blow upon the back of the neck – then all is darkness and silence!

1. Who is the ‘he’ referred to in the passage?
2. How is his wife described here?
3. What does the expression ‘darkness and silence’ suggest?
4. The flag _____ in the breeze. Pick out a word that can be meaningfully used in the sentence and fill in the blank.
5. What does he do when he sees his wife?
6. His neck was in pain. His tongue was swollen with thirst. Combine these sentences using ‘while’.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question X

Competencies: Reads and analyses literary pieces
Uses appropriate vocabulary

Read the following passage from the story ‘The Colonel’s Ideas’ and answer the questions that follow:

‘All at once a shrill cry, a woman’s cry, pierced through the heavy silence of the snow and in a few minutes they brought back two prisoners, an old man and a girl, whom I questioned in a low voice. They were escaping from the

Prussians, who had occupied their house during the evening. The father was alarmed on his daughter's account, and, they had made their escape in the darkness. I invited them to accompany us. We started off together and as the old man knew the road, he acted as our guide.

1. What pierced through the heavy silence of the snow?
2. How did the old man help the soldiers?
3. '... who had occupied their house during the evening'. Identify 'who' and 'their' in the given sentence.
4. '... they had made their escape in the darkness'. What made them do so?
5. Read the sentence given below:

He walked all the way home because he had missed the last bus.

Two past actions are referred to in the above sentence. Identify similar sentence construction from the passage given.

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Unit 6

MIRRORING THE TIMES

Question XI

Competencies: Reads and analyses literary pieces
Uses appropriate vocabulary

Read the following passage from the article 'The Mass Media' and answer the questions that follow:

By mass communications media we mean firstly the press, newspapers, magazines, cheap books and secondly radio and television. The cinema and the internet are also part of the mass media. The media have four basic functions: firstly, they supply us with news keeping us informed about what is happening in our world; secondly, they interpret the news for us by way of commentary and editorial; thirdly, they spread culture and education, either formally or by spreading social norms; fourthly, they provide entertainment.

1. Read the following words.

Newspaper, Cinema, Magazine, Books, Radio, Television, Journals

Now, divide the items given in the box into two categories:

Print media	Visual media

2. How do media interpret the news for us?
3. What, according to the author, is the fourth function of the media?
4. What role do media play in increasing our knowledge about the world?
5. Fill in the blanks choosing the right word from the brackets.
 - a. The reports in the media _____ (have/has) been greatly exaggerated.
 - b. I'm glad that the news _____ (is/ are) good.

Score: Questions 1 to 4 - 1 score each

Question 5 - 2 score

Time: 10 minutes

Question XII

Competencies: Reads and analyses literary pieces
Uses appropriate vocabulary

Read the following passage from the article ‘The Initial Days of Doordarshan’ and answer the questions that follow:

Today, I watch in wonder the miracles possible with technology, the astonishing choice of hundreds of channels at the flick of a finger. But the memory of returning from work and not being able to enter my own home, as it was packed with relatives, neighbours and maids, sitting cross-legged on my carpet, waiting for a familiar signature tune to begin; that one channel we all eagerly tuned into, on the dot every evening, is indeed a nostalgic one.

1. What is the miracle referred to that is possible at the flick of a finger?
2. Why couldn't the author enter his own home?
3. ‘... that one channel we all eagerly turned into’ Which television channel is the author referring to?
4. A phrase in the extract means ‘at the right time’. Identify the phrase.
5. Fill in the blanks using the right words from the brackets.
 - a. The book is packed _____ useful information. (in/ with)
 - b. I have all the facts _____ my fingertips. (in/ on)
 - c. If I'm a bit late, will you wait _____ me. (by/for)

Score: Questions 1 to 4 - 1 score each

Question 5 - 3 score

Time: 12 minutes

2. Analysing Textual Poems

Unit 3

TALES OF TOIL

Question I

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

Read the following lines from the poem 'I am the People, the Mob' and answer the questions that follow:

I AM the people—the mob—the crowd—the mass.

Do you know that all the great work of the world is done through me?
I am the workingman, the inventor, the maker of the world's food and clothes.

I am the audience that witnesses history. The Napoleons come from me and the Lincolns. They die.

And then I send forth more Napoleons and Lincolns.

I am the seed ground. I am a prairie that will stand for much plowing. Terrible storms pass over me.

I forget.

1. Who is the 'I' referred to in the lines?
2. What roles does he play?
3. What does 'more Napoleons and Lincolns' mean?
4. What is the only weakness 'he' suffers from?

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

Given below are some lines from the poem, 'I am the People, the Mob'. Read it and answer the questions that follow:

Sometimes I growl, shake myself and spatter a few red drops for history to remember. Then—I forget.

When I, the People, learn to remember, when I, the People, use the lessons of yesterday and no longer forget who robbed me last year,

who played me for a fool—then there will be no speaker in all the world

say the name: ‘The People,’ with any fleck of a sneer in his voice or any far-off smile of derision.

The mob—the crowd—the mass—will arrive then.

1. What does ‘a few red drops’ signify?
2. Pick out the line that means ‘people will stand united for a noble cause’.
3. What happens when the People learn to remember and use the lessons of yesterday?
4. Cite an instance of visual image from these lines.

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 the poem ‘Follower’ and answer the questions that follow:

My father worked with a horse-plough,
His shoulders globed like a full sail strung
Between the shafts and the furrow.
The horses strained at his clicking tongue.

An expert. He would set the wing,
And fit the bright steel-pointed sock.
The sod rolled over without breaking.
At the head rig, with a single pluck

Of reins, the sweating team turned round
And back into the land. His eye
Narrowed and angled at the ground,
Mapping the furrow exactly.

1. Write the rhyme scheme of the stanzas.
2. Who are the 'father' and the 'son' referred to here?
3. Why did father narrow his eyes and angle at the ground?
4. Which line suggests the idea that the father was like a sailor who cut through water?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Unit 4

GLIMPSES OF A GREEN PLANET

Question IV

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

Read the following lines from the poem 'To Nature' and answer the questions that follow:

It may indeed be phantasy, when I
Essay to draw from all created things
Deep, heartfelt, inward joy that closely clings;
And trace in leaves and flowers that round me lie

Lessons of love and earnest piety.
So let it be; and if the wide world rings
In mock of this belief, it brings
Nor fear, nor grief, nor vain perplexity.

1. Write the rhyme scheme of the stanzas?
2. What does he trace in leaves and flowers?
3. '... so let it be...' What does 'it' stand for?
4. 'I' and 'lie' are examples of rhyming words from the given stanza. Pick out any two such pairs from the stanza.

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 the poem ‘To Nature’ and answer the questions that follow:

So will I build my altar in the fields,
And the blue sky my fretted dome shall be,
And the sweet fragrance that the wild flower yields
Shall be the incense I will yield to Thee,
Thee only God! and thou shalt not despise
Even me, the priest of this poor sacrifice.

1. ‘And the sweet **fragrance** that the wild **flower** yields’ – The words in bold letters are examples of alliteration. Cite another example of alliteration from the stanza.
2. Where does he wish to build the altar?
3. Why does the poet call himself a priest?
4. What offering does the poet make for God?

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 the poem ‘On the Grasshopper and the Cricket’ and answer the questions that follow:

The poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead;
That is the grasshopper’s – he takes the lead
In summer luxury, - he has never done
With his delights; for when tired out with fun
He rests at ease beneath some pleasant weed.

1. How does the poet describe the summer season in these lines?
2. Pick out any two pairs of rhyming words.
3. Which line suggests that the poetry of the earth encompasses all the sounds, sights and the warmth of living beings?
4. 'A voice will run from hedge to hedge.' Whose voice is referred to here?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Unit 5

GUNS AND ROSES

Question VII

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

Read the following lines from 'General, Your Tank is a Powerful Vehicle' and answer the questions that follow:

General, your bomber is powerful.
It flies faster than a storm and carries more than an elephant.
But it has one defect:
It needs a mechanic.

General, man is very useful.
He can fly and he can kill.
But he has one defect:
He can think.

1. What, according to the poet, are the qualities of a bomber?
2. '... he can kill'. Do you think it a better quality of man?
3. What is the one defect of the bomber?
4. Who is the poem addressed to?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Question VIII

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

Read the following lines from the poem 'Mass' and answer the questions that follow:

Twenty, a hundred, a thousand, five hundred thousand
appeared,
crying out: 'So much love, and no power against death!'
but the corpse, alas!, kept on dying.

Then all the inhabitants of the earth
surrounded him; the corpse looked at them sadly, deeply
moved;
he got up slowly
embraced the first man; started to walk...

1. What does 'kept on dying' suggest?
2. Do people have the power to bring someone dead back to life?
3. Why did the man embrace the first man?
4. What was the common request of the mass?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

Unit 6

MIRRORING THE TIMES

Question IX

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

Read the following lines from the poem 'Television' and answer the questions that follow:

How used they to keep themselves contented
Before this monster was invented?
Have you forgotten? Don't you know?

We'll say it very loud and slow:

THEY ... USED ... TO ... READ! They'd READ and READ,

One half their lives was reading books!

The nursery shelves held books galore!

Books cluttered up the nursery floor!

And in the bedroom, by the bed

1. What does the word 'monster' refer to?
2. What were the hobbies of the children in the past?
3. Pick out the word that means, 'in enough numbers'.
4. What does the expression 'THEY ... USED ... TO ... READ!' mean?

Score: Questions 1 to 4 - 1 score each

Time: 8 minutes

3. Analysing Unfamiliar Passages

Question I

Competencies: Reads and analyses unfamiliar texts

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

Animals, birds, trees and plants were all part of our life. We had cows, dogs and cats; all called by names. They were part of the family. I remember an incident concerning one of our dogs. We called him La Fayette. He was old and infirm and everyone thought he was about to die. He had almost lost all his hair and was always dozing in some corner of the house. One day he chanced upon the *lehyam* (ayurvedic medicine) kept out in the courtyard for sunning. Before anyone noticed it, he had lapped up the whole of it. My mother had got it prepared for my sister who was resting after delivery. In a couple of weeks, to everyone's surprise, the dog started growing shiny hair, and to regain his lost youth. A perfect testimony to the efficiency of the *lehyam*!

1. 'They were part of the family.' What does the speaker refer to here?
2. What according to you is the attitude of the writer towards animals?
3. Why did everyone think that the dog was about to die?
4. What happened to the *lehyam* the mother had prepared?
5. What, according to the writer, is the perfect testimony to the efficiency of the *lehyam*?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question II

Competencies: Reads and analyses unfamiliar texts

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

The Bus Driver

Dana Miller is a bus driver. She drives a bus in the city of Philadelphia. She works the night shift. That means she starts work at 10:00 at night and gets off at 6:00 in the morning. Dana has been driving a bus for 15 years. She started when she was 23-years-old. She loves her job most of the time. She gets to see the beautiful city from her seat. She gets to meet all kinds of people. There is the guitar player. He drags his heavy guitar on the bus every Friday night. People call him Get Low. That is because he likes to play

the guitar on his knees. If the bus is not too crowded, Get Low plays in the back of the bus. The bus is seldom crowded at night. There is the woman who works at the biscuit factory. Each day the 'Biscuit Lady' brings Dana a bag of fresh, soft biscuits. They fill the bus with a wonderful smell! Sometimes Dana's job is hard. It is hard when Dana sees people down on their luck. One time, a young woman left her sleeping baby on the bus. There was a note on the baby's blanket asking for help. Dana had to call the police. Another time, a teenage boy stole money from Dana on the bus. He had a fake gun. Dana thought it was real. She was very scared. Occasionally, driving the bus can be scary. But most of the time, driving the bus is great. Dana does not want to work anywhere else. 'How was your night?' Dana's husband likes to ask when she gets home. 'Good music, good food and a great view of the city,' she says.

1. What is one of the reasons for Dana to love her job?
2. Why is the Guitar player called Get Low?
3. What makes Dana's job hard sometimes?
4. 'Occasionally, driving the bus can be scary.' What makes Dana think so?
5. 'Dana does not want to work anywhere else.' Why?
6. Pick out an instance that shows the passengers love for Dana.

Score: Questions 1 to 6 - 1 score each

Time: 11 minutes

Question III

Competencies: Reads and analyses unfamiliar text

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

One Hundred Dollars

Leonard James is a homeless man. For him, life is always hard. He is always hungry. His shoes have holes in them. He needs a haircut. His clothes are old and dirty. 'What I would do with one hundred dollars!' Leonard says. This is a game he likes to play with himself to take his mind off things. He is walking down the street on a Thursday night. It is winter. The air is cold.

'If I had one hundred dollars, I could buy new shoes,' he says. He continues to walk down the street.

'If I had one hundred dollars, I could get a haircut,' he says. He continues to walk down the street.

‘If I had one hundred dollars, I could get new pants,’ he says. He continues to walk down the street.

‘If I had’ Leonard looks down at the sidewalk. He cannot believe what he sees!

Someone has lost his wallet. Leonard picks it up. Inside are five twenty-dollar bills.

‘One hundred dollars!’ Leonard says. He is very excited. ‘Now I can buy everything I want!’

Leonard begins to think. ‘But this is not my money,’ he says. Leonard goes to the police station. He gives a police officer the wallet and money. ‘Thank you,’ says the police officer. ‘You are a very honest man.’ Leonard smiles. He turns around and begins to leave the police station. ‘Hold on,’ the police officer says. He reaches in his own pocket and gives Leonard ten dollars. ‘Get yourself something to eat.’

1. Why is Leonard James’ life always hard?
2. How, in your opinion, winter might add to Leonard’s hardships?
3. What all things does Leonard wish to do if he gets one hundred dollars?
4. What did Leonard do with the wallet he got from the sidewalk? Why?
5. What made the officer give Leonard ten dollars?

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:

BUTTERFLY

A man found a cocoon of a butterfly. One day a small opening appeared. He sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then it seemed to stop making any progress. It appeared that it could go no further.

So the man decided to help the butterfly. He took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly then emerged easily. But it had a swollen body and small, wrinkled wings. The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time. Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and wrinkled wings. It never was able to fly.

What the man, did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening were nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon.

1. Why did the man decide to help the butterfly?
2. What did the man do to help the butterfly?
3. What did the man expect the butterfly to do after snipping off the remaining bit of the cocoon?
4. Why was the butterfly never able to fly?
5. What thoughts does the passage evoke in us?

Score: Questions 1 to 5 - 1 score each

Time: 10 minutes

Question V

Competencies: Reads and analyses unfamiliar text

Gandhiji went from city to city, village to village collecting funds for the Charkha Sangh. During one of his tours he addressed a meeting in Orissa. After his speech a poor old woman got up. She was bent with age, her hair was grey and her clothes were in tatters. The volunteers tried to stop her, but she fought her way to the place where Gandhiji was sitting. 'I must see him,' she insisted and going up to Gandhiji touched his feet. Then from the folds of her sari she brought out a copper coin and placed it at his feet. Gandhiji picked up the copper coin and put it away carefully. The Charkha Sangh funds were under the charge of Jamnalal Bajaj. He asked Gandhiji for the coin but Gandhiji refused. 'I keep cheques worth thousands of rupees for the Charkha Sangh,' Jamnalal Bajaj said laughingly 'yet you won't trust me with a copper coin.' 'This copper coin is worth much more than those thousands,' Gandhiji said. 'If a man has several lakhs and he gives away a thousand or two, it doesn't mean much. But this coin was perhaps all that the poor woman possessed. She gave me all she had. That was very generous of her. What a great sacrifice she made. That is why I value this copper coin more than a crore of rupees.'

1. What was the purpose of Gandhiji's tours?
2. Why did the volunteers try to stop the old woman?
3. 'I must see him.' Why did the old woman want to see Gandhiji?
4. Why did Gandhiji refuse Jamanlal Bajaj's request?
5. 'I value this copper coin more than a crore of rupees.' Why did Gandhiji say so?
6. Give a suitable title to the passage above.

Score: Questions 1 to 6 - 1 score each

Time: 10 minutes

4. Constructing Discourses

Unit 3

TALES OF TOIL

Question I

Competencies: Drafts a write-up

Makes use of the features of a write-up

The main characters in the stories - 'The Man who knew Too Much' and 'The Resignation' are the victims of the ill-treatment of their superiors. Comment on the statement and prepare a **write-up** in about 120 words.

(Hints: Private Quelch – nicknamed Professor – ambitious for a stripe – works hard – badgers instructors with questions – corrects Corporal Turnbull – gives an unexceptionable lecture on grenade – assigns for permanent cookhouse duties – Lala Fatehchand – noble man – worries about losing job – obeys Saheb – suffers ill-treatment mutely – revolts finally)

Score: 7

Time: 12 minutes

Question II

Competencies: Prepares a speech

Makes use of the features of a speech

The stories 'The Man who Knew Too Much' and 'The Resignation' highlights the theme 'Dignity of Labour'. Imagine you are asked to deliver a speech on 'Dignity of Labour' in your school assembly. Prepare a **speech** on the basis of the two stories in about 120 words.

(Hints: introduction – hard working nature of the characters – Quelch: curious and over ambitious in nature – inquisitive – Fatehchand: obedient – humble – unquestioning – conclusion with own views)

Score: 7

Time: 12 minutes

Question III

Competencies: Prepares a narrative

Makes use of the features of a narrative

Imagine that Corporal Turnbull narrates to one of his friends the incident which led Private Quelch to end up his duties in the cookhouse of the military camp. What would he narrate? Prepare the likely **narration** in the light of the story 'The Man who knew too Much'.

(Hints: interesting character – hard working – over ambitious – nicknamed as Professor – works hard for a stripe – badger superiors – becomes laughing stock – gets punished)

Score: 7

Time: 12 minutes

Question IV

Competencies: Prepares conversation
Makes use of the features of conversation

Private Quelch went on interrupting the Sergeant while he was doing a session. Imagine that one of his classmates approaches him and advises him to stop interrupting the teachers. Write the likely **conversation** between them. Write at least six exchanges.

Score: 6

Time: 10 minutes

Question V

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

Private Quelch is an interesting character, isn't he? Despite his knowledge and abilities to work hard everyone looked at him 'in terror'. Prepare a brief **character sketch** of Private Quelch in about 60 words.

Score: 5

Time: 8 minutes

Question VI

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

The sergeant was angry and sent Private Quelch for permanent cookhouse duties. Imagine that Private Quelch writes a letter seeking the sergeant's apology. What would he write in the letter? Write the likely **letter**.

Score: 6

Time: 10 minutes

Question VII

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

The story 'The Man who knew too Much' opens up a debate that one should develop skills other than hard work to succeed in life. Do you agree to this? Substantiate your **argument** in not more than sixty words. Write a short paragraph.

Score: 5

Time: 8 minutes

Question VIII

Competencies: Prepares a diary entry
Makes use of the features of a diary entry

Corporal Turnbull sends Private Quelch for permanent cook house duties as a punishment. Quelch feels humiliated and becomes disgraceful. Imagine that he makes a diary entry on the day. What would he write in his diary? Write the likely **diary entry**.

Score: 5

Time: 8 minutes

Unit 4

GLIMPSES OF A GREEN PLANET

Question IX

Competencies: Drafts a write-up

Makes use of the features of a write-up

The editorial 'Make the Right Choice' and the article 'Memories of a Dying River' highlight the need for protection of nature and natural resources. Do you agree to this statement? Prepare a short **write-up** expressing your views in about 120 words.

(Hints: need for protecting the Earth – climate change – temperature rise – scarcity of drinking water - sand mining - energy scarcity – emission of chlorofluoro carbon - depletion of ozone layer - global warming)

Score: 7

Time: 12 minutes

Question X

Competencies: Prepares a speech

Makes use of the features of a speech

Imagine that in connection with the World Environment Day celebrations, you are asked to deliver a speech on 'Global Warming and its Consequences'. Prepare the **speech** in the light of the editorial 'Make the Right Choice'.

(Hints: introduction – causes of global warming – its consequences – preventive measures – conclusion)

Score: 7

Time: 12 minutes

Question XI

Competencies: Drafts a write-up

Make use of the features of a write-up

'We will have to change our lifestyles. We will have to shop, eat and travel more intelligently.' Do you agree to this statement of the editor? Justify your answer and prepare a **write-up** in the light of the editorial 'Make the Right Choice'.

(Hints: relevance of the statement – global warming - causes – political measures – individual responsibilities – awareness programmes)

Score: 7

Time: 12 minutes

Question XII

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

Read the news report given below.

TAIWAN DEVASTATED

Taiwan: Continuous rain in Taiwan for 3 months washed away lands, buildings, cars and brought life to a standstill. Meteorologists opined that climate change as after-effect of global warming and deforestation caused such natural calamities.

The news report highlights the need to save our Mother Earth from climate change and global warming. Prepare a **write-up** expressing your views on the issue.

(Hints: global warming – climate changes - temperature rise - floods – deforestation – ecological imbalances – exploitation of natural resources)

Score: 7

Time: 12 minutes

Question XIII

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

The Nature Club of your school has prepared a manuscript magazine titled 'The Dying Rivers of Kerala'. Imagine that you are the editor of the magazine. Draft an **editorial** for the magazine in not more than sixty words.

Score: 6

Time: 10 minutes

Question XIV

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

The members of the Eco Club of your school plans to write a letter to the editor of a daily to make the public aware of the indiscriminate felling of trees for the expansion of roads in the city. Draft a **letter** highlighting the consequences of indiscriminate felling trees.

Score: 6

Time: 10 minutes

Question XV

Competencies: Prepares slogans
Makes use of the features of slogans

Your school is planning a rally to make the public aware of the importance of conservation of forest. Prepare **three slogans** to be used in the rally.

Score: 6

Time: 8 minutes

Question XVI

Competencies: Writes an article
Makes use of the features of an article

The Nature Club of your school is organising an essay competition on the importance of conservation of rivers. You would like to participate in the competition. Prepare a **write-up** on the topic in not less than sixty words.

Score: 6

Time: 10 minutes

Question XVII

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

The Eco Club of your school has produced a documentary film titled Dangers of Global Warming. The preview of the film is scheduled on November 14. Draft a **notice** giving the details.

Score: 6

Time: 10 minutes

Unit 5

GUNS AND ROSES

Question XVIII

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

‘At the moment of imminent death, one intensely longs for life and safety.’ How far is this statement true with the **character** of Peyton Farquhar?

(Hints: Farquhar – stands at the verge of execution – desires to live with family – dreams of escaping)

Score: 7

Time: 12 minutes

Unit 6

MIRRORING THE TIMES

Question XIX

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

‘Media often influence attitudes and sensibilities of a nation’. Do you agree with this statement? Prepare a **write-up** in about 120 words expressing your views.

(Hints: type of programmes - affect the ways of thinking and behaviour - powerful means of propaganda - provides choices - good amount of information - sometimes undigested - unrelated - unpleasant)

Score: 7

Time: 12 minutes

Question XX

Competencies: Drafts a letter

Makes use of the features of a letter

Imagine that you write a letter to the editor of a newspaper expressing your views on the role played by media in bringing important issues for public discussion. What would you write in the letter? Write the likely **letter**.

Score: 5

Time: 10 minutes

5. Interpreting Data

Question I

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

Read the following details about Remya Mangalath.

Remya Mangalath is a student studying in ninth standard in ABC High school since 2006. The school is at Anna Nagar, Second Street and Remya stays with her uncle Samuel in Bapuji Nagar which is 50 kilometres away from the school. The journey to school is too tiresome for her. She discussed her problems with her teacher. She told her to apply for a short-stay home near the school. Remya is very happy. Samuel gave his mobile No: 944622818 to her. Remya has her student ID No: TD123423.

Imagine that Remya wants to fill in an application form. Help her to fill in the form.

APPLICATION FORM:

Name : Remya Mangalath
Student ID : TD123423
House address : _____ a _____
Standard : _____ b _____
Name of the school: _____ c _____
How long have you been studying in the school? _____ d _____
Name of local guardian and contact details: _____ e _____

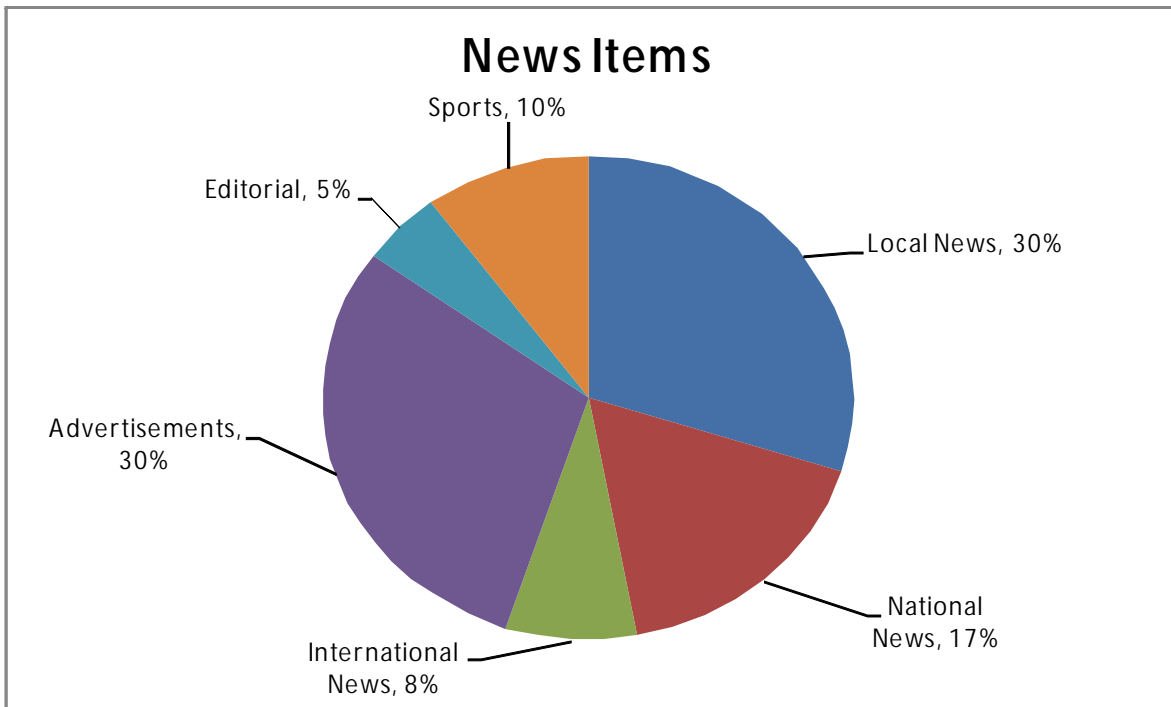
Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question II

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

The following diagram is shows the space spend for various news items in a newspaper. Study the diagram carefully.



Now, answer the following questions.

1. Which news item utilizes the least space?
2. The percentage of space left for International news.
3. Two items utilize the same space. Which are those items?
4. Which news item is given more importance - International News or National News?
5. Arrange the news items in ascending order.

Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question III

Competencies: Analyses and interprets the given data

Transfers information from one form to another

Read the following headlines and answer the questions that follow:

Respectful homage to Food Minister Sri. T.M.Jacob

Sebastian Vettel wins the first Formula One Race in India

Kamlesh Sharma unanimously elected as Commonwealth Secretary General

Science fest begins in schools

Vehicle theft - Two held

1. The headline related to maintenance of law and order is _____.
2. The headline related to an educational activity is _____.
3. Appointment of a person to the highest office is highlighted in the headline _____.
4. The headline reports the demise of a reputed person is _____.
5. A historical moment in Indian Sports is revealed in the headline _____.

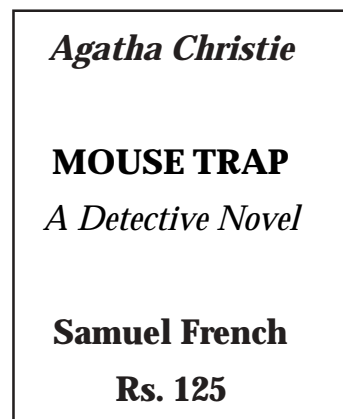
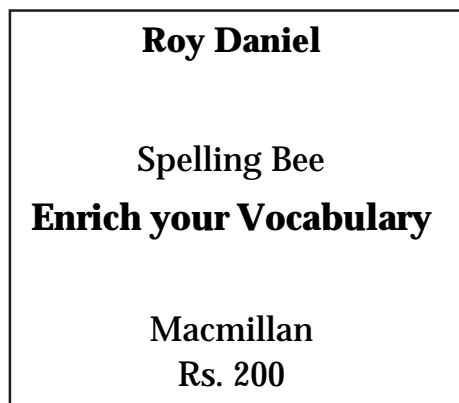
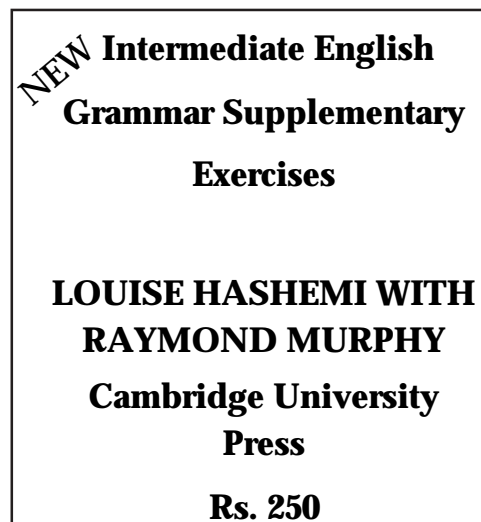
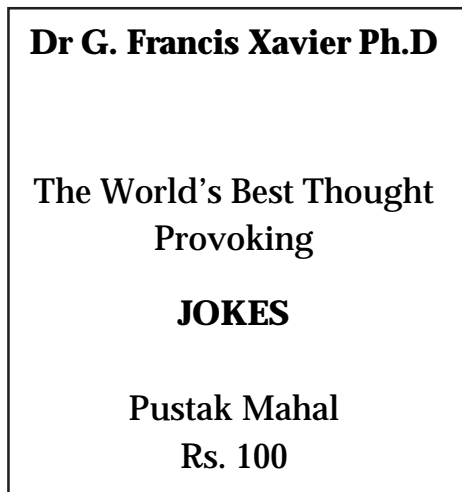
Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question IV

Competencies: Analyses and interprets the given data

Here are the front covers of four books. Read them carefully and answer the questions that follow:



1. You are planning to participate in a 'Word Power' competition. Which book would you like to buy?

2. If you want the latest version of a grammar book, which one will you choose?
3. Which book is written by a woman writer?
4. Who is the publisher of the book of Jokes?
5. Which of the above books cost more?

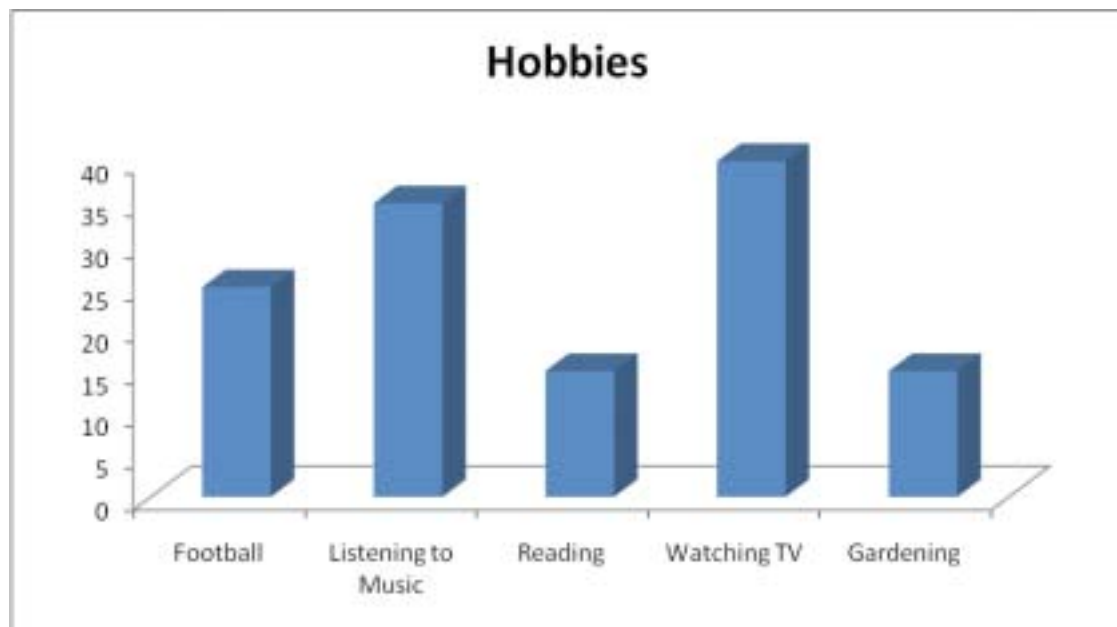
Score: Questions 1 to 5 - 1 score each

Time: 8 minutes

Question V

Competencies: Analyses and interprets the given data

The following diagram represents the favourite hobbies of students of Std. IX. Examine it carefully.



1. Which is the most favourite hobby found among students?
2. Which are the two hobbies engaged in by the same number of students?
3. Which item stands second among the hobbies?
4. Most of the students spend their liesure time watching TV. Is this statement true according to the given diagram?
5. How many students spend their time playing football?

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

Fill in the blanks choosing the right word given in the brackets below.

SLEEP

The National Sleep Foundation in / (a) United States says / (b) 7-9 hours of sleep daily is best for / (c) adult. Seven to nine hours / (d) sleep is good for memory, alertness, problem solving / (e) health. Getting too much sleep may not be good / (f) anyone.

(of, that, and, from, an, for, the)

Score: 6

Time: 8 minutes

Question II

Competencies: Uses language elements relevant to the context

Supply the missing words in the following passage where ‘/’ is marked.

ONCE IN A BLUE MOON

Two full moons in / (a) same month / (b) extremely rare, though they do happen. A second full moon has come / (c) be called / (d) blue moon. This is apparently because the Marine Farmer’s Almanac used to list the date of first moon / (e) red text / (f) the second moon in blue.

Score: 6

Time: 8 minutes

Question III

Competencies: Uses language elements relevant to the context

Read the passage given below and fill in the blanks with suitable words.

I like to walk ____a____ a river bank. I look at the reflection of the trees and its branches ____b____ the water. I watch the fish gliding ____c____ the reeds ____d____ the water in the river.

Score: 5

Time: 8 minutes

Question IV

Competencies: Uses language elements relevant to the context

Supply the missing words in the following passage where ‘/’ is given. 6

Swami had always slept _____a_____ Granny in the passage and any change _____b_____ this arrangement kept him trembling all night. He hoped _____c_____ first that his father was joking. But later Swami realized that the matter had gone _____d_____ his control.

Score: 4

Time: 6 minutes

Question V

Competencies: Uses language elements relevant to the context

Complete the following conversation suitably.

Sabu : It's long time since we met, _____ a _____?

Sanal : Yea, I've been away for quite some time.

Sabu : _____ b _____?

Sanal : I've been to Chennai.

Sabu : In your absence _____ c _____?

Sanal : My elder sister and her husband will take care of my parents.

Sabu : _____ d _____?

Sanal : I'll be here for a month

Sabu : You're planning to settle in Chennai, _____ e _____?

Sanal : Not yet decided so. Let's see.

Score: 5

Time: 8 minutes

Question VI

Competencies: Uses language elements relevant to the context

Complete the following conversation suitably.

Reshma : You look quite tired. _____ a _____?

Maya : I am not feeling well.

Reshma : _____ b _____?

Maya : Yes, I've consulted a doctor.

Reshma : _____ c _____?

Maya : He said he couldn't find out anything.

Reshma : _____ d _____?

Reshma : The doctor at the City Hospital

Maya : You're planning to take a second opinion, _____ e _____?

Reshma : Yes, I think I should.

Score : 5

Time: 8 minutes

Question VII

Competencies: Uses language elements relevant to the context

Complete the following dialogue suitably.

Sandra : How are you, Dad?

Father : I'm fine.

Sandra : You've read my book, _____ a _____?

Father : No, dear. _____ b _____?

Sandra : Here it's.

Father : Thank you dear. But unless someone helps _____ c _____.

Sandra : I'll read it out for you.

Father : That is so kind of you. But, _____ d _____?

Sandra : I'll be here for a week.

Father : Then I can listen to the whole book, _____ e _____?

Score: 5 **Time: 8 minutes**

Question VIII

Competencies: Uses language elements relevant to the context

Complete the following conversation between Fatehchand and Saheb suitably.

Saheb : How did you get in? Get out at once.

Fatehchand : You asked me to come, _____ a _____?

Saheb : Yes, but, _____ b _____?

Fatehchand : Yes, do you think you alone can be angry?

Saheb : No, but you are my friend dear.

Fatehchand : No more insincere words. You insulted me.

Saheb : _____ c _____?

Fatehchand : Just half an hour ago. _____ d _____?

Saheb : Yes, I don't remember.

Fatehchand : You need treatment for this and I know what to do.

Saheb : My dear, _____ e _____?

Fatehchand : It's nothing. Accept this blow on your head!

Score: 5 **Time: 8 minutes**

Question IX

Competencies: Uses language elements relevant to the context

Read the conversation and complete the sentences that follow:

Sergeant: Have you got any training?

Quelch: It's all a matter of intelligence.

a) Sergeant asked _____

b) Quelch replied _____

Score: 2 **Time: 4 minutes**

Question X

Competencies: Uses language elements relevant to the context

Read the following sentences that are reported and write the original words of the speakers.

Saheb ordered Fatehchand to go to the office and fetch the file. Fatehchand asked him which file he should bring.

a. Saheb: Fatehchand, _____

b. Fatehchand: Sir, _____

Score: 2

Time: 4 minutes

Question XI

Competencies: Uses language elements relevant to the context

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

Farquhar: How far is it to the Owl Creek Bridge?

Man: It's about thirty miles.

a) What did Farquhar ask?

b) What was the man's reply?

Score: 2

Time: 4 minutes

Question XII

Competencies: Uses language elements relevant to the context

Imagine that you hear the following telephone conversation.

Ramu: Can I speak to Malu, please?

Narayan: Who's speaking?

Ramu: I'm her classmate, Ramu.

Narayan: She is not here.

Now, answer the following questions.

a. What did Ramu ask Narayan?

b. What was Narayan's reply?

Score: 4

Time: 6 minutes

Question XII

Competencies: Uses language elements relevant to the context

Here is the routine activities of Kabir. Complete it using the phrasal verbs given in brackets.

(go through, get up, turn on, set off, take down)

Kabir _____ a _____ at 6.00 in the morning. He _____ b _____ the morning newspaper till 6.15 am. At 6.30 he _____ c _____ the radio and listens to music. He _____ d _____ on a morning stroll at 7 am.

Score: 4

Time: 6 minutes

Question XIII

Competencies: Uses language elements relevant to the context

Consider the news headlines and replace the underlined words with the phrasal verbs given in brackets.

(put off, run out, go for, hold up, set off)

- a. Mad dog attacks many.
- b. Flight delayed due to bad weather
- c. Stock of sugar exhausted
- d. Examinations postponed

Score: 4

Time: 6 minutes

Question XIV

Competencies: Uses language elements relevant to the context

At the entrance of the zoo the following notice was displayed. Your friend could not understand certain words. Help her understand the notice by replacing the words with appropriate phrasal verbs

NOTICE

Those who **visit** the zoo are requested to **bear with** the inconvenience caused due to the renovation work that is in progress. We have **arranged** a cafeteria outside the zoo premises. Kindly avoid taking plastic bottles and cups to the zoo. Don't go near the cages of animals. They might **attack** you!

(call for, call at, put up with, go for, set up, go on)

Score: 4

Time: 6 minutes

Question XV

Competencies: Uses language elements relevant to the context

Read the following passage and replace the words underlined with the phrasal verbs given in brackets.

The grand finale of the reality show **proved** to be a great success. When the film stars **came** to **distribute** the awards the crowd went into an uproar. The power **failed** just before the results were announced. The film stars could not **leave** as a crowd gathered around the stage.

(turn up, call at, give away, take off, turn out, get off)

Score: 4

Time: 6 minutes

Question XVI

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

Edit the following passage.

The preparations for the execution **completes**. The executioners stepped aside. The sergeant was waiting **by** the signal from the captain. At a signal the sergeant would step aside and the plank upon which he **stand** would tilt and the condemned man would **went** down between two ties.

Score: 4

Time: 6 minutes

Question XVII

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

Read the following passage and edit the errors in it.

The door was closed. I **knocks** at the door again and again. There was no response. I thought **of** a moment. I had to **met** the lady of the house. '**What I should do now?**' I asked myself. I need to do something.

Score: 4

Time: 6 minutes

Question XVIII

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

Here is a report on the unscientific disposal on garbage in a panchayat. Edit it suitably.

The sidewalks **for** our panchayat **is** not kept clean. We **dumped** garbage in public places regularly. Unscientific disposal of garbage leads to many diseases. The public **needed** to be aware of its consequences. The panchayat authorities have **took** action to prevent the unscientific disposal of garbage.

Score: 4

Time: 6 minutes

Question XIX

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

Read the following conversation and edit it suitably.

Mother: What are you doing?

Ravi : I watching a nice programme on TV.

Mother: How many times **I told** you not to waste time like this?

Ravi : It'll over in half an hour.

Mother: Unless you finishes your homework, I won't take you out.

Score: 4

Time: 6 minutes

Question XX

Competencies: Uses language elements relevant to the context

Read the following passage and identify the complements and object complements in it.

John is a doctor. He cares his patients well. He has a car. He visits his patients at their houses. He makes them comfortable. But some consider him insane. Nobody ever finds him idle. He always looks energetic.

Now complete the following table. One is done for you.

Complements	Object Complements
a. a doctor	b. comfortable
c. _____	d. _____
e. _____	f. _____

Score: 4

Time: 6 minutes

Question XXI

Competencies: Uses language elements relevant to the context

Read the following passage and identify the complements and object complements in it.

I have a car. I painted it golden. My friends called me crazy. But I was happy. I didn't bother about the others. They regarded me haughty. But now, they look uninterested.

Now complete the following table.

One is done for you.

Complements	Object Complements
a. a car	b. golden
c. _____	d. _____
e. _____	f. _____

Score: 4

Time: 6 minutes

Question XXII

Competencies: Uses language elements relevant to the context

Read the following passage and identify the objects and complements in it.

We planned a trip to Delhi. There were four members. We booked the tickets last week. We were excited. We packed our bags. But finally we cancelled the trip. My mother fell sick.

Now complete the following table. One is done for you.

Object	Complement
a. a trip	b. four members
c. _____	d. _____
e. _____	f. _____

Score: 4

Time: 6 minutes

Question XXIII

Competencies: Uses language elements relevant to the context

Read the following passage and identify the objects and complements in it.

The book is interesting. I bought it yesterday. I paid hundred rupees for it. It has a nice cover. It looks wonderful I'll ask my friend to read it.

Now complete the following table. One is done for you.

Object	Complement
a. It	b. interesting
c. _____	d. _____
e. _____	f. _____

Score: 4

Time: 6 minutes
