Subject Specific Guidelines

English

The question setters of English for Standard VIII should ensure that the following points are taken into consideration while preparing the questions.

1. Questions from Familiar Passage (Textual)
   - One passage consisting of 100-120 words from any one of the prose texts from the Reader, either detailed or extended shall be taken. (Score 4-6)
   - One or two stanzas from any one of the poems either detailed or extended shall be included for appreciation. (Score 4)
   - An unfamiliar passage consisting of 100-120 words followed by 4-5 questions of one score each shall be included.

2. Study skills shall include questions based on information transfer, data interpretation and note making. (Score 4-5)

3. Questions based on discourses like narrative, write-up, paragraph writing, character sketch, profile, speech, news report, diary, letter, announcement, message and conversation based on a suitable context from the content of the detailed text shall be included. Questions for detailed writing also shall be in discourse form. (Score 15-20)

4. Language elements shall include questions from phrasal verbs, cloze questions, editing, phrase structure, completion of conversation, reported speech, word class etc.
   - Cloze question – Determiners, Prepositions, Linkers
   - Editing – Tenses, Concord, Word Order, Punctuation etc.
   - Conversation completion – Framing questions, Question tags, Structures like ‘if clause’, had better, as if, etc.
   - Reported Speech shall be given in the form of a conversation – not discrete sentences

   (Score 10-15)
Sample Questions

English

Standard - VIII

I. Reading comprehension

Sample Question 1

Learning outcomes: Reads, analyses and comprehends a given text.

Unit 1 - Hues and Views

Thinking skills: Identify, infer, classify, compare and contrast.

Read the passage from 'The Mysterious Picture' and answer the questions that follow.

An elderly lady came next. She had a large hump on her back. 'Sir painter,' she said softly, 'make me look young and beautiful. If you don't remove the hump on my back and supply what I lack in beauty, I will have you torn to pieces.' A young lady, who was the companion of the Duchess, came in as soon as the old lady left. She was young and pretty, but had lost three of her front teeth in an accident. She warned Tyl that if in her picture she didn't see herself smiling, with a perfect set of pearly teeth, she would have him cut into small bits by her lover. She pointed to the Captain of the Guards. Similar requests and threats continued until he had finished with the last of the courtiers. Then the Archduke sent for him and said, 'My dear fellow, I want your portrait to be perfect in every detail. You are to paint all my courtiers exactly as we see them. If you leave out a mole, a pimple, or a single grey hair, I'll have you slaughtered like a pig'.

1. The elderly lady believed that she lacked beauty because of her .................. 1
   a. set of pearly teeth.
   b. hump on the back.
   c. loss of front teeth.
   d. overweight.

2. Complete the table given below suitably. 3

<table>
<thead>
<tr>
<th>Character</th>
<th>Threat</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Elderly lady</td>
</tr>
<tr>
<td>b</td>
<td>......................................</td>
</tr>
<tr>
<td>c</td>
<td>Archduke</td>
</tr>
<tr>
<td></td>
<td>have him cut to pieces by her lover</td>
</tr>
<tr>
<td></td>
<td>......................................</td>
</tr>
</tbody>
</table>
3. Pick out the word from the passage which means the same as ‘kill’. 1
   a. threat
   b. warn
   c. continue
   d. slaughter

4. What did the young lady demand from the painter? 1

5. How did the demand of the courtiers differ from the Archduke’s demand? 1

Grading indicators:

- Each correct answer carries one score.
- Answers
  1. hump on her back
  2. a. torn to pieces
     b. Young lady
     c. slaughtered like a pig

3. Slaughter

4. She must be seen smiling in the picture with a perfect set of pearly teeth.

5. The courtiers wanted him to alter their appearance so that they would look beautiful and handsome. Whereas the Archduke wanted the portrait to be perfect in every detail.

Sample Question 2

Learning outcomes: Reads and analyses a given text.

Unit 1 Hues and Views

Thinking Skills: Identify, infer, classify and interpret

Read the passage from the story ‘The Boy who Drew Cats’ and answer the questions that follow.

Whenever he found himself alone, he drew cats. He drew them on the margins of the priest's books, and on all the screens of the temple, and on the walls, and on the pillars. Several times the priest told him this was not right; but he did not stop drawing cats. He drew them because he could not really help it. He had what is called ‘the genius of an artist,’ and just for that reason he was not quite fit to be an
acolyte - a good acolyte should study books. One day after he had drawn some very clever pictures of cats upon a paper screen, the old priest said to him severely: 'My boy, you must go away from this temple at once. You will never make a good priest, but perhaps you will become a great artist. Now, let me give you a last piece of advice, and be sure you never forget it. Avoid large places at night, keep to small! 'The boy did not know what the priest meant by saying, Avoid large places keep to small.’ He thought and thought, while he was tying up his little bundle of clothes to go away; but he could not understand those words, and he was afraid to speak to the priest any more, except to say good-bye.

1. The boy continued to draw cats because ........................................ 1
   a. he hated cats.
   b. he wanted to become an artist.
   c. he wanted to please the priest.
   d. he was unable to stop drawing.

2. Pick out the word from the passage which means ‘one who helps the priest’.
   1
   a. Genius
   b. Acolyte
   c. Artist
   d. Cats

3. What quality did the priest identify in the boy?
   1
   a. Obedience as a student
   b. Punctual in work
   c. Genius of an artist
   d. Clever in studies

4. Pick out the expression from the passage that shows the boy wondered about the priest’s advice. 1

5. What was the advice given to the boy by the priest? 1

6. Which were the places the boy chose to draw cats? 1

7. Why did the priest decide to send the boy away from the temple? 1

Grading Indicators

- One score for each correct answer.

Answers

1. He was unable to stop drawing cats.
2. Acolyte
3. Genius of an artist
4. He thought and thought
5. Avoid large places at night, keep to the small.
6. On the margins of the priest's books, on all the screens of the temple, on the walls and on the pillars.
7. He would never make a good priest.

II. Appreciation of poem

Sample Question 1

Learning outcomes: Reads and analyses a given poem

Unit 1 - Hues and Views

Thinking skills: Identify, infer, interpret and appreciate a poem

Read the lines from the poem 'Taj Mahal' and answer the questions that follow.

You knew, Emperor of India, Shah Jahan,
That life, youth, wealth, renown
All float away down the stream of time.
Your only dream
Was to preserve forever your heart's pain.
The harsh thunder of imperial power
Would fade into sleep
Like a sunset's crimson splendour,
But it was your hope
That at least a single, eternally-heaved sigh would stay
To grieve the sky

1. Who does the poet address as 'you' in the poem? 1
2. What does the expression 'float away down the stream of time' signify? 1
3. Pick out an instance of simile from the above lines. 1
4. What does the expression 'heart's pain' refer to? 1
5. Pick out the word which is related to kingship. 1

Grading Indicators

- One score for each correct answer.

Answers

1. Emperor of India, Shah Jahan
2. They are transient
3. Like a sunset's crimson splendor
4. The loss/memories of his beloved queen
5. Imperial
Sample Question 2

Learning outcomes: Reads and analyses a given poem
Unit 1 - Hues and Views
Thinking skills: Identify, organize, interpret a poem

Read the lines from the poem 'We are the World' and answer the questions that follow.

There comes a time when we heed a certain call
When the world must come together as one

There are people dying
And it’s time to lend a hand to life
The greatest gift of all
We can’t go on pretending day by day
That someone, somewhere will soon make a change
We all are a part of God’s great big family
And the truth you know;
Love is all we need.
We are the world, we are the children
So let’s start giving
There’s a choice we’re making
We’re saving our own lives
It’s true we’ll make a better day
Just you and me.

1. Given below is the summary of the lines given. Some words in it are missing. Choose suitable words from the lines given and complete it.

A time ------ (a)------ when the world has to ----- (b)--- ---- the call and come ------- (c)------ to help the ------- (d)----- people. We all belong to God’s -------(e)----- and what we need is ------ (f)------ for each other we should not pretend that someone somewhere will make a ---(g)---

Grading indicators

- Each correct answer carries one score.

Answers
a. comes
b. heed
c. together
d. dying
e. family
f. love
g. change

III. Reading comprehension: Unfamiliar passage

Sample Question 1

Learning outcomes: Reads and analyses a given text

Thinking skill: analyses, infers, interprets

Read the passage given below and complete the sentences that follow.

Many animals are able to communicate with each other very well—but none of them can talk as we do. That is, animals cannot speak and therefore cannot use words. Birds cry out and make sounds that other birds understand. Smells, movements, and sounds are used for communication by animals. They express joy or anger or fear through these. Human speech is a very complicated process, which no animal can perform. One reason is that in a very special way we use a whole series of organs to produce the sounds we want to make when we utter words. The way our vocal cords are made to vibrate, the way the throat, mouth and nasal cavities are adjusted, the way the lips, teeth, lower jaw, tongue, and palate are moved - just to make vowel and consonant sounds, is something animals can't do. They cannot produce a whole series of words to make a sentence. And there is another, perhaps more important reason why animals can't talk. Words are only labels for objects, actions, feelings, expressions and ideas. For example, the word 'bird' is a label for a living, flying object. Other words describe its colour, shape, flying and singing. Still other words would be used to tell what the speaker thinks or feels about the bird or its actions. For human beings, therefore, the use of words means the use of labels or symbols, and then organizing them in a certain way to communicate something. This requires a degree of intelligence and logical thinking that no animals have. So, they can't talk the way people do.

1. While human beings use words to communicate, birds and animals are different since they use __________, __________, and __________ for communication.
2. Though birds and animals cannot communicate like human beings, they are capable of expressing __________, __________ and __________.
3. __________ is used in the process of human speech.
4. What does the word ‘bird’ represent?
5. Pick out a word that means 'to move from side to side very quickly and with small movements'.
Grading indicators

- One score for each correct answer

Answers

1. Sounds, movements and smell
2. Joy, anger or fear
3. Vocal chords
4. It is a label for ‘a living, flying object’.
5. Vibrate

IV. Discourses

Sample Question 1

Learning outcomes:

- Writes a narrative
- Uses language in meaningful contexts
- Identifies the major events of the story

Unit 1 - Hues and Views

Thinking Skills: Organize, explain and substantiate

‘When fools begin to talk’, observed Tyl, ‘it’s time for wise men to walk.’ He calmly strode out of the hall and rode away on his donkey. He gets back home and narrates the whole incident to his friends. Write the likely narrative.

Grading points

- Relevant to the context 2-3
- Appropriateness of the language used 1
- Sequencing of ideas 1
- Clarity of expressions used 1

Sample Question 2

Learning outcomes:

- Writes the character sketch of a person
- Uses language in meaningful contexts
- Identifies the role played by the character
- Identifies the character traits

Unit 1 - Hues and Views

Thinking skills: Organize, assess, interpret, analyse and substantiate
You have come across the character Tyl in the story ‘The Mysterious Picture’. Prepare a **character sketch** of Tyl keeping in mind the hints given.

**Hints:**

Appearance  
Role played  
Presence of mind  
Cleverness  

**Grading indicators**

- Relevant to the context: 1  
- Content: 2-3  
- Sequencing of ideas: 1  
- Appropriateness of language used: 1  

**Sample question 3**

Learning outcomes:

- Writes language discourse conversation  
- Uses language in meaningful context  
- Identifies the relationship between the characters  

**Unit 1 - Hues and Views**

**Thinking Skills:** Identify relationships, predict, apply and substantiate

‘In either case I’m to die. What am I to do?’ Tyl is very much confused. Imagine that he approaches the Archduke to discuss the problem. What would be the likely conversation between them?

**Grading indicators**

- Proper initiation and conclusion: 1  
- Relevance to the given context: 1  
- Use of formal expressions and variety of sentence patterns: 1  
- Sequencing of ideas: 1  

**Sample Question 4**

Learning outcomes:

- Writes language discourse paragraph  
- Identifies the order of events  
- Uses linkers meaningfully
Unit 1 - Hues and Views

Thinking skills: Recall, organize, interpret and analyse

Some of the major events of the story ‘The Boy who Drew Cats’ are given in the jumbled order. Sequence it in the order in which they occur. Write a paragraph by choosing suitable linkers from the box given.

a. Priest sends the boy out of the temple.
b. His parents took him to the village temple.
c. Priest advised the boy to avoid large places and keep to small.
d. The boy could not stop drawing cats
e. The boy had a fault he liked to draw cats during study hours.
f. The boy was very weak and small.
g. The old priest agreed to take him as an acolyte and teach him priesthood.
h. The priest advised him several times not to draw cats.

<table>
<thead>
<tr>
<th>then</th>
<th>but</th>
<th>hence</th>
<th>so</th>
<th>finally</th>
<th>although</th>
<th>still</th>
</tr>
</thead>
</table>

Grading indicators

- Sequencing of events.  
- Use of linkers.

Sample Question 5

Learning outcomes

- Prepares language discourse ‘news report’ for a given situation.

Unit 2 - Wings and Wheels

Thinking skills: Interpret, analyse, organize and apply

The news of Velasco’s marvelous escape spread far and wide. Imagine that the news appeared in one of the leading newspapers. Write the likely news report in about 60 words.

Grading indicators

Content:  
Relevance:  
Language suitable for news report:  
Headline:  

Sample Question 6

Learning outcomes:
Prepares language discourse ‘profile’ for a given situation
Unit 2 - Wings and Wheels
Thinking skills: Interpret, analyse, organize and apply

Prepare a short profile of R L Stevenson using the hints given.

Name               : Robert Louis Stevenson
Born               : 1850
Famous as          : Novelist, poet, essayist and travel writer.
                    Well-known for his children’s classics
Major works        : Treasure Island, Kidnapped, Strange Case of Dr. Jekyll and Mr. Hyde.
                    Composed music for the flageolet, a kind of keyed soprano recorder
Death:             : 1894

Grading indicator

<table>
<thead>
<tr>
<th>Content</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing of data given</td>
<td>1</td>
</tr>
<tr>
<td>Language used</td>
<td>1</td>
</tr>
</tbody>
</table>

V. Language Elements

Sample question 1

Learning outcomes
Uses appropriate language elements suitable for the given context.
Unit - 2 Wings and Wheels
Thinking skills: Read, analyse, interpret and apply

Some words are missing in the following passage. Choose the appropriate word from the options given below and complete the passage.

I am looking for__(a)__ house. It ____(b)__ a little round red house with no windows and no doors, a chimney on top and a star ____(c)__ the middle. My mother says you have lived here ____(d)__ than anybody, and she found the house ____(e)__ she was my age, so I thought you might know where it is.

a. his       my       a       an
b. was       is       has      are
c. in       on       by       of
d. long     longest     longer     lengthy

e. where     as     if     when

**Grading indicators**

One score for each correct answer.

**Answers:**

a. a
b. is
c. in the middle
d. longer
e. when

**Sample Question 2**

**Learning outcomes**

Uses appropriate language elements in the given context.

Unit - 1 Hues and Views

Thinking skills: Read, analyse, interpret and apply

**Choose the appropriate word from the bracket and complete the passage given.**

The Captain of the Guards knew that Flemish Painters and ___(a)___ (there/their) pictures were in ___(b)___ (great/grate) demand all over Europe. Tyl was presented to the Archduke. ___(c)___ (He/She) saluted the Archduke three times and stood before him with ___(d)___ (his/her) head bowed.

**Grading indicator**

One mark for each correct answer.

**Answers:**

a. their
b. great
c. he
d. his
Sample Question 3

Learning outcomes
Uses apt language elements suitable for the given context
Unit - 1 Hues and Views
Thinking skills: Read, analyse, interpret and apply

Complete the passage given using suitable phrasal verbs from the ones given below:

The boy ___(a)___ for the big temple in the next village. When he ___(b)___ the village it was already dark. He ___(c)___ the temple on a hill. He went at once to the temple and knocked. There was no sound inside. He ___(d)___ knocking but still nobody came. At last he pushed gently at the door and found that it was not fastened.

(get to, go on, come across, set out, make out)

Grading indicator
One mark for each correct answer.

Answers:

a. set out
b. got to
c. came across
d. went on

Sample Question 4

Learning outcomes:
Uses apt language elements suitable for the given context
Unit - 1 Hues and Views
Thinking skills: Read, analyse, interpret and apply

There are some errors in the given passage. Errors are underlined. Edit it.

He left the temple sad (a) and began to wonder what should he do (b). If he went straight home he felt sure his father will (c) punish him for having been disobedient to the priest, so he was afraid to go home. All at once he remember (d) that at the next
village, twelve miles away, there was a very big temple. He had heard there were several priests at that temple.

Grading indicator

One score for each correct answer.

Answers
a. sadly
b. what he should do
c. would
d. remembered

Sample Question 5

Learning outcomes:
Uses apt language elements suitable for the given context.
Unit - I Hues and Views
Thinking skill - Read, analyse, interpret and apply

Read the following conversation between Tyl and Captain of the Guards and complete the passage given below.

Captain of the Guards : Where do you come from?
Tyl : From Flanders.
Captain of the Guards : What do you want?
Tyl : I should like to show his highness, one of my paintings. I am a painter.
Captain of the Guards : Well, if you are a painter and if you come from Flanders, you may come in.
Tyl : Thank you sir.

The Captain of the Guards stopped Tyl at the entrance and asked him ______ a_______.
He replied ______b_______ Flanders. Then the captain enquired ______c_______.
Tyl informed the captain that he would like to show the Archduke one of his paintings and added that he was a painter. Then the Captain of the Guards told him that ______d_______ Flanders he might go in. Tyl thanked the captain politely and went along with him.
Grading indicator
One score for each correct answer.

Answers
a. asked him where he came from
b. that he was from
c. what he wanted
d. if he were/was a painter and if he came from

Sample Question 6
Learning outcomes:
Uses appropriate language elements like question tags, ‘Wh’ questions, ‘Yes or No’
questions and ‘If’ clauses in the given context.
Unit - 1 Hues and Views
Thinking skill - Read, analyse, interpret, predict and apply

Complete the given conversation between Tyl and the Captain of the Guards.

Archduke : You are the artist from Flanders, _____a_____
Tyl : Of course, Your Highness.
Archduke : _____b_____?
Tyl : I am hungry. I want some food.
Archduke : If you are an artist, can you draw my portrait?
Tyl : Your Highness, If you appoint me as a court painter
   _____c_____.
Archduke : _______d__________?
Tyl : Yes your highness, I’ll complete it in a month.
Archduke : Ok, you may carry on.

Grading indicator
One score for each correct answer.

Answers
a. aren’t you?
b. What do you want?/What can I do for you?/Why have you come here?
c. I will do it for you
d. Will you finish it in a month’s time?
VI. Study skill

Information transfer

Sample Question 1

Learning outcome: Reads and interprets the given data

Thinking skill: Analyse, categorize and interpret

These days more and more children prefer processed and fast foods. This is leading to diseases. Study the information given below regarding the advantages and disadvantage of natural and processed foods and answer the questions that follow.

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Natural foods</th>
<th>Processed foods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fresh and tasty</td>
<td>can last long</td>
</tr>
<tr>
<td></td>
<td>healthy/nutritious</td>
<td>packed in bottles/cans</td>
</tr>
<tr>
<td></td>
<td>cheap</td>
<td>may be tasty</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>perishable</td>
<td>contain chemicals and additives</td>
</tr>
<tr>
<td></td>
<td>have to buy daily</td>
<td>Have side effects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>may cause diseases</td>
</tr>
</tbody>
</table>

1. The frequent use of processed food can lead to ____________.
2. Which type of food is cheaper?
3. Why do doctors suggest natural food only?
4. What attracts children to processed food?
5. What disadvantage does natural food make for your mother?

Grading indicators

• Each correct answer carries one score.

Answers

1. Disease
2. Natural food
3. Healthy and nutritious
4. Tasty
5. Have to buy daily.

Sample Question 2

Learning outcome: Reads and interprets the given data

Thinking skill: Analyse, categorize and interpret.
Study the pie chart given and answer the questions that follow.

1. Name the activity children prefer most.
2. Children spent least time for ____________.
3. Name the activity that children prefer more than gardening but less than watching TV.
4. What is the percentage of time spent on gardening?

**Grading indicators**

One score for each correct answer.

**Answers**

1. watching TV
2. helping parents
3. playing outdoors
4. 1.4%