

MAR THOMA RESIDENTIAL SCHOOL, TIRUVALLUR
SECOND TERMINAL EXAMINATION 2017-18
ENGLISH LANGUAGE
ENGLISH PAPER – 1
(TWO HOURS)

Marks: 80

STD- IX

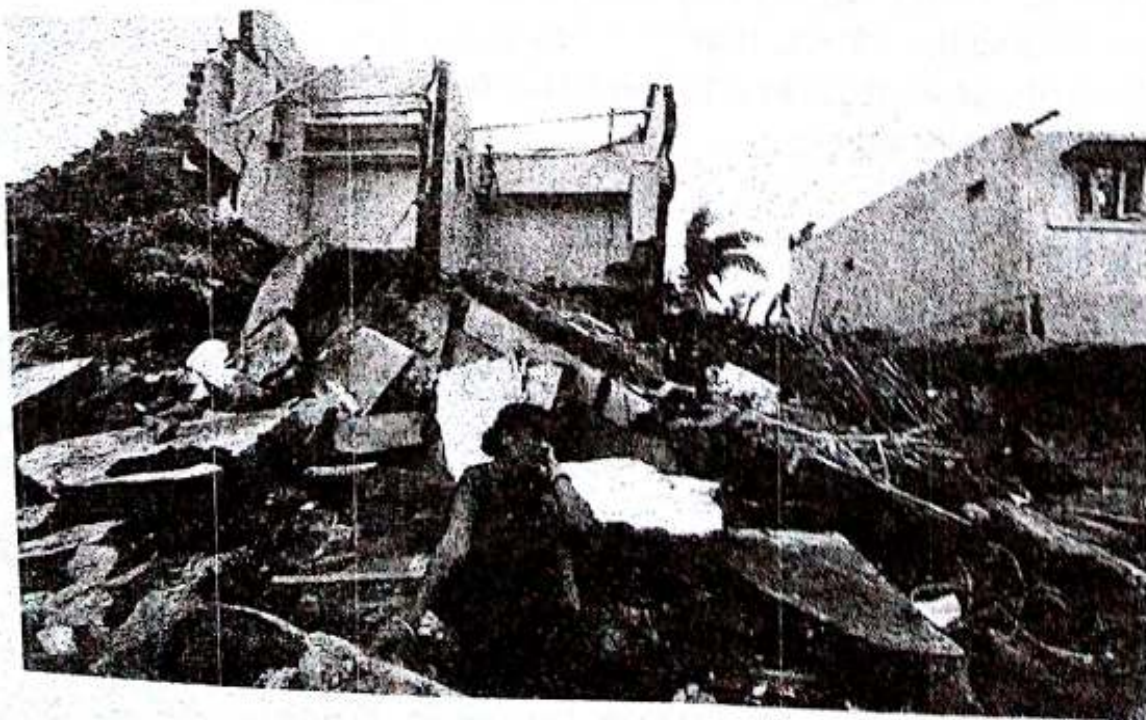
Question I.

(Do not spend more than 30 minutes on this question.)

(20)

Write a composition (300 – 350 words) on any *one* of the following:

- Write a short story which begins with, "I was fast asleep. Suddenly there was a knock at the door...."
- Narrate an incident from your own experience when you helped a friend who was in trouble. Explain what happened. What did you do to make the situation better?
- There has been heavy rain in your town. You went to school but found that it was closed because of the rain. Describe the sights and sounds near the school and narrate how you finally reached home and spent the rest of the day.
- Study the picture given below. Write a story or a description or an account of what it suggests to you. Your composition may be about the subject of the picture or you may take suggestions from it; however, there must be a clear connection between the picture and your composition.



Question II.

(Do not spend more than 20 minutes on this question.)

Select **any one** of the following:

- Write a letter to the Editor of a newspaper on the impact of not clearing garbage in your locality.
- Write a letter to your friend thanking him for sending you the notes for the classes you have missed because of your illness.

(5+5)

Question III. (Attempt both)

- Your school is hosting an inter school Drama Competition. Draft a notice for the school Notice Board giving all relevant details of the event.
- Write an e mail to the Principal of a neighbouring school requesting him/her send a team to participate in the Drama Competition.

Question IV.

Read the following passage carefully and answer the questions that follow:

Over the years, Steve and I had a fluctuating relationship. A separation of five years in age makes a big difference when you're young. In my late 20's, I had moved to New York to become a sportswriter, while Steve had become a teacher in a Chicago school.

My parents regularly urged us to reconcile. "You only have one brother," they told each of us. "You should be friends."

A few weeks later, I was speaking to my parents on the phone and heard trouble in my mother's voice. "Steve," she told me, "has to begin chemotherapy."

"Chemotherapy?" I said, taken back. "Why?"

I asked how he was feeling, and he said the chemo was rough, "But if it's going to do good, then good."

"If there's ever anything-" I began.

"I know," he said, "I know that"

We talked about work. He really cared for his students. He visited their homes, talked to their parents, made sure they had something to eat before school began and took them to places he loved.

I was proud of my brother and I told him so, although sometimes I'm not sure that I convinced him. I assumed that for Steve, there were difficulties in being the less visible brother. He was younger, shorter and shy. I was also very athletic.

When Steve was in the first year of college, he was homesick and wanted to leave. I phoned him and told him, I thought it was best for him to stay in the college. He thanked me, and said, "I appreciate your advice. I won't quit. It's the most wonderful feeling when you have someone to turn to when you need help."

Now talking to Steve, I realised that there was, in his voice, a determination to patch up things between us again.

Steve was in and out of hospital for chemo and I shuttled between New York and Chicago over the next few months.

On one of my visits, I met Steve's doctor. I wanted to hear from him what the prognosis was. "Your brother has virtually no immune system," he told me bluntly.

After I left the doctor, I went to see Steve. The entire family was there. When it was time to leave for the airport, I walked over to my brother and put my hand on his shoulder. "I love you, Steve," I said.

"I love you, too. Come here." He grabbed my jacket, pulled me to him and kissed my cheek. I turned, waved goodbye – and walked out. If I had tried to speak, I would have cried.

On the way to the airport I thought, I just said it. I said, "I love you." I had never told him that before. He had never told me, either. How strange! Why was it so hard?

Four days later, Steve developed critical pneumonia and was put on a respirator. There was no miracle. The end came on Tuesday, May 21. I held his hand, I told him again that I loved him, then I kissed him on the forehead and said goodbye.

At the funeral, the chapel had standing room only. Old and young, men and women, blacks and whites. It was wonderful. Steve's entire class had come.

Students met us after the service and some sent letters to Steve's wife. None of us in the family had any idea how my brother had so profoundly affected his students' lives. I'm not sure even if he realised it.

I considered what makes a person important. There are people in the spotlight whom we honour, but who go about their lives in selfish pursuits. Then there are the people like Steve, who make a hands-on difference, but for whom no monuments are built, no streets are named and no parades are arranged.

(a) Give the meaning of the following words as used in the passage. One word answers or short phrases will be accepted. (3)

- (i) fluctuating
- (ii) reconcile
- (iii) shuttled

(b) Answer the following questions briefly in your own words:

- (i) What brought the brothers together after their fluctuating relationship? (1)
- (ii) Which actions of Steve show that he was fond of his students? (2)
- (iii) How did the brothers react when they met at the hospital? (2)
- (iv) What was the reaction of the students after their teacher passed away? (2)
- (v) How are the men in the spotlight different from those who do selfless service? Give an example from the passage. (2)

(c) In not more than 50 words, describe the relationship that existed between the two brothers. (8)

Question V.

a) Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage, but write in correct serial order the word or phrase appropriate to the blank space.

- The children (1) _____ (sit) in a neat circle and (2) _____ (begin) (3) _____ (copy) their multiplication tables. Most (4) _____ (scratch) in the dirt with sticks they had _____ (5) (bring) for that purpose. The more fortunate (6) _____ (has) slate boards that they (7) _____ (write) on with sticks (8) _____ (dip) in a mixture of mud and water. (4)

- b) Fill in the blanks with appropriate words:
- (i) He congratulated me _____ my great achievement.
 - (ii) The poor man is afflicted _____ arthritis.
 - (iii) She is blind _____ the faults of her husband.
 - (iv) The boss had many complaints _____ Shyam.
 - (v) You must prepare _____ the examination.
 - (vi) She is not aware _____ the danger.
 - (vii) Ravi was accurate _____ his calculations.
 - (viii) They hid the money _____ the carpet.
- (4)
- c) Join the following sentences to make one complete sentence without using *and, but* or *so*.
- (i) The minister was wise. The king did not trust him.
 - (ii) We reached the port. The storm came on.
 - (iii) One should not borrow money. One should not lend money.
 - (iv) She will win the prize. She deserves it.
- (4)
- d) Re-write the following sentences according to the instructions given after each. Make other changes that may be necessary, but do not change the meaning of each sentence.
- (i) This horse is better trained than yours.
(Begin: Your)
 - (ii) The children will sit out in the garden, if the weather is cool.
(Begin: The children won't)
 - (iii) The thief ran so fast that the police could not catch him.
(Rewrite using: too)
 - (iv) Her attitude often annoys me.
(Rewrite using: annoyance)
 - (v) The child disappeared as soon as the bus stopped.
(Begin: Hardly.....)
 - (vi) There is no success without effort.
(Begin: Whenever.....)
 - (vii) "Please teach me to cycle" she asked her brother.
(Rewrite in indirect form)
 - (viii) The peasants regarded him as a thief and called him a villain.
(End:the peasants)
- (8)
