



तत् त्वं पूषण अपावृणु

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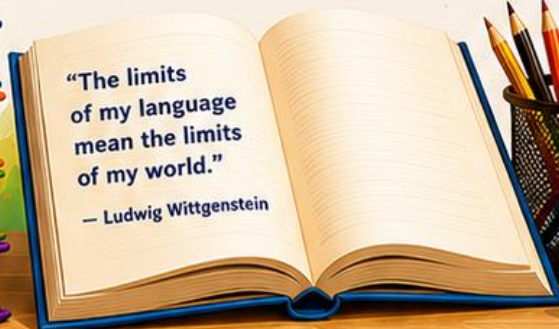
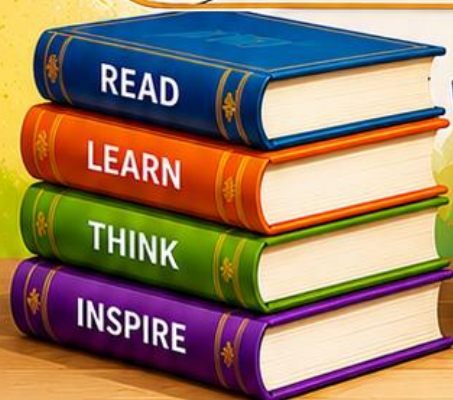
Resource Manual for Competency Based Questions

CLASS X

SESSION 2026-27



ENGLISH LANGUAGE & LITERATURE -184



Prepared by

★ Collaborative Efforts of the TGTs (English) ★

— KVS JABALPUR REGION —



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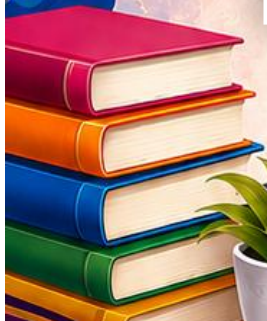
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♥ With Gratitude ♥
for their guidance, support and
inspiration towards excellence in education



UNDER THE GUIDANCE OF



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DEPUTY COMMISSIONER'S MESSAGE

*The hallmark of a progressive educational system lies in its ability to adapt, innovate, and empower both teachers and learners. It is with great pride and satisfaction that I introduce this **Resource Manual for Competency-Based Questions in English (Subject Code: 184) for Class X**, meticulously conceptualized and developed during the Content Enrichment Workshop for TGTs (English) of the Jabalpur Region.*

*In alignment with the National Education Policy (NEP) and CBSE's vision, the focus of classroom transaction must decisively shift from rote learning to **Competency-Based Education (CBE)**. Language acquisition is not merely about memorizing lessons, but about developing critical thinking, comprehension, and the ability to apply linguistic skills in real-world contexts. This manual represents a significant step toward achieving that goal by providing educators with structured, high-quality assessment tools that challenge and stimulate young minds.*

*I appreciate the leadership of **Mr. Devendra Kumar Tiwari**, Principal, Kendriya Vidyalaya Anuppur, who, as the Course Director, successfully guided this workshop towards a tangible and highly productive outcome.*

*My special thanks go to our dedicated Assistant Commissioners, **Mrs. Kiran Sharma** and **Mr. Heera Lal**, for their continuous monitoring, academic mentorship, and smooth coordination of this program. I also highly commend the resource persons—**Mr. Anupam Jain**, **Mr. Abhishek Kumar Singh**, and **Mr. Akash Kumar**—whose expertise in editing and compiling this manual ensured it meets the highest academic standards.*

Most importantly, I congratulate the participating Trained Graduate Teachers (English) of the Jabalpur Region. Their collective wisdom, hard work, and collaborative spirit are clearly reflected in these pages.

I am certain that this resource manual will serve as a vital beacon for teachers across the region, enabling them to foster a dynamic, interactive, and competency-driven learning environment.

I wish the entire team and our students the very best in their academic endeavors.

Diggraj Meena

Deputy Commissioner

Kendriya Vidyalaya Sangathan, Regional Office, Jabalpur



ASSISTANT COMMISSIONER'S MESSAGE

*An enriched teacher is the foundational pillar of an empowered classroom. It gives me immense pleasure to see the successful publication of this **Resource Manual for Competency-Based Questions in English (Subject Code: 184) for Class X**, which stands as a testament to the collective dedication and academic rigor of the TGTs (English) of Jabalpur Region.*

*As we align our pedagogical practices with the National Education Policy (NEP) and CBSE standards, **Competency-Based Education (CBE)** has taken centre stage. Language learning can no longer be confined to textual repetition; it must evolve into a tool for critical evaluation, creative expression, and logical reasoning. This manual effectively addresses this need by providing a well-structured repository of questions that test a student's actual application of knowledge rather than mere recall.*

*I highly commend **Mr. Devendra Kumar Tiwari**, Principal, KV Anuppur and Course Director, for his commendable leadership in organizing the Content Enrichment Workshop and steering it towards such a fruitful outcome.*

*My appreciation also goes to the resource persons—**Mr. Anupam Jain**, **Mr. Abhishek Kumar Singh**, and **Mr. Akash Kumar**—for their meticulous efforts in reviewing, editing, and compiling this comprehensive document. The hard work and enthusiasm shown by all the participating TGTs (English) in contributing to this manual are highly praiseworthy.*

*I am deeply grateful to our respected **Deputy Commissioner, Shri Diggraj Meena**, whose constant encouragement and administrative vision make such professional development initiatives possible in our region.*

I am certain that this resource manual will become an indispensable asset for our teachers, guiding them to transform classroom assessments and elevate the quality of English language education across the Jabalpur Region.

My best wishes to the entire team for this commendable academic milestone.

Heera Lal

Assistant Commissioner

Kendriya Vidyalaya Sangathan, Regional Office, Jabalpur

FOREWORD



It gives me immense pleasure to present this **Resource Manual for Competency-Based Questions in English (Subject Code: 184) for Class X**, a meticulous compilation brought to life by the dedicated Trained Graduate Teachers (TGTs) of the Jabalpur Region.

Education today is undergoing a paradigm shift, moving away from rote memorization towards a learner-centric model that prioritizes deep understanding and real-world application. The National Education Policy (NEP) and the Central Board of Secondary Education (CBSE) emphasize **Competency-Based Education (CBE)** as the cornerstone for developing 21st-century skills. In the realm of language learning, this means shifting our focus from merely teaching text to fostering critical thinking, analytical reasoning, and effective communication.

As the Course Director of the ***Content Enrichment and Orientation of New Textbooks Focusing ICT Integration & Digital Literacy Workshop***, I have witnessed firsthand the intellectual synergy, creativity, and rigorous effort invested by our English teachers. This manual is not just a collection of questions; it is a strategic tool designed to help educators bridge the gap between classroom teaching and actual competency acquisition.

An endeavour of this scale would not have been possible without the pillars of support at the helm of our administration. I owe a profound sense of gratitude to the respected **Deputy Commissioner, KVS Regional Office, Jabalpur** Shri Diggraj Meena for his visionary guidance, constant motivation, and unwavering support, which provided us with the perfect platform to conduct this workshop successfully.

I am equally indebted to our esteemed Assistant Commissioners, **Mrs. Kiran Sharma** and **Mr. Heera Lal**, whose active monitoring, valuable insights, and instrumental roles throughout the workshop ensured its smooth and meaningful execution. Their dedication to academic excellence has been a constant source of inspiration for all of us.

A special word of thanks and appreciation goes to our resource persons, **Mr. Anupam Jain**, **Mr. Abhishek Kumar Singh**, and **Mr. Akash Kumar**. Their scholarly expertise, meticulous editing, and tireless efforts in compiling this manual have truly shaped it into a high-quality educational resource.

I extend my heartfelt appreciation to the team of TGTs whose expertise, collaboration, and commitment made this resource possible. I am confident that this manual will serve as an invaluable asset for teachers across the region, inspiring them to create engaging, thought-provoking, and impactful learning experiences in their classrooms. Wishing everyone an enriching and successful academic journey ahead.

A handwritten signature in black ink, appearing to read 'Devendra Kumar Tiwari'.

Devendra Kumar Tiwari
Principal, Kendriya Vidyalaya Anuppur
& Course Director

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LIST OF CONTRIBUTORS FOR THE RESOUCRE MATERIAL

CLASS – 10 LANGUAGE & LITERATURE [CODE – 184]

S. NO	CHAPTER'S NAME	TEACHER'S NAME	SCHOOL NAME
1	A LETTER TO GOD	MR. MICHAEL NATAHNIEL	PM SHRI KV NO 1 SAGAR
2	NELSON MANDELA		
3	HIS FIRST FLIGHT	MR. SANJAY TIWARI	PM SHRI KV NO 2 SAGAR
4	THE BLACK AEROPLANE		
5	FROM THE DIARY OF ANNE FRANK	MRS. PRATIBHA DUBEY & MR NARAYAN SINGH LODHI	PM SHRI KV DAMOH
6	GLIMPSES OF INDIA		
7	MIJBIL THE OTTER	MRS. GREEMA RAO	PM SHRI OF KHAMARIYA
8	MADAM RIDES THE BUS		
9	THE SERMON AT BENARES	MR. MAHENDRA GAUTAM	PM SHRI KV NO 1 SAGAR
10	THE PROPOSAL		
11	DUST OF SNOW	MR. M. S. RAJPUT	KV NO 4 SAGAR
12	FIRE AND ICE		
13	HOW TO TELL WILD ANIMALS	MRS. VANDNA MISHRA	PM SHRI OF KATNI
14	A TIGER IN THE ZOO		
15	THE BALL POEM	MRS. KAVITA MEHTA	PM SHRI OF KATNI
16	AMANDA		
17	THE TREES	MRS. NAVNEET KAUR PILLANI	KV JAYANT COLLIERY
18	THE TALE OF CUSTARD THE DRAGON		
19	FOG	MR. SHIVMANI TRIPATHI	PM SHRI SATNA NO 2
20	FOR ANNE GREGORY		
21	A TRIUMPH OF SURGERY	MR. PAWAN PATHAK	PM SHRI CHHATARPUR
22	THE THIEF'S STORY		
23	THE MIDNIGHT VISITOR	MS. MEDHAVI PAWAR	PM SHRI NKJ KATNI
24	A QUESTION OF TRUST		
25	FOOTPRINTS WITHOUT FEET	MRS. VAISHALI AMBADE	KV PANDHURNA
26	THE MAKING OF A SCIENTIST		
27	THE NECKLACE	MRS. ARCHAN DWIVEDI	PM SHRI REWA NO 1
28	BHOLI		
29	THE BOOK THAT SAVED THE EARTH	MS. ANAMIKA MISHRA	PM SHRI REWA NO 1
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32	WRITING	MRS. SWATI KUMARI & MRS. SHALINI GUPTA	PM SHRI KV SATNA NO 1
33	GRAMMAR	MRS. SEEMA JAIN	PM SHRI JABALPUR 1 STC
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36	QUESTION PAPER	MR. RAJU LODHI & MR. K. K. PANDEY	PM SHRI KV NO 3 SAGAR

READING SECTION

SOLVED

1. Read the following passage and answer the questions that follow:

INSPIRATION

AS YOU go through your day today, make a point to remember something. Keep this thought in mind at all times: You are in control. This is an empowering concept when you truly believe it. Just keeping this thought in mind allows you to change your life, and the lives of people around you.

Remember -- you are in control. You are in control of all your actions. Remember that you're in control, and you'll be free to make the most of the limited time you have available to you.

You are in control of your attitude. No one else can make you depressed, or lonely or excited. It is your reaction to others that determines your attitude.

You are in control of your body. You can eat that chocolate doughnut or you can eat a banana instead. You can take a walk around the block or you can sit in front of the TV.

You are in control of your relationships. No one can make you feel hurt unless you let them. No one can make you feel loved unless you react with love to their actions.

You're in control of your fears. Only you can make yourself embarrassed.

You are in control of your time. You can choose to make the most of every single minute, or you can choose to waste a lot of time. It is your choice.

You are in control of your own mind. You decide what to think about things and how to react to different situations.

You are in control of your own consequences. Whatever happens to you happens because of you. This is a big step. Learning to accept consequences and responsibility will give you more power than you ever dreamed possible.

SOURCE: - The Hitavada Nagpur|Page-8 ehitavada.com

Q1. Why does the writer repeatedly use the phrase "You are in control" throughout the passage?

- A. To show that people should control others.
- B. To emphasise personal responsibility and self-management.
- C. To suggest that life is always easy.
- D. To encourage people to avoid challenges.

Answer: B. To emphasise personal responsibility and self-management.

Q2. Complete the following by selecting the correct option from those given in the brackets.

According to the passage, a person's attitude is mainly determined by their _____ (reaction / appearance) to situations.

Answer: reaction

Q3. Select the option that is TRUE according to paragraph 3.

- A. Other people are responsible for our feelings.
- B. Attitude depends entirely on circumstances.
- C. Our reactions influence our attitude.
- D. Happiness can only come from others.

Answer: C. Our reactions influence our attitude.

Q4. Complete the analogy:

Healthy food : Physical well-being :: Wise use of time : _____

- A. Wastefulness
- B. Productivity
- C. Laziness
- D. Fear

Answer: B. Productivity

Q5. A student spends the entire evening scrolling through social media instead of completing homework. Which statement from the passage best applies to this situation?

- A. You are in control of your fears.
- B. You are in control of your own mind.
- C. You are in control of your relationships.
- D. You are in control of your time.

Answer: D. You are in control of your time.

Q6. Why does the writer mention choosing between a chocolate doughnut and a banana?

Answer: The example shows that individuals have control over their health-related choices and can decide what is beneficial for their bodies.

Q7. What does the phrase "make the most of every single minute" suggest?

- A. Work continuously without rest.
- B. Use time wisely and productively.
- C. Avoid making plans.
- D. Spend time only on enjoyable activities.

Answer: B. Use time wisely and productively.

Q8. Which of the following best expresses the central idea of the passage?

- A. Success depends mainly on luck.
- B. People should depend on others for happiness.
- C. Individuals have the power to shape their actions, thoughts, and outcomes.
- D. Consequences are beyond human control.

Answer: C. Individuals have the power to shape their actions, thoughts, and outcomes.

Q9. Complete the following appropriately.

The author believes that accepting responsibility for one's actions gives a person greater _____.

Answer: power / control / confidence (Any one answer will work)

Q10. How does accepting consequences help a person become stronger? (40–50 words)

Answer: Accepting consequences helps a person learn from mistakes and take responsibility for their actions. It encourages self-improvement, builds confidence, and gives individuals greater control over their decisions and future outcomes.

2. Read the following passage and answer the questions that follow: (Discursive)

We often come across situations and incidents, which appear quite contradictory to the known laws of Nature, creating doubts about the impartiality of divine justice. For instance, an honest, duty-conscious, morally elevated person is often seen caught in adversities in one form or the other, or is suddenly struck with a great misfortune in life as though he/she were being punished by God for a great sin. On the other hand, we find persons engaged in worst types of corrupt practices living in peace and prosperity. An idler wins a jackpot or inherits a fortune from unexpected quarters, whereas a hard working intelligent person is found suffering endlessly for want of basic necessities. One person achieves great success with little effort, whereas another does not succeed in spite of his best efforts. Such phenomena are popularly ascribed to the role of fate.

Unprecedented natural calamities like famine, epidemics, tornadoes and floods, damage by lightning and earthquakes and untimely death are also commonly attributed to the will of God and called predestined. Such unexpected happenings as financial loss, accidents, sudden mental/physical disability and physical separation from a dear one are also attributed to fate.

Such unexpected adversities are rare, but they do occur in life. At times, they leave such deep imprints on the psyche, that it is not possible to ignore them. Those who are not familiar with the mysteries of divine justice become very much perplexed by such experiences and form prejudiced opinions, which, in some form or the other, hinder their mental and spiritual progress. Many become resentful towards God, blame and abuse Him for favouritism and injustice. A few even become atheists, considering the futility of worshipping God who does not respond to prayer in distress, despite their prolonged adherence to religiosity. Then there is a class of devotees who serve the saints and worship deities in expectation of some material gains. However, if they are visited with some failure, unfavourable circumstances, or mishap coincidentally, their adoration changes to contempt of disbelief.

There are quite a few believers in this world who correlate people, places and things with good and bad luck. Such superstitions have caused extreme miseries to innocent persons. The root cause for such irrational behaviour is the belief that whatever come to pass is predestined by God and the beings created by Him have absolutely no role in shaping their own destiny. Quite a few persons in this world forsake their responsibility in the mistaken belief that the gain and loss being predestined. there is no necessity of personal effort.

Q1. Why do people often attribute unexpected success or failure to fate, according to the passage?

- A. Because they believe effort is always rewarded.
- B. Because some life events seem to contradict the expected outcomes of actions.
- C. Because natural laws are always predictable.
- D. Because God directly controls every human action.

Answer: B. Because some life events seem to contradict the expected outcomes of actions.

Q2. Complete the following by selecting the correct option from those given in the brackets.

According to the passage, many people become confused when they are unable to understand the _____ (mysteries / benefits) of divine justice.

Answer: mysteries

Q3. Select the option that is TRUE regarding the author's view of adversity.

- A. Adversities never occur in life.
- B. Adversities are common and should always be ignored.

- C. Unexpected adversities can leave a deep psychological impact.
- D. Adversities prove that God is unjust.

Answer: C. Unexpected adversities can leave a deep psychological impact.

Q4. Complete the analogy:

Failure : Resentment :: Misunderstanding divine justice : _____

- A. Spiritual growth
- B. Prejudiced opinions
- C. Material prosperity
- D. Scientific thinking

Answer: B. Prejudiced opinions

Q5. Read the following situation.

Rohan failed an examination despite sincere preparation. He immediately concluded that hard work is meaningless and blamed fate for everything.

Which statement from the passage best challenges Rohan's thinking?

- A. Success always comes without effort.
- B. Everything is predetermined by God.
- C. Personal effort remains necessary despite unexpected outcomes.
- D. Worship guarantees success.

Answer: C. Personal effort remains necessary despite unexpected outcomes.

Q6. What does the phrase "deep imprints on the psyche" suggest in the context of the passage?

- A. Strong and lasting emotional effects
- B. Physical injuries
- C. Temporary memories
- D. Religious practices

Answer: A. Strong and lasting emotional effects

Q7. Select the option that best explains why some devotees lose faith according to the passage.

- A. They gain excessive material wealth.
- B. They become more spiritually aware.
- C. They stop believing in prayer from childhood.
- D. Their expectations of material benefits remain unfulfilled.

Answer: D. Their expectations of material benefits remain unfulfilled.

Q8. Which of the following best expresses the central idea of the passage?

- A. Blind belief in fate can lead to superstition and avoidance of personal responsibility.
- B. All misfortunes are punishments from God.
- C. Human beings have no role in determining their future.
- D. Religious worship guarantees protection from adversity.

Answer: A. Blind belief in fate can lead to superstition and avoidance of personal responsibility.

Q9. Fill in the blank with ONE suitable word.

The author suggests that excessive belief in predestination may discourage individuals from taking _____ for their actions.

Answer: responsibility

Q10. How can blind belief in fate negatively affect a person's growth? (40–50 words)

Answer: Blind belief in fate can make people avoid responsibility for their actions and depend entirely on destiny. This mindset discourages effort, promotes superstition, and prevents individuals from learning from experiences. As a result, their mental, moral, and spiritual growth may be hindered.

3. Read the following passage and answer the questions that follow:

Renewable energy sources, such as solar, wind, and hydropower, have become critical for addressing global energy needs and combating climate change. Solar energy, for example, is growing rapidly, with global solar capacity increasing by 20% each year for the past decade. Wind energy, on the other hand, accounts for 8% of global electricity generation.

2. Renewable energy has significant environmental benefits, including reducing greenhouse gas emissions. Unlike fossil fuels, renewables generate power without releasing harmful pollutants into the atmosphere. It is estimated that switching to renewable energy can reduce global CO₂ emissions by 40%.

3. Despite these benefits, challenges remain in the widespread adoption of renewable energy. High initial costs and the need for better energy storage solutions are two key obstacles. Additionally, the inconsistent availability of sunlight or wind in some regions makes it difficult to rely solely on renewables.

4. Governments and private sectors are investing in research and development to make renewable energy more affordable and efficient. Innovations such as advanced battery storage and floating solar farms are being explored. Several countries have set ambitious goals, aiming to source at least 50% of their energy from

renewable sources by 2050. Experts believe that the transition to renewable energy is essential for long-term sustainability. By continuing to develop and implement these technologies, the world can reduce its reliance on fossil fuels and create a cleaner, more sustainable energy future.

Q1. What does the use of the phrase ‘critical for addressing global energy needs’ by the writer, in paragraph 1, tell us about the importance of renewable energy? 1

- (A) The writer is emphasizing the essential role of renewable energy.
- (B) The writer is downplaying the significance of renewable energy.
- (C) The writer is questioning the reliability of renewable energy.
- (D) The writer is expressing doubt about the future of renewable energy.

Answer: (A) The writer is emphasizing the essential role of renewable energy.

Q2. Select the option that is true for the assertion and reason given below: 1

Assertion: Renewable energy sources do not contribute to climate change.

Reason: Renewables generate power without releasing greenhouse gases or other harmful pollutants.

- (A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
- (B) Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.
- (C) The assertion is true, but the reason is false.
- (D) The assertion is false, but the reason is true.

Answer: (A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.

Q3. Identify the percentage of the potential reduction in global CO2 emissions that can be achieved by switching to renewable energy, as mentioned in the passage. 1

Answer: 40%

Q4. According to the passage, what are two major challenges that hinder the widespread adoption of renewable energy? 1

Answer: The two major challenges are: High initial costs, Need for better energy storage solutions

Q5. Read the given prompt and select the correct option in the brackets to fill in the blank: 1

Global solar capacity has increased by 20% each year for the past decade, showing rapid growth in renewable energy.

The percentage of global electricity generation currently sourced from wind energy is ____ (5% / 8% / 12%).

Answer: 8%

Q6. What are some of the innovative methods mentioned in the passage that are being developed to make renewable energy more efficient and reliable? 1

Answer: The innovative methods mentioned are: Advanced battery storage, Floating solar farms

Q7. Complete the sentence suitably. 1

The transition to renewable energy is essential because ____.

Answer: it helps reduce reliance on fossil fuels and promotes a cleaner, sustainable future.

Q8. Complete the following with a suitable reason:

Experts emphasize the importance of renewable energy because ____.

Answer: it is necessary for long-term sustainability and reducing environmental pollution.

Q9. In the context of paragraph 5, why is the transition to renewable energy crucial for long term sustainability? 2

Answer: The transition to renewable energy is crucial for long-term sustainability because it reduces dependence on fossil fuels, lowers greenhouse gas emissions, and helps create a cleaner environment. Continued development of renewable technologies will ensure a reliable and sustainable energy supply for future generations.

UNSOLVED

1. A government school launched a School Garden Project with the aim of promoting environmental awareness and practical learning among students. Students from Classes VI to X participated enthusiastically. Each class was assigned a separate plot where they planted vegetables, flowers, herbs, and medicinal plants. Teachers and local agricultural experts guided them on soil preparation, composting, watering schedules, and plant care.

The project was integrated into classroom learning. Students maintained observation journals, measured plant growth, and recorded weather conditions. They learned about biodiversity, sustainable farming, and waste management. Dry leaves and food scraps from the school kitchen were converted into compost, reducing the amount of waste generated on campus.

After six months, the garden produced a variety of vegetables, including spinach, tomatoes, and beans. These vegetables were used in the school's mid-day meal programme. The initiative reduced food costs and improved the nutritional value of meals. Students developed teamwork, responsibility, and problem-solving skills while working together in the garden.

The principal observed a slight increase in attendance and student engagement. Parents appreciated the initiative and many started kitchen gardens at home. Encouraged by its success, the school plans to expand the project by introducing rainwater harvesting and organic farming workshops.

Answer the following questions. (1x10=10)

1. The primary objective of the School Garden Project was to:

- | | |
|-----------------------------------|---|
| A. Generate income for the school | B. Promote environmental awareness and practical learning |
| C. Increase examination scores | D. Provide employment opportunities |

2. Which activity helped reduce school waste?

- | | |
|--|---------------------------|
| A. Recycling paper | B. Selling vegetables |
| C. Converting organic waste into compost | D. Purchasing fertilizers |

3. Students maintained observation journals mainly to:

- | | |
|------------------------|------------------------------------|
| A. Improve handwriting | B. Record and analyse plant growth |
| C. Write stories | D. Prepare for sports competitions |

4. The use of vegetables in the mid-day meal programme indicates:

- | | |
|--------------------------|--|
| A. Poor planning | B. Resource utilization and sustainability |
| C. Increased food prices | D. Reduced student participation |

5. Which life skill was NOT directly mentioned in the passage?

- | | | | |
|-------------|-------------------|--------------------|---------------------|
| A. Teamwork | B. Responsibility | C. Problem-solving | D. Entrepreneurship |
|-------------|-------------------|--------------------|---------------------|

6. What can be inferred from the increase in attendance?

- | | |
|--|--------------------------------------|
| A. Students found the project engaging | B. Attendance records were incorrect |
| C. Teachers were stricter | D. Exams were approaching |

7. Why did parents start kitchen gardens at home?

- | | |
|---|--|
| A. They wanted to compete with the school | B. They were inspired by the project's success |
| C. They received financial support | D. They were instructed by authorities |

8. Which subject could be most directly linked to the project?

- | | |
|--------------------------|-----------------------|
| A. Environmental Science | B. Music |
| C. Computer Programming | D. Physical Education |

9. If another school wants to replicate this project, what should it do first?

- | | |
|-------------------------|---|
| A. Purchase vegetables | B. Assign responsibilities and prepare land |
| C. Increase school fees | D. Conduct examinations |

10. Which value is best promoted through this project?

- | | | | |
|----------------|-------------------|----------------|------------------|
| A. Consumerism | B. Sustainability | C. Competition | D. Individualism |
|----------------|-------------------|----------------|------------------|

2. To improve educational opportunities in rural areas, a district administration introduced a digital learning programme in government schools. Under the initiative, students received tablets loaded with educational content, including videos, interactive lessons, quizzes, and digital textbooks. Teachers underwent special training to effectively integrate technology into classroom instruction.

Initially, the programme faced several challenges. Many villages had poor internet connectivity, making online access difficult. To address this issue, educational content was made available offline. Solar-powered charging stations were also installed in some schools where electricity supply was unreliable.

Students quickly adapted to the new learning methods. Interactive videos and simulations helped them understand complex scientific concepts. Teachers reported increased classroom participation and greater curiosity among students. A survey conducted after one year revealed improved performance in Science and Mathematics.

Education experts emphasized that technology should support traditional teaching rather than replace it completely. They argued that while digital tools make learning engaging, personal interaction with teachers remains essential for holistic development.

Answer the following questions. (1x10=10)

1. What was the main purpose of introducing tablets in schools?

- | | |
|--------------------------|--|
| A. Entertainment | B. Improving educational opportunities |
| C. Reducing school hours | D. Increasing internet usage |

2. What challenge did the programme face initially?

- | | |
|---------------------|-------------------------------|
| A. Lack of teachers | B. Poor internet connectivity |
| C. Lack of students | D. High examination pressure |

3. How was the connectivity issue resolved?

- | | |
|----------------------------------|------------------------------|
| A. New computers were purchased | B. Schools were closed |
| C. Offline content was installed | D. Students were transferred |

4. Solar-powered charging stations were introduced because:

- | | |
|---------------------------------------|--------------------------------------|
| A. Tablets required special batteries | B. Electricity supply was unreliable |
| C. Teachers requested them | D. Students preferred solar energy |

5. Which subjects showed improvement according to the survey?

- | | |
|--------------------------|----------------------------|
| A. History and Geography | B. Science and Mathematics |
| C. English and Hindi | D. Art and Music |

6. The phrase “technology should complement traditional teaching” means:

- | | |
|---------------------------------------|---|
| A. Technology should replace teachers | B. Technology should support classroom teaching |
| C. Technology should be avoided | D. Technology should be used only at home |

7. What can be inferred about digital tools?

- | | |
|---|---|
| A. They can increase student engagement | B. They eliminate the need for teachers |
| C. They reduce learning outcomes | D. They are useful only in cities |

8. Which skill is developed through interactive quizzes?

- | | |
|--|----------------------|
| A. Passive listening | B. Memorisation only |
| C. Critical thinking and self-assessment | D. Physical fitness |

9. What would be the best additional improvement?

- | | |
|----------------------------|--|
| A. Remove textbooks | B. Provide continuous teacher training |
| C. Reduce learning content | D. Cancel assessments |

10. Which value is highlighted in this initiative?

- | | | | |
|-----------------|----------------|--------------|---------------|
| A. Adaptability | B. Competition | C. Isolation | D. Dependence |
|-----------------|----------------|--------------|---------------|

3. A village located in a semi-arid region had been facing recurring water shortages for several years. Erratic rainfall, excessive groundwater extraction, and inefficient irrigation practices had significantly reduced water availability. During summer, residents often depended on water tankers, while farmers struggled to irrigate their crops adequately. Recognizing the seriousness of the issue, the village council initiated a comprehensive water conservation programme involving local authorities, schools, farmers, and community organizations.

The programme focused on both immediate and long-term solutions. Traditional ponds were desilted and deepened to improve their water-holding capacity. Rainwater harvesting structures were installed in schools, government buildings, and several households. Farmers were encouraged to adopt micro-irrigation techniques such as drip and sprinkler systems, which reduced water wastage while maintaining crop productivity. Awareness campaigns were organized to educate villagers about responsible water use and the importance of groundwater recharge.

Students played an active role by conducting surveys, preparing posters, and participating in awareness rallies. They collected data on household water consumption and shared conservation tips with residents. Local self-

help groups monitored the implementation of water-saving measures and ensured community participation. After two years, the village reported a noticeable rise in groundwater levels. Dependence on water tankers decreased by nearly 60 percent, and agricultural output increased despite below-average rainfall. Researchers studying the project concluded that the success was due not only to infrastructure development but also to behavioural changes among residents. The initiative has since been cited as a model for sustainable water management in other drought-prone regions.

Answer the following questions. (Any ten) (1x10=10)

1. Which factor was NOT identified as a cause of the village's water crisis?

- | | |
|-------------------------------------|-------------------------------------|
| A. Erratic rainfall | B. Excessive groundwater extraction |
| C. Inefficient irrigation practices | D. Industrial pollution |

2. The installation of rainwater harvesting structures primarily aimed to:

- | | |
|---------------------------------|---|
| A. Increase household income | B. Recharge groundwater and store rainwater |
| C. Reduce agricultural land use | D. Improve transportation facilities |

3. Which conclusion is best supported by the researchers' findings?

- A. Infrastructure alone solved the problem.
- B. Behavioural change was as important as physical interventions.
- C. Rainfall increased significantly during the project period.
- D. Agricultural activities were reduced to conserve water.

4. The success of the programme despite below-average rainfall suggests that:

- A. Water conservation measures improved resource efficiency.
- B. Rainfall has no impact on water availability.
- C. Farmers stopped cultivating crops.
- D. The village imported water from neighbouring regions.

5. Which of the following is the BEST example of groundwater recharge?

- | | |
|-------------------------------|---|
| A. Using water tankers | B. Deepening ponds and harvesting rainwater |
| C. Increasing crop production | D. Repairing roads |

6. Students collecting data on household water consumption demonstrates:

- | | |
|--------------------------------|---------------------------|
| A. Data-driven decision-making | B. Competitive learning |
| C. Commercial marketing | D. Administrative control |

7. If another village wants to replicate this model but has limited funds, which action should be prioritized first?

- | | |
|---|--|
| A. Conducting awareness programmes and reducing wastage | B. Purchasing additional water tankers |
| C. Expanding residential construction | D. Increasing groundwater extraction |

8. Which statement can be inferred from the passage?

- A. Sustainable development requires community participation.
- B. Technology alone can solve environmental problems.
- C. Water shortages are unavoidable in semi-arid regions.
- D. Students have a minimal role in conservation efforts.

9. What is the most likely consequence if groundwater extraction continues without recharge measures?

- | | |
|---------------------------------------|---|
| A. Increased biodiversity | B. Long-term depletion of water resources |
| C. Improved agricultural productivity | D. Reduced need for conservation |

10. The role of self-help groups in the programme can best be described as:

- | | |
|------------------------------|---|
| A. Financial investment only | B. Monitoring and ensuring accountability |
| C. Scientific research only | D. Political campaigning |

11. Which of the following represents a cause-and-effect relationship from the passage?

- A. Desilting ponds → Improved water storage capacity
- B. Increased rainfall → Water conservation programme
- C. Reduced farming → Higher crop production
- D. Awareness campaigns → Lower rainfall

12. If rainfall decreases further in the future, which strategy would be MOST sustainable?

- | | |
|---|---------------------------------------|
| A. Increasing tanker dependence | B. Expanding groundwater extraction |
| C. Strengthening conservation and recharge measures | D. Abandoning agricultural activities |

GRAMMAR SECTION BASED ON CBSE PATTERN

SET-1

(i) Identify the error and supply the correction.

The movie doesn't let you rest and is packed with engaged action sequences.

Error	Correction

Ans: Error: engaged, Correction: engaging

(ii) Report the dialogue.

Shambhavi: How do you plan to contribute to the tree plantation drive?

Akshat: I have prepared a speech for the morning assembly to spread awareness.

Shambhavi asked Akshat ____.

- (a) how he had planned to contribute to the tree plantation drive.
- (b) how did he plan to contribute to the tree plantation drive.
- (c) how he planned to contribute to the tree plantation drive.
- (d) how was he planning to contribute to the tree plantation drive.

Answer: (a) how he had planned to contribute to the tree plantation drive .

(iii) Fill in the blank.

Heena __ from fever since last Sunday.

- (a) suffered
- (b) will suffer
- (c) suffer
- (d) has been suffering

Answer: (d) has been suffering

(iv) Fill in the blank.

Anyas __ (eat) all the chocolates kept in the tray.

- (a) ate
- (b) eating
- (c) have eaten
- (d) eaten

Answer: (a) ate

(v) She __ her homework before going out.

- A) finish
- B) finished
- C) has finished
- D) had finished

Answer: D) had finished

(vi) Complete the advertisement.

The vehicle also has a divider to separate the front passengers from the rear, in case you want _____ around like Miss Daisy.

- (a) to be driven
- (b) to driving
- (c) the drive
- (d) the driving

Answer: (a) to be driven

(vii) Report the dialogue

Customer: Where can I drop a request to get an exchange?

Salesman: Sir, you need to fill in this form before getting the exchange.

Complete the sentence:

The customer asked the salesman where he could drop a request to get an exchange. The salesman answered politely that _____.

Answer: he needed to fill in that form before getting the exchange.

(viii) Fill in the blank.

It is good to know that _____ registration forms were received this time for our event as compared to the previous year.

- (a) many (b) most (c) much (d) more

Answer: (d) more

(ix) Complete the line

If we _____ together, we'll make the best team.

- (a) will be standing (b) stand (c) had stood (d) are standing

Answer: (b) stand

(x) Identify the error and correct it.

When the watch is connected to the mobile phone, the watch may automatically calibrate and synchronise with the time of the mobile phone.

Error	Correction

Answer: Error: of, Correction: on

SET- 2

(i) Fill in the blank.

The inspector _____ the group sitting behind the shed and took them by surprise.

- A) walked up B) walked away C) walked into D) walked up on

Answer: D) walked up on

ii) Reported Speech

Driver: Do the bus timings suit you?

Passenger: Yes, if I catch the 9 a.m. one, I reach office on time.

The passenger clarified that ____.

- A) if he catches the 9 a.m. one, he reaches office on time.
B) if he caught the 9 a.m. one, he reached office on time.
C) if he had caught the 9 a.m. one, he would reach office on time.
D) if he catches the 9 a.m. one, he reached office on time.

Answer: B) if he caught the 9 a.m. one, he reached office on time.

(iii) Fill in the blank.

The advertisement read, “__ we dress your day? Make you special.”

- A) Must B) Can C) Will D) Ought to

Answer: B) Can

(iv) Identify the correct correction:

Yesterday, two man were rescued from a deep sewer by a policeman.

- A) man → men B) rescued → rescue C) from → for D) by → in

Answer: A) man → men

(v) Complete the sentence.

If she __ harder, she will pass the exam.

- (a) will study (b) studies (c) studied (d) studying

Answer: (b) studies

(vi) Read the given sentence from a story. Fill in the blank by using the correct form of the word in the bracket:

As I entered the room, the first thing that struck me as odd, was the candle still _____ (burn) on the table. The curtain had been drawn back and the room was bright.

Answer: burning

(vii) Error Detection

When I was a child, my grandmother often repetition the story of her childhood days.

- A) repetition → repeated B) often → very often
C) story → stories D) childhood → childhoods

Answer: A) repetition → repeated

(viii) One word has been omitted. Fill it in the box.

The teacher explained importance of time management.

Before	Omitted Word	After
explained		importance

(ix) Fill in the blank by choosing the correct option to complete the pop-up message appearing on a website:

Welcome to our website! You _____ enjoy 10 per cent off on your first purchase with code WELCOME. Click here to start shopping!

- (a) may (b) will (c) should (d) might

Answer: (b) will

(x) Fill in the blank in the sentence with the best option given below:

Born in 1872, Richard Willstätter was a chemist who _____ the process of paper chromatography.

(a) invent (b) has invented (c) will invent (d) invented

Answer: (d) invented

SET-3

(i) Identify the error from the given choices and supply the correction for the following instruction:

Please refrain by standing near the door as it could lead to an accident.

Option No.	Error	Correction
A	standing	stand
B	by	from
C	an	a
D	could	must

Answer: B

(ii) Identify the error and correct it

The story was so interested that I could not stop reading.

Error	Correction

Answer: Error: interested, Correction: interesting

(iii) Report the question

Riya said to Neha, "Do you like reading novels?"

Answer: Riya asked Neha if she liked reading novels.

(iv) Report the dialogue.

Teacher: Why are you late today?

Student: I missed the bus.

The teacher asked the student ____.

- (a) why he was late that day. (b) why was he late that day
(c) why he is late today (d) why is he late

Answer: (a) why he was late that day

(v) Fill in the blank.

She ____ in this school since 2018.

- (a) studies (b) studied (c) has been studying (d) will study

Answer: (c) has been studying

(vi) Change into indirect speech (MCQ)

He said, "I am watching TV."

- (a) He said that he is watching TV. (b) He said that he was watching TV.
(c) He said that he has been watching TV. (d) He said that he watched TV.

Answer: (b) He said that he was watching TV.

(vii) Report the dialogue

Mother: Where are you going?

Son: I am going to the market.

Complete the sentence:

The mother asked her son where he was going. The son replied that ____.

Answer: he was going to the market.

(viii) Identify the error and correct it

He is married with a doctor.

Error	Correction

Answer: Error: with, Correction: to

City planner: "The new park is a result of several months of research and planning."

Residents: "We don't know who is more excited – we or our children!"

The city planner said that the new park _____ of several months of research and planning. The residents expressed their excitement, stating that they were unsure who was more excited – they or their children.

Answer: was the result

(x) Complete the newspaper report by using the correct form of the verb given in the bracket:

He was a renowned businessperson. He ____ (purchase) a house in the city last year.

Answer: purchased

WRITING SECTION BASED ON CBSE PATTERN

LAY OUT FOR FORMAL LETTER

Sender's Address

Date

Receiver's Address

City

Subject:

Sir/Madam,

Body of the Letter

Yours sincerely,

Name

1. LETTER TO EDITOR

Q 1: Technology today is an effective and convenient means of learning. Question. You are Meera/Vaibhav and would like to share your views on the pros and cons of technology in education. Write a letter to the Editor of a newspaper expressing your views in about 100-120 words.

TECHNOLOGY IN EDUCATION

PROS	CONS
- Improves engagement and retention. - Promotes interactive collaborative learning - Prepares students for the future - Reduces costs - Promotes technological skills - Provides current information	- Distracting - Reduces problem solving skills - Reduces direct peer interaction - Expensive to maintain - Information may not be authentic - Communication

Answer.

B-249, Nishant Kunj
New Delhi-110018

28Th August 2026

The Editor
The Times of India,

New Delhi.

Subject: Pros and cons of technology in education.

Sir/Madam

I, Meera, a resident of Nishant Kunj, would like to draw your attention to the use of technology in education. Recently, we have seen various technological advancements in the field of education. These have both pros and cons which I would like to share. One-on-one classes improve student engagement and retention, promote interactive and collaborative learning. The technology prepares students for the future, promotes technological skills and provides current and latest information. Also, as students study from home, it reduces costs. However, the internet is distracting and the information may not be authentic. It reduces problem-solving skills, direct interaction with peers, causes lack of communication skills and is expensive to maintain.

I request you to utilize the columns of your newspaper to spread awareness regarding the pros and cons of technology in education so that all are informed.

Thanking you

Yours sincerely
Meera.

Q.2. You are Soumya Hansal / Sumit Hansal living at F-32, Shanti Nagar, Vayugarh. Seeing the inadequate healthcare infrastructure in your town, write a letter to the MLA of your area, in about 120 words, suggesting the need for improving existing healthcare facilities and creating more “Wellness Centres” including a specialized hospital for children and women.

Q.3. You are Neha/Nehal Panjwani, residing at 8576, Sarita Apartments, Hanger Street. As a responsible citizen, you believe in promoting environmentally responsible practices. Write a letter to the Director, Alternate Energy Commission, in about 120 words, sharing your views about ‘Reducing the Carbon Footprint’ by encouraging the use of renewable energy sources, such as solar and wind power and to provide subsidies to families who want to avail the facility.

2. COMPLAINT LETTER

Q. 1. You are Anita of Adarsh Public School, Nagal, Punjab who had arranged a trip for fifty students of Nanital in summer vacations for ten days with ‘Mount Travel, and Tourism’. The arrangements done by the travel agency were far below standard. The accommodation and food facilities were inferior in quality. Write a letter of complaint to the director of the agency to stop duping tourists with false promises as it tarnishes the image of locals.

**Adarsh Public School,
Nagal, Punjab.**

23rd November, 2019

**The Director,
Mount Travels and Tourism,
Nagal, Punjab.**

Sub: Inferior quality of food and accommodation.

Sir,

I am very much unhappy to express my displeasure at inferior arrangements made during our tour to Nanital summer vacations. Our tour was for ten days and arrangement made by your agency was below standard when we came back home, most of the students fell ill and they are unable to attend classes.

During our negotiation for tour, following promises were made:

(a) Stay in good hotels

(b) Food at a good restaurant.

As above promises were fulfilled, we stayed in a lodge and were forced to eat local foods. Consequently most of students fell ill. Certainly we are cheated by our agency. You are requested that you should not dupe local people because it tarnishes our image.

Thanking you sir

Yours faithfully

Anita

Q. 2. You are Mahesh Kumar/Rajshree, a customer of Airtel Broadband. Write a letter to the Customer Care Department, Airtel regarding the poor service of Internet connection. You are a resident of A-30, Defence Colony, New Delhi.

Q.3. You are Abhimanyu Sikri, resident of 119, Nilgiri Apartments, Kirti Nagar, Delhi. You purchased a wardrobe made of recycled wood shaving; from M/s Pawan Sales, Ramesh Nagar, Delhi. Write a letter of complaint to the Sales Manager asking for replacement of the product which you purchased 15 days ago. You have found that doors do not shut and the paint is uneven.

3. LETTER OF ENQUIRY

Q. 1. You have seen an advertisement of a new model sports bike launched by Honda. You are a passionate racer and are keen to buy the new model of racing bikes being offered. Next month a zonal level Bike Marathon is taking place and you are keen to enroll your name as a contestant. Write a letter to M/s Honda Bikes and Scooters, Kashmere Gate, New Delhi enquiring about the price, specifications and availability of accessories that long distance racers would require. You are Raj Singh living in Green Park, New Delhi.

54, Green Park

New Delhi-110053.

10th Aug, 2019

M/s Honda Bikes and Scooters,

Kashmere Gate,

Delhi-110006.

Sub: Price and specifications of new model sports bike

Sir/Madam,

My name is Raj Singh. I live in Green Park, New Delhi and am a bike enthusiast. I have participated in many race events. At present I am training myself to compete for the upcoming zonal level Bike Marathon. Later I plan to participate in the coming Olympics. Being a racer I am always very passionate about the latest bike in the market. I have seen your advertisement this morning about the launch of a new racing sports model bike which not only comes in attractive model but meets all international standards. I saw the picture in the advertisement. Needless to say the model looks sleek and sporty with a striking colour combination. So I would like to say that I'm really excited about this bike model and wish to procure it. I would be grateful if you could give me information about the following:

- Its features in detail
- Its Price

- Availability of necessary accessories

Please call back with all information.

Thanking you

Yours truly

Raj Singh

Mobile No: 73569 56856(Write if given)

Q. 2. You are Nitin/Vina, resident of 34, Krishna Nagar, New Delhi. Last week, you came across an advertisement pertaining to 'Best out of Waste' course and wish to join the same. Write a letter of inquiry to the Director, Pooja Hobby Classes, 412, Azad Nagar, Delhi enquiring about the details of the course.

Q.3. You are Sanjay/Poonam, Activity Incharge of VSPK School, Dwarka, New Delhi. Your school is planning to visit Trivandrum during winter vacations with 150 students and 7 teachers. Write a letter of inquiry to the Manager, Satguru Tours and Travels, Connaught Place, Delhi, enquiring about the itinerary, charges, accommodation, food and other facilities.

4. LETTER OF PLACING AN ORDER

Q. 1. You are Suresh/Sarita, the student prefect and in charge of the school library. You have been asked to place an order for textbooks on Mathematics. Write a letter to M/s Future Books (P) Ltd., 42734B/2, Ansari Road Daryaganj, New Delhi placing an order for the books. Invent the necessary details. (8 Marks)

BVM, Public School

Ram Vihar, Delhi

22nd August, 2019

**M/s Future Books (P) Ltd.,
42734B/2, Ansari Road,
Daryaganj, New Delhi.**

Sub: An order for Mathematics textbooks

Sir/Madam,

I would like to place an order for textbooks on Mathematics with your firm for our school library. Since the school is going to have English exhibition by the end of this month we need the following books urgently.

S. NO	Subject	Classes	Author	Quantity
1	English	Class IX	Raj Singh	40 copies
2	English	Class X	Raj Singh	40 copies
3	English	Class XI	Raj Singh	20 copies
4	English	Class XII	Raj Singh	40 copies

We request you to give us discount offered to the educational institutions. Please find enclosed a DD for 40000/-. The remaining amount shall be paid as soon as we receive the final bill. You are requested to send us these books through any courier service. Please ensure that the books are properly packed. The books found damaged will be returned at your cost. We shall feel highly obliged if you could deliver us these books within 20 days.

Yours truly

Suresh Kumar (Student prefect)

Q.2. You are Minakshi/Pavan, the band leader of Sargam Music Academy, 55, Dwarka, Ahmedabad. You require some musical instruments for the smooth running of the events. Write a letter to the Store Manager, M/s. Sangeet Instruments, Daya Nagar, Ahmedabad placing an order for the specific instruments required by you.

Q.3. You are Narendra sharma/Nitin sharma, Head, Fitness Group of Gold Gym, 234, Ram Vihar, Delhi. You wish to purchase certain herbal medicines and wellness products. Write a letter to the Store Manager, M/s East India, 54, Preet Vihar, Delhi placing an order for the specific products required by you.

ANALYTICAL PARAGRAPH

LAYOUT FOR ANALYTICAL PARAGRAPH

Title (Optional)

Introduction

- Introduce what the graph/chart/table/map shows.

Body

- Describe the main trends, highest and lowest values, comparisons, and important changes.
- Support your points with relevant figures or percentages.

Conclusion

- Summarise the overall trend or key finding in one or two sentences.

Q.1. The table below contains some information about climate change and air-pollution, their causes and effects on the environment. Study the information carefully and then write an analytical paragraph to summarise it in your own words.

	CLIMATE CHANGE	AIR POLLUTION
Gases	Green House Gases (GHG) – primarily CO ₂	Nitrogen Oxides (NO _x), Sulphur Dioxide (SO ₂), Volatile Organic Compounds (VOCs), Particulate Matter (PM)
Effects	Global	Local/Regional
Human Health Effects	Indirect through effect of Global Warming	Direct: breathing problems for healthy people, eye, nose, throat & lung irritation, asthma, chronic bronchitis, heart disease, death
Timescale of Effects	Long-term, in the future	Short-term, immediate
Env. Effects	Global warming, rising sea levels	Acid Rain, smog
Major Anthro-logical sources	Burning of fossil fuels from motor vehicles and industry (mostly energy sector)	Burning of fossil fuels, exhausts mostly from industry and motor vehicles

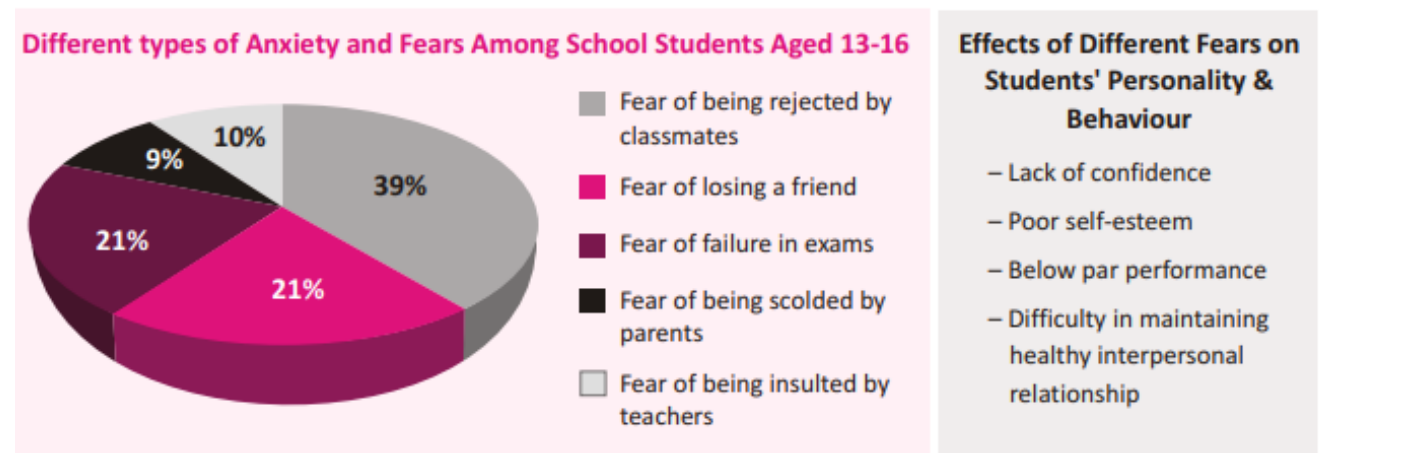
Answer.

Two of the environment's most serious problems – climate change and air pollution can be blamed on Green House Gases, mainly carbon dioxide, that cause climate changes with global repercussions, and Nitrogen Oxides, Sulphur Dioxide, VOCs or volatile organic compounds and PM or particulate matter, which have mainly local or regional effects. While climate change affects human health in an indirect way through the various effects of global warming, airpollution has direct effects on human health causing such problems as breathing difficulties for healthy people, eye, nose, throat and lung irritation as well as asthma, chronic bronchitis, heart disease and even death. These effects are often short-term and almost always immediate whereas effects of climate change take a long time to manifest. The climate change triggered by global

warming is responsible for such environment problems as rising sea levels, and air-pollution, on the other hand, is to be blamed for problems like acid rain and smog. Burning of fossil fuels is responsible for both climate change and air pollution.

Q.2.

- Given below are the results of a survey on anxiety and fears among school students aged 13 to 16 and their effects on students' personality and behaviour. Study the data carefully and then write an analytical paragraph summarising the information. Make comparisons wherever appropriate and draw conclusions.



Q.3.

The table below lists the various timings for drinking coffee soon after it is made for a customer along with a recommendation for an ideal time when the coffee should be consumed. Study the information and then summarise it in the form of an analytical paragraph. In conclusion say when Mr James can get the best out of his cup of coffee.

When Should Mr. James Drink His Coffee?		
Quantitative Data		Qualitative Data
Time (Minutes)	Temperature (Celsius)	Drinkability
0	80	scalding
1	75	painful tongue burn
1.5	70	mild tongue burn
5.5	65	blow on it and take a small sip
8	60	perfect to sip
13	55	perfect to gulp
20	50	good, not great
26	45	pretty warm and passable
33	40	warm and slightly unpleasant
41	35	cool and uninviting

LITERATURE [PROSE SECTION- FIRST FLIGHT]

1 :- A Letter to God

EXTRACT BASED QUESTIONS

A. The house- the only one in the entire valley -sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth needed was a good downpour or at least a shower. Throughout the morning Lencho -who knew his fields intimately- had done nothing but see the sky towards the north-east.

i. Based on the detail of the house's location, how can it best be described?

- a) Majestic b) imposing c) solitary d) unique

ii. The field of corn dotted with flowers means that

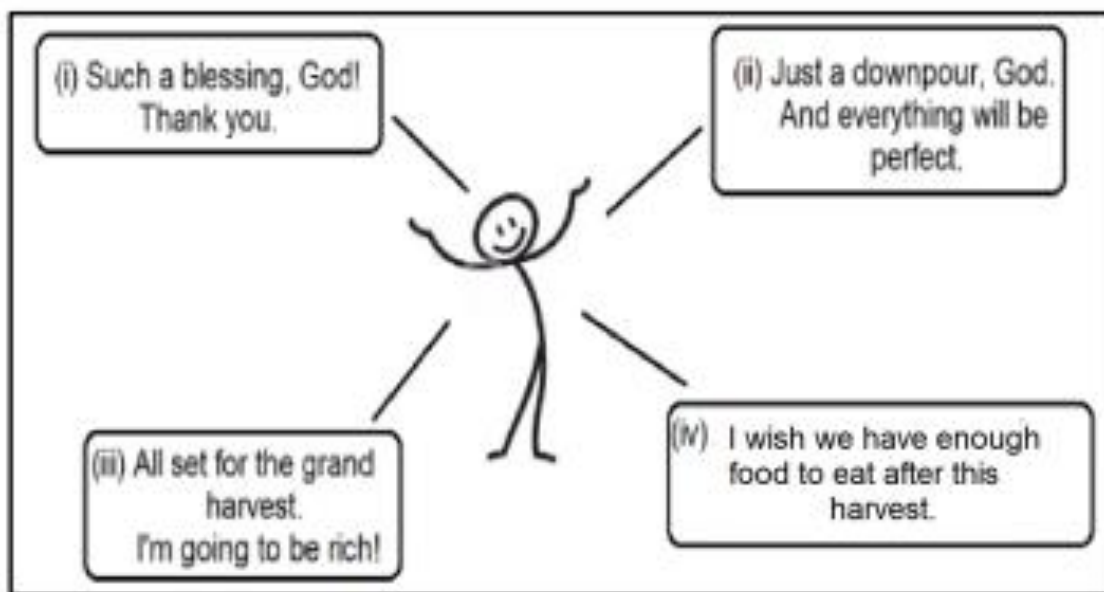
- a) Not a single flower was bigger than a dot b) The flowers were scattered across.
c) The flowers were in shaped like dots. d) The flowers had shrunk in size.

iii. Lencho wished for a downpour or a heavy shower. Pick the option that correctly lists the correct match for kinds of rain.

(1) heavy rain	(i) light rain that falls in very fine drops
(2) thunderstorm	(ii) very heavy rain, tropical rain
(3) drizzle	(iii) it's coming down quite strong and you get very wet very quickly
(4) torrential rain	(iv) really heavy rain that comes very suddenly
(5) downpour	(v) is a violent, short-lived weather disturbance associated with lightning, thunder and strong, gusty winds.

- 1-ii,2-iv,3-v,4-i,5-iii b) 1-iv,2-i,3-iii,4-v,5-ii c) 1-v,2-iii,3-iv,4-ii,5-i 5 d) 1-iii,2-v,3-i,4-ii,5-iv

iv. Based on the given extract, what is Lencho NOT likely to think while looking at his field?



- a) Option (i) b) Option (ii) c) Option (iii) d) Option (iv)

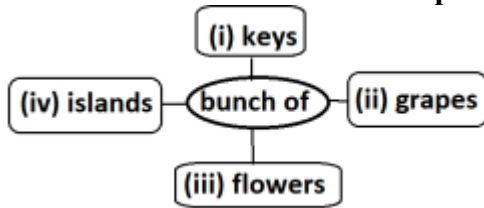
v. Which quote supports the idea in the given extract?

- a) "Farming is a profession of hope."
b) "I would rather be on my farm than be emperor of the world."
c) "Farming looks mighty easy when your plough is a pencil, and you're a thousand miles from the field."
d) "Those too lazy to plough in the right season will have no food at the harvest."

Answers - (i) c (ii) b (iii) d (iv) d (v) a

B. When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into the mailbox the postmaster went to open it. It said: “God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don’t send it to me through the mail because the post office employees are a bunch of crooks. Lencho.”

i. ...bunch of crooks.’ Pick the option that DOES NOT collate with ‘bunch of’, correctly.

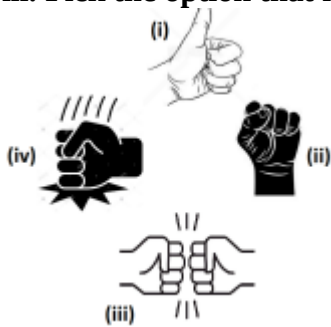


- a) Option (i) b) option (ii) c) option (iii) d) option (iv)

ii. What was the most likely response that the postmaster expected in Lencho’s second letter?

- i) sorrowful ii) gratitude iii) disappointment iv) elation v) shock
 a) ii and v b) i and iii c) ii and iv d) iii and v

iii. Pick the option that lists the option corresponding to—'with a blow of his fist.'



- a) Option (i) b) Option (ii) c) Option (iii) d) Option (iv)

iv. Lencho’s letter included

- a) Details of his problems. b) Description of the post office.
 c) Belief of being looted. d) List of further demands.

v. Pick the most suitable quote for this extract.

- a) “It is easier to fool people than to convince them that they have been fooled.” – Mark Twain
 b) “Real knowledge is to know the extent of one’s ignorance.”- Confucius
 c) “You see a person’s true colours when you are no longer beneficial to their life.”- Anonymous
 d) “True generosity means accepting ingratitude.” - Coco Chanel

Answers -(i) d (ii) c (iii) d (iv) d (v) d

C. One of the employees, who was a postman and also helped at the post office, went to his boss laughing heartily and showed him the letter to God. Never in his career as a postman had he known that address. The postmaster—a fat, amiable fellow—also broke out laughing, but almost immediately he turned serious and, tapping the letter on his desk, commented, “What faith! I wish I had the faith of the man who wrote this letter. Starting up a correspondence with God!”

- (a) Why did the postman laugh heartily?
 (b) Had the postman ever known that address?
 (c) Why did the postmaster become serious?
 (d) What did the postmaster do to keep up Lencho’s unshakable faith in God?

D. He put the money in an envelope addressed to Lencho and with it a letter containing only a single word as a signature: God. The following Sunday Lencho came a bit earlier than usual to ask if there was a letter for him. It was the postman himself who handed the letter to him while the postmaster, experiencing the contentment of a man who has performed a good deed, looked on from his office.

- (a) Why did the postmaster put the signature ‘God’ on the letter?
 (b) What unusual act was done by Lencho on the following Sunday?

- (c) Who handed over the letter to Lencho?
- (d) What sort of 'good deed' did the postmaster perform?

SHORT ANSWER QUESTIONS

1. How far would you agree that one's positivity can bring in a spark of brightness even in adverse circumstances'?

Ans. It is absolutely true that optimism can bring about a spark of brightness even in adverse situations. It was Lencho's innocent optimism that eventually led to his getting seventy pesos. In fact, it was his positivity despite the hailstorm that he even wrote a letter to God in the first place. His hope finally triumphed.

2. Why was Lencho angry when he received the letter?

Ans. Lencho had asked God to send him a hundred pesos. But when he opened the envelope he found only seventy pesos in it. He thought that the post-office employees had taken the rest of the money. So he became angry when he received the letter.

3. How did the postmaster answer Lencho's letter by sending him the money?

4. Why was Lencho angry after he counted the money?

LONG ANSWER QUESTIONS

1. Writing a letter to God for help really shows not only the unshaken faith in God of the writer Lencho but also shows his utter simplicity and innocence. Comment.

Ans. Lencho was a simple and hardworking farmer who worked like an ox in his fields. When the heavy fall of hailstones destroyed his corn totally, he and his family were rather on the verge of starvation. He was left with one hope, help from God. He believed that God is all merciful and hears the call of those who are of a clear conscience. He requested Him to send a hundred pesos immediately to help him to sow his fields. He and his family also needed some money to live on until the fresh crop coming.

Writing a letter to God and addressing it 'To God' shows the writer's unshaken faith in God. He was a simple man not distrusting that such a letter could reach God. His innocence and firm belief in God's mercy even deeply impressed and influenced the postmaster who decided to answer his letter. He didn't want to shake the writer's faith in God. He collected and sent 70 pesos as help signing the letter with one word, 'God'. Lencho had so much faith in God and His mercy that he didn't show any surprise when he received the money sent to him. He wrote another letter requesting Him to send the rest of the money immediately but not through the postal mail as the post office employees was a 'bunch of crooks'.

2. Give a character sketch of the Postmaster in your own words. Don't you think that he should have deserved a better recognition and appreciation of his act of charity?

3. Who does Lencho think has taken the rest of the money? Describe the ironical ending of the story.

2. NELSON MANDELA: LONG WALK TO FREEDOM:

EXTRACT BASED QUESTIONS

A. “We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations if the world on our own soil. We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity.”

i. The guests at the spectacular ceremony are being called distinguished because they

- a) They have been invited as guests to attend it. b) They are eminent world leaders witnessing it.
c) They are visiting the country for this purpose.
d) They have resumed diplomatic relations with the country.

ii. It is a victory for 'human dignity'. Pick the option that lists the correct answer for what 'human dignity' would include.

- a) i) equality ii) liberty iii) indecency
b) i) liberty ii) indecency iii) self-respect
c) i) immorality ii) self-respect iii) equality
d) i) equality ii) liberty iii) self-respect

iii. Why does the speaker say that it is a ‘rare privilege’? He says this as they have

- a) Been deprived of this honour.
b) Seldom been given this honour.
c) Experienced it for the first time.
d) Been chosen over other countries, for this honour.

iv. How do you think the speaker feels? Choose the option that best fits his state of mind.



I feel...

- a) i) emotional ii) elated iii) unmindful b) i) elated ii) unmindful iii) overwhelmed
c) i) overwhelmed ii) elated iii) honoured d) i) elated ii) honoured iii) unmindful

v. Pick the option that showcases the usage of 'host' as in the extract.

- a) He was praised for his hospitality as the host of the party.
b) She was able to host the event without any hindrance.
c) She met the host and apologised for her friend's misbehaviour.
d) He is the best host that one can ever come across.

Answer - i) b ii) d iii) c iv) c v) b

B. "It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first as a student I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honourable freedoms..."

i. The title that best suits this extract is

- a) Freedom for everything b) Knowledge about Freedom
c) Significance of Freedom d) Realisation of Freedom

ii. Why do you think the speaker mentions some freedoms as 'transitory'?

- a) The freedoms are momentary and keep changing with time.
b) The definition of freedom is constant but perspectives differ.
c) Freedom means different things to different people.
d) Freedom is not that important after a certain age.

iii. Choose the option that best fits the usage of the word 'illusion' as used in the extract.

- a) He was never able to get past the illusion. b) The illusion I experienced was quite intriguing.
c) A large mirror in the room creates an illusion. d) I was living under the illusion that this is possible.

iv. The speaker says, 'at first as a student I wanted freedom only for myself.' Why do you think he only thought about himself?

- a) He didn't want to think about the freedom denied to others.
b) He was being selfish and was only bothered about himself.
c) He didn't think that freedom denied to him was important for others.
d) He was too young to realise that freedom was denied to others as well.

v. A part of the extract has been paraphrased. Choose the option that includes the most appropriate solution to the blanks in the given paraphrase of the extract.

The speaker's belief about freedom, since childhood proved false. It was not until the speaker grew up to be a young man when it i) _____ on him that he was ii) _____ of freedom. Then he began iii) _____ it.

- a) - i) desired ii) dawned iii) depriving b - i) dawned ii) deprived iii) desiring
c - i) dawned ii) arrived iii) desiring d - i) arrived ii) deprived iii) dawned

Answer - i) c ii) a iii) d iv) d v) b

C. Today, all of us do, by our presence here...confer glory and hope to new born liberty. Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

- (a) What were the people present in the Amphitheatre doing?
(b) What was an extraordinary human disaster?
(c) What was the nature of the new society that was taking its birth that day?
(d) Who are the speaker and the writer of these lines?

D. On the day of the inauguration, I was overwhelmed with a sense of history. In the first decade of the twentieth century, a few years after the bitter Anglo-Boer war and before my own birth, the white-skinned

peoples of South Africa patched up their differences and erected a system of racial domination against the dark-skinned peoples of their own land. The structure they created formed the basis of one of the harshest, most inhumane, societies the world has ever known.

- (a) Why was Mandela overwhelmed?
- (b) What did the white-skinned peoples of South Africa patch up?
- (c) What was the structure that they created?
- (d) Could Mandela and his people succeed in breaking that structure?

SHORT ANSWER QUESTIONS

1. After achieving political emancipation what does Mandela want to do in South Africa?

Ans. South Africa and the blacks have achieved their political emancipation. Mandela pledges to liberate all his people from the bondage of poverty, want, suffering, gender and other discriminations. South Africa will never ever experience the oppression of one by another. He wishes the reign of freedom will never die in South Africa.

2. How did the policy of apartheid create a deep and lasting wound in South African blacks?

Ans. No doubt, the policy of apartheid created a deep and lasting wound in South Africa and the blacks. It would take many years to recover from that profound hurt. The racial discrimination unleashed a reign of terror, oppression and brutality on the blacks of South Africa

3. What, according to Mandela, is 'true freedom'?

4. Why did Nelson Mandela feel that both the oppressor and the oppressed are robbed of their humanity and hence, both of them must be liberated?

LONG ANSWER QUESTIONS

1. Nelson Mandela in his inaugural speech used these two words 'an extraordinary human disaster' and so 'glorious a human achievement'. What did he mean by that?

Ans. The extraordinary disaster was the rule of Apartheid in South Africa. This disaster of racial discrimination brought oppression, deprivation, cruelty and suffering for the black people of South Africa. Blacks were not allowed to visit the places reserved for the whites. They led a life of humiliation.

At last on 10 May 1994, after more than three centuries of white rule, Nelson Mandela's African National Congress Party won the elections. Nelson Mandela became the first black President of South Africa. The coming into power of non-racial government was a glorious human achievement.

2. Why was Nelson Mandela overwhelmed with a sense of history? Give the birth and finally the burial of the apartheid regime in South Africa.

3. The apartheid regime, the whites created in South Africa, was one of the harshest and most inhumane societies the world has ever known. Elucidate.

3. TWO STORIES OF FLYING:

A. HIS FIRST FLIGHT

EXTRACT BASED QUESTIONS

A. The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings, he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down-miles down.

(a) The young seagull's brother and sister flew away as they

- (i) just learnt how to fly
- (ii) wanted to tease their younger brother
- (iii) wanted to catch fish from the sea
- (iv) just fought with their younger brother

(b) Choose the correct options. The young seagull was alone on the ledge because

- 1. his two brothers and a sister had learnt flying and had flown away
- 2. he was afraid to fly like his brothers and sisters
- 3. he was waiting for his mother to come
- 4. his mother had gone to get food for him

- (i) 1 and 3
- (ii) 1 and 2
- (iii) 3 and 4
- (iv) 2 and 4

(c) The effort made by the young seagull was to

- (i) cry out aloud
- (ii) flap his wings

- (iii) take a little run forward
- (iv) call his mother
- (d) The young seagull on taking a run experienced extreme**
 - (i) mortification and desperation
 - (ii) humiliation and desperation
 - (iii) desperation and sadness
 - (iv) mortification and sadness
- (e) On taking the run the young seagull saw a**
 - (i) beautiful valley with trees
 - (ii) vast range of mountains
 - (iii) wide valley stretching for miles
 - (iv) vast sea stretching for miles

Ans. (a) (i) just learnt how to fly
 (b) (ii) 1 and 2
 (c) (ii) flap his wings
 (d) (i) mortification and desperation
 (e) (iv) vast sea stretching for miles

B. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

- (a) The seagull's fear was that.....**
 - (i) he would sleep hungry
 - (ii) he would not be able to sleep
 - (iii) his mother would hate him
 - (iv) his wings would never support him
- (b) His reaction to the fear was.....**
 - (i) running back to the little hole where he slept at night
 - (ii) running around the ledge desperately
 - (iii) calling shrilly for his mother
 - (iv) threatening and upbraiding his mother
- (c) The seagull's parents tried to encourage him by**
 - (i) shrilly calling, threatening, scolding
 - (ii) threatening, slapping, scolding
 - (iii) shouting, upbraiding, shrilly calling
 - (iv) upbraiding, slapping, threatening
- (d) 'He failed to muster up courage to take that plunge.' means he**
 - (i) failed to sleep in the hole
 - (ii) was not brave enough to fly
 - (iii) failed to call back his brother and sister
 - (iv) did not have courage to flap his wings
- (e) The parent's efforts were futile as the young seagull**
 - (i) went off in the hole
 - (ii) would not budge
 - (iii) only flapped his wings
 - (iv) kept calling shrilly

Ans. (a) (iv) his wings would never support him
 (b) (i) running back to the little hole where he slept at night
 (c) (1) shrilly calling, threatening, scolding
 (d) (ii) was not brave enough to fly
 (e) (ii) would not budge

C. That was twenty-four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him with his cowardice.

- (a) Nobody had come near the young seagull as his parents were**
 - (i) raising cackle sounds, having fun
 - (ii) busy circling the sea, enjoying the flight
 - (iii) teaching his siblings, the art of flying
 - (iv) standing on the rock, eating fish
- (b) For the past twenty-four hours the seagull had watched**
 - (i) how to skim the waters and dive for fish
 - (ii) his brother eating fish hungrily
 - (iii) his parents circle around the sea
 - (iv) his family walk about the big plateau
- (c) His parent's reaction to his brother catching his first herring was of.....**
 - (i) pride and satisfaction
 - (ii) happiness and satisfaction

(iii) cheerfulness and satisfaction

(iv) pleasure and satisfaction

(d) The whole family taunted the young seagull because they were.....

(i) making fun of him

(ii) wanting him to fall in the sea

(iii) wanting to discourage him

(iv) wanting to encourage him

(e) The word 'cowardice' here means

(i) timid

(ii) forgetful

(iii) faint heartedness

(iv) shyness

D. The sun was now ascending the sky, blazing on his ledge that faced the south. He felt the heat because he had not eaten since the previous night fall.

He stepped slowly out to the brink of the ledge, and standing on one leg with the other leg hidden under his wing; he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing with their heads sunk in to their necks. His father was preening the feathers on his white back.

(a) The young seagull was very upset as he

(i) was being ignored by his father

(ii) was not able to talk to his brothers and sisters

(iii) had not eaten since yesterday

(iv) he was feeling very hot

(b) In the blazing sun the seagull pretended to

(i) fall asleep

(ii) stand on both the legs

(iii) go out to the brink

(iv) closing and opening his eyes

(c) The whole family was ignoring the young seagull because they wanted..

(i) to insult him

(ii) him to remain hungry

(iii) to teach him a lesson

(iv) him to leave his fear

(d) The siblings at this time were busy.

(i) eating

(ii) dozing

(iii) cackling

(iv) flying

(e) 'Preening feathers' means using the beak to

(i) position feathers

(ii) interlock the feathers

(iii) disturb the feathers

(iv) bath the feathers

SHORT ANSWER TYPE QUESTIONS

1. The young seagull was afraid to fly. What does this tell us about the role of fear in learning new skills?

Answer: Fear is natural when we try something new. It can stop us from taking action, but with encouragement and confidence, we can overcome it and succeed, just as the young seagull learned to fly.

2. The seagull's family encouraged him to fly instead of helping him directly. Was this the right approach? Give a reason.

Answer: Yes, it was the right approach because it made the seagull become independent and discover his own ability to fly. Sometimes challenges help us develop confidence and self-reliance.

3. How does the seagull's success in flying show the importance of self-belief?

4. Why did the young seagull finally jump off the ledge even though he was afraid?

LONGANSWER TYPE QUESTIONS

1. The young seagull remained alone on the ledge because he was afraid to fly. However, when hunger forced him to take a risk, he discovered his ability to fly successfully. Imagine you are the young seagull. Describe how this experience changed your thinking about fear, confidence, and challenges. What lesson can students learn from this incident?

Answer: As the young seagull, I realized that my fear was stronger than the actual danger. I spent many days worrying about falling and failing. However, when I became very hungry, I had no choice but to take a risk. The moment I jumped, I discovered that I could fly naturally. This experience taught me that fear often exists only in our minds and prevents us from using our true abilities.

Students can learn that challenges and difficulties help us grow. We should not let fear stop us from trying new things. Confidence comes from taking action, not from waiting. If we face our fears with courage and determination, we can achieve success and discover our hidden potential.

2. Does the situation of the young seagull arouse sympathy for him? Does sympathy always help? Do you think providing food to the young seagull out of sympathy would have helped him?

B: BLACK AEROPLANE

EXTRACT BASED QUESTIONS

A. The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn't a cloud in the sky. I was happy to be alone high up above the sleeping countryside. I was flying my old Dakota aeroplane over France back to England. I was dreaming of my holiday and looking forward to being with my family. I looked at my watch: one thirty in the morning.

(a) "I" here is the

- (i) Narrator (ii) flight attendant (iii) air hostess (iv) co pilot

(b) The person sitting in the old Dakota noticed that during the flight

- (i) the moon was coming up in the east (ii) the stars were shining with no clouds
(iii) the country side, was asleep (iv) all of the above

(c) The pilot was flying over

- (1) England (ii) France (iii) the sky (iv) countryside

d) His mission was to

- (i) fly high above in the sky (ii) practice flying in his old aeroplane
(iii) get home to be with his family (iv) fly very fast over the countryside

(e) The narrator says "dreaming of my holiday" means he was

- (i) wondering how he will reach home (ii) very happy and excited to go home
(iii) dreaming in the night (iv) imagining great flying time

Answer:

- (a) (i) narrator
(b) (iv) all of the above
(c) (ii) France
(d) (iii) get home to be with his family
(e) (ii) very happy and excited to go home

B. I should call Paris Control soon, I thought. As I looked down past the nose of the aeroplane, I saw the lights of a big city in front of me. I switched on the radio and said, "Paris Control, Dakota DS 088 here. Can you hear me? I'm on my way to England. Over."

The voice from the radio answered me immediately: "DS 088, I can hear you. You ought to turn twelve degrees west now, DS 088. Over."

I checked the map and the compass, switched over to my second and last fuel tank, and turned the Dakota twelve degrees west towards England.

'I'll be in time for breakfast,' I thought. A good big English breakfast! Everything was going well-it was an easy flight.

(a) The pilot called the Paris Control room to

- (i) indicate his direction during the flight (ii) say goodbye to the airport staff
(iii) ask for direction from the staff (iv) take instructions from the staff

(b) Looking down from the aeroplane he could see

- (i) the runway of the airport (ii) the city lights below
(iii) the compass and the map (iv) the fuel tank of the aeroplane

(c) The voice on the radio was of

- (i) the radio jockey (ii) flight attendant (iii) ground crew (iv) air crew

(d) Preparations made by the pilot for landing in England was to

- (i) fly the plane higher in direction of England
(ii) look at the compass reading in direction of England
(iii) adjust his plane 12 degrees in direction of England
(iv) check the map to see the direction of England

(e) What idea was the narrator relishing?

- (i) To be in England well in time for breakfast at home. (ii) To enjoy flying the old Dakota.
(iii) To be able to surprise his family. (iv) To be able to give right directions to the staff.

Ans.

- (a) (i) indicate his direction during the flight
- (b) (i) the city lights below
- (c) (c) (iii) ground crew
- (d) (d) (iii) adjust his plane 12 degrees in direction of England
- (e) (e) (1) To be in England well in time for breakfast at home.

C. Paris was about 150 kilometres behind me when I saw the clouds. Storm clouds. They were huge. They looked like black mountains standing in front of me across the sky. I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south,

"I ought to go back to Paris," I thought, but I wanted to get home. I wanted that breakfast.

I'll take the risk, I thought, and flew that old Dakota straight in to the storm.

(a) What did the pilot notice when Paris was 150 km behind?

- (i) He noticed clouds obliterating his vision, in front of him.
- (ii) He noticed the clouds spreading very fast.
- (iii) He noticed clouds coming down towards the plane.
- (iv) He noticed clouds looming over the plane.

(b) The pilot was facing difficulty due to the black clouds because they were

- (1) huge and big
- (ii) big storm clouds
- (iii) like big black mountains
- (iv) hindering his flight path

(c) Seeing the big black clouds, the pilot was

- (i) confused and undecided
- (ii) confused and irritated
- (iii) confused and unhappy
- (iv) confused and ready to take risk

(d) The pilot finally decided to

- (i) not to take risk and return back to Paris
- (ii) take risk and fly straight in the storm
- (iii) fly around the cloud from north
- (iv) fly around the cloud from south

(e) The pilot's decision tells us that he is

- (i) a practical man,
- (ii) very hungry for breakfast
- (iii) eager to come back home
- (iv) wanting to save fuel

D. Inside the clouds, everything was suddenly black. It was impossible to see anything outside the aeroplane. The old aeroplane jumped and twisted in the air. I looked at the compass. I couldn't believe my eyes: the compass was turning round and round and round. It was dead. It would not work! The other instruments were suddenly dead, too. I tried the radio. "Paris Control? Paris Control? Can you hear me?" There was no answer. The radio was dead too. I had no radio, no compass, and I could not see where I was. I was lost in the storm.

(a) As soon as the pilot was inside the cloud

- (i) his vision was obstructed
- (ii) he could not breathe
- (iii) his ears got blocked
- (iv) he lost his voice

(b) The changes in the plane device/s was/were that

- (i) the radio crackled a bit
- (ii) the compass was giving wrong reading
- (iii) all stopped responding completely
- (iv) all got broken completely

(c) The Paris air control did not reply the pilot's call as the

- (i) radio was dead
- (ii) compass was going round and round
- (iii) other instruments were dead
- (iv) frantic call of the pilot was not audible

(d) 'The plane was jumping and twisting in the air.' means that the

- (i) pilot could not see ahead
- (ii) pilot had lost control of it
- (ii) compass giving no reading
- (iv) radio connect broken

(e) 'Compass' in the passage above means an instrument

- (i) for drawing circles and arcs
- (ii) to show the direction of North
- (iii) to show ten square blocks
- (iv) for showing orbits

SHORT ANSWER TYPE QUESTIONS

1. The pilot decided to fly through the storm clouds instead of turning back. What does this decision reveal about his judgment? What could he have done differently?

Answer: The decision shows that the pilot was overconfident and eager to reach home. He could have avoided the risk by changing his route or landing at a nearby airport until the weather improved.

2. The mysterious black aeroplane guided the pilot to safety when he was lost in the storm. What lesson does

this incident teach about hope during difficult situations?

Answer: The incident teaches us that we should not lose hope during difficult times. Even when situations seem impossible, staying calm and determined can help us find a solution.

3. The pilot checked his fuel and instruments before the journey. What does this tell us about the importance of preparation in daily life?

4. After landing safely, the pilot tried to find out who had helped him. What does this reveal about his character?

LONG ANSWER TYPE QUESTIONS

1. The pilot was determined to reach home and decided to fly through the storm clouds despite the risk. Later, he found himself lost with low fuel and had to rely on the mysterious black aeroplane for guidance. Evaluate the pilot's decision. What does this incident teach us about decision-making and handling difficult situations in life?

Answer: The pilot's decision to fly through the storm was not wise because he ignored the potential danger and allowed his desire to reach home to influence his judgment. As a result, he lost his way, his instruments stopped working, and he nearly ran out of fuel. However, instead of panicking, he continued flying and followed the mysterious black aeroplane, which guided him safely to the airport.

This incident teaches us that decisions should be based on careful assessment of risks rather than emotions or impatience. It also shows that staying calm and focused during difficult situations can help us overcome challenges. In real life, students and professionals often face obstacles, but thoughtful decision-making and perseverance can lead them to success.

2. After landing safely, the pilot learned from the woman in the control centre that no other aeroplane had been flying in the storm. If you were the pilot, how would you react to this information? Explain your feelings and what conclusions you might draw about the mysterious black aeroplane.

4. FROM THE DIARY OF ANNE FRANK:

Extract-Based Questions

A. Read the extract carefully and answer the questions that follow.

"Paper has more patience than people. I thought of this saying on one of those days when I was feeling a little depressed and bored. Though I have loving parents and a sister, and though I can call about thirty people my friends, there is hardly anyone with whom I can discuss my everyday thoughts and feelings. It is for this reason that I have started this diary. Since no one would understand a word of my stories to myself, I think it is a good idea to write them down."

1. Anne had many people around her, yet she chose a diary as her confidante. What does this suggest about the difference between social presence and emotional connection?

Answer: The extract suggests that being surrounded by people does not necessarily guarantee emotional support or understanding. Anne had friends and family, but she lacked someone who could understand her inner feelings. This highlights that genuine emotional connection is based on trust, empathy and understanding rather than merely having people around.

2. How does Anne's decision to write a diary demonstrate emotional intelligence?

Answer: Anne recognized her emotional needs and found a healthy way to express her feelings. Instead of suppressing her emotions, she chose writing as a means of reflection and self-expression. This shows self-awareness and emotional regulation, both important aspects of emotional intelligence.

3. If Anne had access to social media today, do you think she would still prefer writing a diary? Justify your response.

Answer: Yes, she might still prefer a diary because social media often encourages public sharing, whereas a diary provides privacy and freedom of expression. Anne valued honest reflection without fear of judgment, which a personal diary offers more effectively than public platforms.

4. What universal human need is reflected through Anne's feelings in this extract?

Answer: The extract reflects the universal need for acceptance, understanding and meaningful companionship. Every individual seeks someone who can listen without judging and understand their emotions.

B. Read the extract carefully and answer the questions that follow.

"Mr Keesing had been annoyed with me for a long time because I talked so much. After several warnings, he assigned me extra homework. I had to write an essay on the subject 'A Chatterbox'. I argued that talking is a student's trait and that I would do my best to keep it under control, but that it would be difficult because my mother talked as much as I did, if not more, and that there is not much one can do about inherited traits."

1. How does Anne use logic and humour to defend herself?

Answer: Anne does not deny that she talks a lot. Instead, she presents a logical explanation by linking her behaviour to inherited traits. Her humorous argument reflects her creativity and ability to turn criticism into an opportunity for self-expression.

2. What personality trait of Anne emerges most strongly from this extract?

Answer: The strongest personality trait reflected is her wit. She responds to criticism intelligently and creatively instead of reacting negatively or defensively.

3. What lesson about dealing with criticism can students learn from Anne's response?

Answer: Students can learn that criticism should be addressed constructively. Instead of feeling discouraged, one can use creativity, reasoning and self-reflection to respond positively and improve oneself.

4. Why did Anne's essays eventually change Mr Keesing's attitude towards her?

Answer: Her essays demonstrated intelligence, originality and humour. Mr Keesing realised that Anne's talkative nature was accompanied by exceptional creativity and sharp thinking, which earned his appreciation.

C. Read the extract carefully.

"Our entire class was nervous about the upcoming meeting. The teachers were going to decide which students would move on to the next form and which would stay behind. Half the class was making bets. G.N. and I laughed ourselves silly at the two boys behind us who had staked their entire holiday savings on their bet."

1. How does Anne use humour to describe a stressful situation? Explain with evidence from the extract.
2. What does the behaviour of the students reveal about human reactions to uncertainty?
3. Evaluate whether competition in academics motivates students or creates unnecessary anxiety.
4. How does Anne's attitude towards the situation differ from that of some of her classmates?
5. What broader message about examinations and learning can be inferred from this extract?

D. Read the extract carefully.

"I don't want to set down a series of facts in a diary like most people do. I want this diary to be my friend, and I shall call my friend Kitty. Since no one would understand a word of my stories to myself, I'd better provide a brief sketch of my life."

1. Why does Anne reject the idea of maintaining a diary as a mere record of events?
2. What does naming the diary 'Kitty' reveal about Anne's psychological needs?
3. In what way can personal writing contribute to self-discovery and growth?
4. How does this extract reflect the importance of communication in human life?
5. If you were to keep a diary today, what purpose would it serve beyond recording daily activities?

Short Answer Type Questions

1. Anne's conflict with Mr Keesing eventually transformed into mutual understanding. What does this reveal about the role of communication in resolving conflicts?

Answer: The incident shows that effective communication can reduce misunderstandings and build respect. Instead of reacting negatively, Anne expressed herself through thoughtful and humorous essays. Her creativity enabled Mr Keesing to see her strengths beyond her weakness of talking too much. Thus, open and constructive communication can turn conflict into understanding.

2. Anne often appears more mature than her age. Analyse this statement with reference to the chapter.

Answer: Anne demonstrates maturity through her deep self-reflection, awareness of her emotions and ability to analyse situations critically. She understands her loneliness despite being socially active, evaluates her own behaviour honestly and responds intelligently to challenges. Her diary reflects thoughtful observations about people and relationships that go beyond the perspective expected from a young teenager.

3. Anne transforms loneliness into an opportunity for self-expression. How can challenges become opportunities for growth?

4. What does Anne's relationship with her diary teach us about the importance of self-reflection in adolescence?

Long Answer Type Questions

1. Anne Frank emerges as a resilient, reflective and insightful young girl in the chapter. Analyse her character with suitable examples from the text.

Answer: Anne Frank emerges as an extraordinary young girl whose character combines sensitivity, intelligence, resilience and self-awareness. Although she had a loving family and many acquaintances, she recognised an emotional void in her life. Instead of allowing loneliness to overwhelm her, she channelled her feelings into writing. This demonstrates resilience and emotional maturity. Anne was also highly reflective. She examined her own thoughts and behaviour critically and attempted to understand herself better. Her decision to treat her diary as a trusted friend shows both imagination and emotional depth. Through her diary, she explored her fears, aspirations and relationships. Another significant aspect of her personality is her wit and creativity. This is evident in her interaction with Mr Keesing. Rather than becoming upset by his punishments, she used humour and reasoning in her essays. Her clever responses eventually earned his admiration.

Furthermore, Anne displayed remarkable insight into human nature. She understood that true friendship requires emotional connection rather than mere social interaction. Her observations reveal wisdom beyond her years. Thus, Anne Frank stands out as a resilient, thoughtful and insightful individual whose experiences continue to inspire readers across generations.

2. "The chapter highlights the significance of self-expression in shaping an individual's identity and emotional well-being." Discuss with reference to Anne Frank's experience.

5. GLIMPSES OF INDIA:

EXTRACT BASED QUESTIONS

A. Read the following extract carefully and answer the questions that follow:

“The baker or bread-seller of Goa is still a part of the village life. The jingling sound of his bamboo staff announces his arrival in the morning. The children run to meet him, not merely to buy bread but to enjoy the excitement connected with his visit. The loaves of bread were an important part of every Goan household, especially during festivals and special occasions.”

(i) The baker's arrival was more than a daily routine for the villagers. What does this reveal about the relationship between traditions and people?

Answer: The extract shows that traditions become a meaningful part of people's lives over time. The baker's arrival was connected with memories, happiness and community bonding. It was not just a business activity but a cultural practice that brought people together.

(ii) Why do you think children were excited by the baker's arrival even before buying anything?

Answer: The children were excited because the baker's visit was associated with joy and curiosity. His arrival created a familiar and cheerful atmosphere in the village. It shows how simple everyday experiences can become special childhood memories.

(iii) If modern technology replaced such traditional practices, what cultural loss might occur?

Answer: The replacement of traditional practices by technology may reduce personal interactions and weaken cultural connections. The unique sounds, customs and shared experiences that represent a community's identity may gradually disappear.

(iv) What quality of Goan society is reflected through the importance of bread?

Answer: The extract reflects the importance of tradition, celebration and community life in Goan society. Food is shown as a link between culture and daily life.

B. Read the following extract carefully and answer the questions that follow:

“Coorg, or Kodagu, is the smallest district of Karnataka. It is a beautiful region of rolling hills, evergreen forests and coffee plantations. The people of Coorg are known for their courage, hospitality and unique culture. The Kodavus have a tradition of bravery and are believed to have a close connection with the Indian Army.”

(i) How does the description of Coorg show the connection between geography and lifestyle?

Answer: The natural surroundings of Coorg influence the lifestyle of its people. The hills, forests and coffee

plantations shape their occupations, traditions and way of living. The environment becomes an important part of their identity.

(ii) Why does the author mention both natural beauty and human qualities of Coorg?

Answer: The author wants to show that Coorg is special not only because of its scenic beauty but also because of its people and culture. A place becomes memorable through both nature and the character of its inhabitants.

(iii) How does bravery become a part of cultural identity in Coorg?

Answer: The tradition of courage among Kodavus is passed through generations and becomes a valued part of their community identity. Their association with the armed forces reflects this cultural pride.

(iv) What can students learn from the way Coorg preserves its traditions?

Answer: Students can learn the importance of respecting cultural heritage and understanding the values and traditions that shape different communities.

(v) “A place is known by its people as much as by its landscape.” Explain with reference to Coorg.

Answer: Coorg’s beauty attracts visitors, but its people, their bravery, hospitality and traditions make the place unique. The chapter shows that human qualities give deeper meaning to a location.

C. Read the following extract and answer the questions that follow:

“Tea came to Europe only in the sixteenth century and was drunk more as medicine than as a beverage. Today, tea has become one of the most popular drinks in the world. Assam has some of the best tea gardens where thousands of people work to produce tea enjoyed by millions.”

1. How does the journey of tea from medicine to a common beverage show the changing nature of human habits?
2. What role does Assam play in the global popularity of tea?
3. How does the production of tea connect nature, economy and human effort?
4. Imagine tea plantations disappeared. What impact could it have on people and culture?
5. What message about the value of local resources can be understood from this extract?

D. Read the following extract and answer the questions that follow:

“Rajvir had never seen such a beautiful sight before. The green tea gardens stretched as far as his eyes could see. The neatly arranged bushes and the workers moving among them created a picture that was both peaceful and inspiring.”

1. How does Rajvir’s reaction help readers understand the importance of nature’s beauty?
2. Why do you think the author describes the tea gardens in such detail?
3. What emotions are created through this description of Assam?
4. How can tourism help in preserving the beauty and culture of a place?
5. What connection between humans and nature is reflected in this extract?

SHORT ANSWER TYPE QUESTIONS

1. “The story of the baker is not only about bread but also about the cultural identity of Goa.” Explain.

Answer: The baker represents the traditional lifestyle of Goa. Bread was connected with festivals, celebrations and daily life. The baker’s regular visits created a bond among villagers. Thus, the baker becomes a symbol of Goan culture and the importance of preserving traditions.

2. Coorg is described as a land of natural beauty as well as brave people. How does this combination make the place unique?

Answer: Coorg becomes unique because its identity is formed by both nature and people. The hills, forests and coffee plantations create its scenic beauty, while the courage, hospitality and traditions of Kodavus add cultural richness. Together, they make Coorg a memorable place.

3. The chapter “Glimpses of India” presents different regions with different identities. How does diversity become India’s strength?

4. The tea gardens of Assam involve both nature and human labour. What does this teach us about the value of teamwork?

LONG ANSWER TYPE QUESTIONS

1. “Glimpses of India” celebrates the diversity of Indian culture, traditions and landscapes. Discuss.

Answer: The chapter *Glimpses of India* presents three different regions of India and highlights their unique identities. The first part describes Goa and its traditional bakers, showing how simple occupations become an important part of cultural heritage. The second part introduces Coorg, a place known for its natural beauty, brave people and rich traditions. The chapter shows that the identity of a region is created by both its environment and its people. The third part takes readers to Assam, where tea gardens represent the relationship between nature and human effort. Tea production connects the land, workers and the world. Through these descriptions, the chapter presents India as a country of unity in diversity. Every region has its own customs, history and beauty, yet all together form the rich cultural identity of India.

2. “The real beauty of India lies not only in its places but also in the stories, traditions and people connected with them.” Explain with reference to *Glimpses of India*.

6. MIJBIL THE OTTER:

Extract-Based Questions

A. The author received an otter from a friend in southern Iraq. At first, the animal seemed confused in its new surroundings. It hid under furniture and explored the room cautiously. Gradually, it became comfortable and started showing curiosity. The author observed its playful nature and growing trust. Soon, a strong bond developed between them.

Questions

- a) Where did the author get the otter from?
- b) How did the otter behave initially?
- c) What quality of the otter became visible later?
- d) Find a word from the extract meaning “carefully”.

Answers

- a) The author got the otter from a friend in southern Iraq.
- b) It was confused and hid under furniture.
- c) Its playful and curious nature became visible.
- d) Cautiously.

B. When travelling to England, the author had to take Mijbil on a flight. The otter was placed inside a box for safety. During the journey, it became restless and managed to damage the box from inside. Passengers were surprised to see the unusual pet. Despite the difficulties, the author finally reached his destination with Mijbil.

Questions

- a) Why was Mijbil placed in a box?
- b) What did Mijbil do during the journey?
- c) How did the passengers react?
- d) Find a word meaning “uneasy or unable to stay still”.

Answers

- a) He was placed in a box for safety during travel.
- b) He became restless and damaged the box.
- c) The passengers were surprised.
- d) Restless.

C. In London, Mijbil enjoyed playing with water whenever he got the chance. He invented games with marbles and other small objects. The otter showed great intelligence and energy. He spent hours amusing himself and the author. His activities often attracted attention from visitors. Everyone found his behaviour fascinating.

Questions

- a) What did Mijbil enjoy playing with?
- b) Which quality of Mijbil is highlighted here?
- c) Who was amused by Mijbil's activities?
- d) Find a word meaning “very interesting”.

D. People on the streets often stopped to look at Mijbil. Many had never seen an otter before and guessed that

he belonged to different animal species. Some thought he looked like a seal, while others compared him to different creatures. The author enjoyed listening to these guesses. Mijbil remained the centre of attention wherever he went.

Questions

- Why did people stop to look at Mijbil?
- What did some people compare him to?
- How did the author react to these guesses?
- Find a phrase that means “focus of interest”.

Short Answer Type Questions

1. How does Mijbil's behaviour show that animals can adapt to new environments?

Answer: Mijbil was nervous and uncomfortable when he first arrived in a new place. He hid under furniture and explored cautiously. However, he gradually adjusted to his surroundings and became playful and friendly. This shows that animals can adapt to new environments when they feel safe and cared for.

2. Why do you think the author developed such a strong bond with Mijbil?

Answer: The author spent a lot of time caring for Mijbil and observing his habits. Mijbil's intelligence, playfulness, and affection made him special. Their daily interactions created trust and companionship. As a result, the author developed a deep emotional connection with the otter.

- If Mijbil had not been intelligent and playful, would the story have been equally interesting? Give reasons.
- What lesson about human-animal relationships can we learn from the chapter?

Long Answer Type Questions

1. How does the chapter portray the special bond between the author and Mijbil?

Answer: The chapter highlights the deep friendship between the author and Mijbil. Initially, Mijbil remained distant, but gradually he became affectionate and trusting. The author carefully looked after him and admired his intelligence, curiosity, and playful nature. Mijbil brought joy and excitement into the author's life through his amusing activities. Their relationship grew stronger with time, showing that love, patience, and care can create a close bond even between humans and animals. The chapter also teaches us to respect and understand animals as sensitive and intelligent creatures.

- What qualities of Mijbil make him an unforgettable pet? Explain with examples from the chapter.

7. MADAM RIDES THE BUS:

Extract Based Questions

A. There was a girl named Valli who was eight years old and very curious about things. Her favourite pastime was standing in the front doorway of her house and watching what was happening in the street outside. There were no playmates of her own age on her street, and this was about all she had to do.

Questions

- What can be inferred about Valli's personality from this extract?
- How did the absence of playmates contribute to Valli's character development?
- Which quality of Valli later helps her fulfill her dream of riding the bus?
- Why is the doorway significant in the context of the story?

Answers

- Valli is observant, curious, imaginative, and eager to learn about the world around her.
- Since she had no friends to play with, she spent time observing people and events, which sharpened her curiosity and independence.
- Her determination and curiosity help her plan and complete the bus journey.
- The doorway serves as Valli's window to the outside world and sparks her desire to explore beyond her village.

B. The most fascinating thing of all was the bus that travelled between her village and the nearest town. It passed through her street each hour, once going to the town and once coming back. The sight of the bus filled each time with a new set of passengers was a source of unending joy for Valli.

Questions

- a) Why does the bus become a symbol of attraction for Valli?
- b) What does the phrase "unending joy" reveal about her state of mind?
- c) How does this extract foreshadow the main event of the story?
- d) Why was the bus more interesting to Valli than other activities around her?

Answers

- a) The bus represents adventure, freedom, and a connection to the larger world beyond her village.
- b) It shows her deep fascination and excitement whenever she saw the bus.
- c) It hints that Valli's growing interest in the bus will eventually lead her to travel on it.
- d) The bus offered the possibility of exploration and new experiences, which ordinary village life could not provide.

C. "Oh, stop it," she said. "There's nobody here who's a child." "And why not?" asked the conductor. "I paid my thirty paise like everyone else." The conductor burst out laughing and said, "Well, then, Madam, have a seat."

Questions

- Why does Valli object to being called a child?
- What does her response reveal about her sense of self-respect?
- Why does the conductor address her as "Madam"?
- Explain the irony present in this conversation.

D. Suddenly she was startled by a young cow, tail high and shining with speed, running right in front of the bus. The driver sounded his horn loudly again and again, but the more he honked, the more frightened the animal became and the faster it galloped.

Questions

- a) Why does this incident amuse Valli so much?
- b) How does the cow episode reflect Valli's childlike nature despite her attempts to appear grown-up?
- c) What contrast is created between the driver and the cow?
- d) Why is this scene important in the overall mood of the story?

Short Answer Type Questions

1. How does the bus journey help Valli understand realities beyond her village?

Answer: She encounters new people, observes town life, and experiences both joy and sadness, broadening her understanding of the world.

2. In what ways is Valli both a child and an adult in her behaviour throughout the story?

Answer: She behaves like an adult by planning the trip independently and managing money carefully, but remains a child in her excitement, laughter, and emotional reactions. Why did Valli want to ride the bus?

3. How does Valli's journey represent a transition from innocence to awareness?

4. Compare Valli's curiosity with her courage. Which quality is more important in the story and why?

Long Answer Type Questions

1. Describe Valli's character as shown in the story.

Answer: Valli is an intelligent, curious, determined, and independent girl. Although she is only eight years old, she carefully plans her bus journey and saves money for it. She observes people and situations keenly and is confident enough to travel alone. She refuses unnecessary help because she wants to be self-reliant. At the same time, she is sensitive and thoughtful, as seen when she feels sad after seeing the dead cow on the road. Through Valli, the story presents the innocence, courage, and maturity of a young child.

Long Answer Question (Unsolved)

2. What lessons do we learn from Valli's bus journey? Explain in detail.

8: THE SERMON AT BENARES:

EXTRACT BASED QUESTIONS

A. Read the extract carefully and answer the questions that follow:

"Poor Kisa Gotami now went from house to house, and the people pitied her and said, 'Here is mustard-seed; take it!' But when she asked, 'Did a son or daughter, a father or mother, die in your family?' they answered her, 'Alas! The living are few, but the dead are many.' "

1. Why was Kisa Gotami visiting different houses?

Answer: She was searching for mustard seeds from a house where no one had ever died.

2. What truth did she discover?

Answer: Death is universal and every family experiences it.

Select the correct option: The word 'pitied' means:

- a) ignored b) sympathized c) punished d) welcomed

Answer - b) sympathized

3. What message does the extract convey?

Answer: Death is a natural part of life and cannot be avoided.

B. Not from weeping nor from grieving will anyone obtain peace of mind; on the contrary, his pain will be the greater and his body will suffer... He who seeks peace should draw out the arrow of lamentation and complaint and grief. He who has drawn out the arrow and has become composed will obtain peace of mind.

1. If the Buddha were a counsellor, which of the following options would you find in a brochure of his service?

To live in heart, we leave behind is not to Die

In another time in a happier place we will meet again.
Unknown

Thomas Champbell

(i)

(ii)

Death after all, is the common exception from birth. The five stages of grief
Neither heroes nor cowards can escape it.

1. Denial
2. Anger
3. Bargaining
4. Depression
5. acceptance

Ellis Peters

(iii)

(iv)

- (A) Image (i) (B) Image (ii) (C) Image (iii) (D) Image (iv)

Ans. Option (C) is correct.

2. Which of the following statements cannot be attributed to the Buddha based on the given extract?

- (i) Pain and grief are unavoidable and necessary. (ii) The inevitability of death makes grieving futile.
(iii) Universality of grief and pain makes us sad. (iv) Understanding that life is finite leads to wisdom.
(A) (i) and (ii) (B) (i) and (iii) (C) (iii) and (iv) (D) (i) and (iv)

Ans. Option (B) is correct.

3. According to the Buddha, peace of mind is attainable by those who recognise terms of life and let go of complain. Comment.

Ans. Buddha preached that peace of mind can be achieved only when we accept the reality and throw out the three arrows of complaining, lamentation and grief.

4. The given extract is paraphrased below. Fill with options that includes the most appropriate solutions for the blanks.

The act of grieving is not only pointless, but rather counterproductive, causing pain and suffering. It only serves to..... peace of mind..... without complaint is crucial to well-being and peace.

Ans. take away, Acceptance

C. Read the extract carefully and answer the questions that follow:

"Of those who overcome their selfish desires, few are those who reach the other shore. Most people run up and down the bank and do not cross."

1. Who can reach the 'other shore'?
2. What does the 'other shore' symbolize?
3. Choose the correct option: The opposite of 'selfish' is:
a) greedy b) kind c) selfless d) cruel
4. What lesson is conveyed in the extract?

D. Read the extract carefully and answer the questions that follow:

At about the age of twenty-five, the prince, thereof shielded from the sufferings of the world, while hunting out glanced upon a sick man, then an aged man, then a funeral procession and finally, a monk begging for alms. These sights moved him so much that he at once became a beggar and went out into the world to seek enlightenment concerning the sorrows he had witnessed.

1. What was the age of Gautam Buddha when he shielded himself from the sufferings of the world?
(A) Twenty two (B) Twenty four (C) Twenty eight (D) Twenty five
2. The Prince was by the effect of sights.
(A) moved (C) not moved (B) carried away (D) not disturbed
3. The Prince left the palace in search of.....
4. What did he do after he became enlightened?

SHORT ANSWER TYPE QUESTIONS

1. Why did the Buddha ask Kisa Gotami to bring mustard seeds from a house where no one had died?

Ans. The Buddha wanted Kisa Gotami to realize that death is common to all human beings. By visiting different houses, she understood that every family had experienced the loss of a loved one. This helped her accept the reality of death and overcome her grief.

2. What did Buddha say about the mortals of the world?

Ans. The Buddha told Kisa Gotami that the life of mortals is troubled and brief in this world. Those who have been born can't avoid dying. As ripe fruits are in danger of falling, so mortals are always in danger of death. All earthen vessels end in being broken.

3. How did Kisa Gotami's understanding of life change after meeting the Buddha?

4. Why did Kisa Gotami say, 'How selfish am I in my grief!' What did she realise about the fate of mankind?

LONG ANSWER TYPE QUESTIONS

1. How did the Buddha help Kisa Gotami overcome her sorrow? What lesson does the story teach us? (120–150 words)

Kisa Gotami was a young woman whose only son died unexpectedly. She was overwhelmed with grief and could not accept the reality of his death. Carrying the dead child in her arms, she went from house to house asking for medicine that could bring him back to life. People thought she had lost her senses because no medicine could revive a dead person.

Finally, someone advised her to seek the help of the Buddha. When Kisa Gotami approached him, the Buddha listened to her patiently and asked her to bring a handful of mustard seeds from a house where no one had ever experienced death. Filled with hope, she visited many houses in search of such seeds. Although every family was willing to give her mustard seeds, she discovered that each household had lost a parent, child, spouse, or other loved one.

Gradually, Kisa Gotami realized that death is a universal truth and that no family is free from suffering. This understanding transformed her outlook on life. She accepted the death of her son and understood that grieving endlessly could not change reality. She returned to the Buddha, who then taught her the truth about life, suffering, and impermanence.

The story teaches us several valuable lessons. It emphasizes that death is an inevitable part of life and that suffering is common to all human beings. It also highlights the importance of wisdom, acceptance, and inner strength in overcoming grief. The Buddha's compassionate method helped Kisa Gotami gain enlightenment and peace of mind.

2. Explain the teachings of the Buddha regarding life, death, and human suffering. (120–150 words)

9: THE PROPOSAL:

EXTRACT-BASED QUESTIONS

A. Read the extract carefully and answer the questions that follow:

"You are forgetting that Oxen Meadows are mine, not yours!"

"Mine! How can they be yours?"

1. Who are the speakers?

Answer: Lomov and Natalya.

2. What were they arguing about?

Answer: Ownership of Oxen Meadows. Choose the correct option:

The argument shows that both characters were:

- a) calm b) practical c) stubborn ✓ d) honest

3. What trait of the characters is highlighted?

Answer: Their pride and quarrelsome nature.

B. Read the extract carefully and answer the questions that follow:

"Natalya Stephenova is an excellent housekeeper, not bad looking, well-educated. What more do I want? But I'm getting noise in my ears from excitement. (Drinks) And it's impossible for me not to marry. In the first place, I'm already 35-a critical age so to speak. In the second place, I ought to lead a quiet and regular life."

(i) When the speaker says, 'What more do I want?', he means that _____

- (a) he wants to get married soon. (b) Natalya is a good match for him
(c) he and Natalya are both quarrelsome (d) Natalya would add to his glory

(ii) The statement that is true about the speaker according to the passage is _____

- (a) he is an old man. (b) he suffers from attacks of excitements.
(c) he wants to make Natalya his business partner. (d) he wants to travel to the world.

(iii) Choose a word from the extract to complete the following analogy.

Critical Safe :: : Indifference

(iv) Select the option that correctly captures the usage of the word 'critical' in the above extract.

- (a) He became a fierce.critical of the tobacco industry.
(b) Her critical accused her of caring only about success.
(c) The newspaper has been the most consistent critical of the government.
(d) She has a talent for critical thinking.
(v) What does the given lines tell us about the speaker?

Ans.

(i) (b) When the speaker says, 'What more do I want?' he means that Natalya is a good match for him.

(ii) (b) "The speaker suffers from attacks of excitement" is true.

(iii) Excitement

(iv) (d) She has a talent for critical thinking. (v) The given lines tell us that the speaker wanted to live a regular life.

C. Read the extract carefully and answer the questions that follow:

"Guess why I have come here. Well, you see, I've come to ask the hand of your daughter, Natalya Stepanovna, in marriage."

i. Who speaks these words?

ii. To whom are these words addressed?

iii. What is the purpose of the visit?

iv. What feeling does the speaker have at that moment?

D. LOMOV: It's cold... I'm trembling all over, just as if I'd got an examination before me. The great thing is, I must have my mind made up. If I give myself time to think, to hesitate, to talk a lot, to look for an ideal or for real love, then I'll never get married. Br... It's cold! Natalya Stepanovna is an excellent housekeeper, not bad-looking, well-educated. What more do I want? But I'm getting a noise in my ears from excitement. (Drinks) And it's impossible for me not to marry. In the first place, I'm already 35- a critical age, so to speak. In the second place, I ought to lead a quiet and regular life. I suffer from palpitations, I'm excitable and always getting awfully upset; at this very moment my lips are trembling and there's a twitch in my right eyebrow.

(i) Which of the following is NOT a reason why Lomov thinks he must marry?

- (a) He is already 35 years old. (b) He is excitable and easily upset.
 (c) He suffers from palpitations. (d) He is in love with Natalya.
 (ii) **Why is it fair to say that Lomov's tone, when he says "What more do I want?", is uncertain and questioning? Answer in about 40 words.**
 (iii) **Read the following descriptions (a)-(c) and identify which one correctly corresponds to the extract.**
 (a) A debate is a formal discussion on a particular topic, usually with two or more people presenting different viewpoints and arguments.
 (b) A soliloquy is a speech given by a character alone on stage, which reveals their innermost thoughts and feelings to the audience.
 (c) An aside is a brief comment or remark made by a character directly to the audience, which is not intended to be heard by other characters on stage.
 (iv) **If an actor were to enact this extract, what would he be required to focus on, while modulating his voice?**

SHORT ANSWER TYPE QUESTION

1. Why did Lomov come to Chubukov's house?

Answer: Lomov came to Chubukov's house to propose marriage to Natalya. He believed that Natalya was a suitable match because she was a good housekeeper, educated, and of the right age for marriage.

2. How does Lomov react when Chubukov says that he is not used to misbehave by a young man like Lomov?

Ans. Lomov reacts by saying that Chubukov thinks that he is a fool. He says that he cannot talk to him calmly and politely as he is making a false claim to his property. He further accuses Chubukov of being a grabber. He also threatens to take Chubukov to the court.

3. Why does the play 'The Proposal' create humour despite dealing with marriage?

4. Besides Oxen Meadows what is the other important cause of quarrel between Lomov and Natalya?

LONG ANSWER TYPE QUESTIONS

1. 'The Proposal' is a comedy of manners. Justify the statement. (120–150 words)

Answer: Anton Chekhov's *The Proposal* is an excellent example of a comedy of manners because it humorously portrays the behavior, attitudes, and social customs of the Russian upper class. The play revolves around Ivan Lomov, who visits his neighbour Chubukov's house with the intention of proposing marriage to his daughter, Natalya. However, instead of discussing marriage, Lomov and Natalya become involved in silly arguments over trivial matters.

Their first dispute is about the ownership of Oxen Meadows, and later they quarrel over whose hunting dog is superior. These arguments become so heated that both forget the actual purpose of Lomov's visit. Their stubbornness, pride, and inability to control their emotions create several comic situations. Even when Lomov suffers from palpitations and nervousness, the arguments continue.

The play also satirizes the institution of marriage. Although Lomov and Natalya constantly quarrel, they finally agree to marry because marriage is viewed as a practical necessity rather than a romantic relationship. Chubukov's eagerness to get his daughter married further adds to the humour.

Through exaggerated characters, witty dialogues, and absurd situations, Chekhov exposes the foolishness, vanity, and pretensions of society. The play makes readers laugh while also encouraging them to reflect on human weaknesses. Thus, *The Proposal* successfully fulfills the characteristics of a comedy of manners by presenting social behavior in a humorous and satirical manner.

2. Compare the characters of Lomov and Natalya. How do their similarities create humour in the play? (120–150 words)

LITERATURE [POETRY SECTION- FIRST FLIGHT]

1. DUST OF SNOW

Extract based questions

A. Read the extract and answer the following questions.

The way a crow
 Shook down on me
 The dust of snow
 From a hemlock tree

1. Why do you think Robert Frost chose a crow and a hemlock tree instead of pleasant symbols like a dove or a flowering tree?

- A. To show that only negative things exist in nature.
- B. To suggest that even seemingly unpleasant things can bring positivity.
- C. To make the poem frightening.
- D. To describe a winter storm.

Answer: B. To suggest that even seemingly unpleasant things can bring positivity.

2. What can be inferred about the poet from his reaction to the falling dust of snow?

- A. He is observant and receptive to his surroundings.
- B. He is afraid of nature.
- C. He dislikes solitude.
- D. He prefers staying indoors.

Answer: A. He is observant and receptive to his surroundings.

B. Read the extract and answer the following questions.

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

1. Which value is best promoted through the poet's experience in the extract?

- A. Materialism
- B. Optimism and openness to change
- C. Competition
- D. Ambition

2. The phrase "saved some part of a day I had rued" suggests that the poet:

- A. completely forgot his worries.
- B. wasted the entire day.
- C. experienced an improvement in an otherwise unpleasant day.
- D. decided to leave the place immediately.

Short Answer type questions

1. How does the poem challenge the notion that profound moments of inspiration must come from extraordinary events?

Ans. The poem "Dust of Snow" challenges the notion that profound moments of change or inspiration must come from grand or extraordinary events. Instead, it suggests that even the simplest encounters with nature like a crow shaking snow from a tree can have a profound impact on our mood and outlook.

2. The poem evokes a sense of black and white. Justify.

Ans. The colour 'black' is related to depression and gloom. It turns the surroundings into an unhappy state. Here, the poet's first half of the day was black as he felt sad and gloomy. The colour 'white' is considered a pious and is related to peace and calm. It soothes the surroundings. Similarly, the poet's second half of the day after 'dust of snow' fell on him, was peaceful and happy.

3. What is the underlying message for us in our hectic life with reference to the poem, 'Dust of Snow'?

4. How has the poet observed 'nature' in the poem 'Dust of snow'?

Long Answer type questions

1. Nature has the power to lift our mood even when we are highly despondent. Comment on the basis of your understanding of the poem 'Dust of Snow'.

Answer: Yes, nature has the power to lift our mood even when we are highly despondent. This idea is beautifully shown in Robert Frost's poem "Dust of Snow". At the beginning of the poem, the poet is feeling sad and regretful. His day is not going well, and he is lost in negative thoughts. Suddenly, a crow shakes some dust of snow from a hemlock tree, and it falls on him. Though the crow and the hemlock tree are usually associated with unpleasantness and inauspiciousness, this simple incident changes the poet's mood completely.

The poet realizes that even a small event in nature can bring happiness and hope. The falling snow helps him forget his sadness and saves the rest of his day from being wasted. Through this poem, Frost conveys that nature has a healing effect on human beings. It can refresh our minds, change our outlook, and fill us with positivity even during difficult times.

2. Nature often helps people recover from stress and sadness. Drawing ideas from *Dust of Snow*, discuss how spending time in nature can improve a person's mental well-being. Support your answer with examples from daily life.

2. FIRE AND ICE:

Extract based questions

A. Read the extract and answer the following questions.

Some say the world will end in fire
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.

1. The poet associates fire with human emotions. Based on the extract, what does fire symbolize?

- A. Peace and harmony
- B. Desire and uncontrolled passions
- C. Wisdom and knowledge
- D. Fear and anxiety

Answer: B. Desire and uncontrolled passions

2. Imagine a society where people are driven only by selfish desires and personal gains. Based on the poet's views, what is the most likely outcome?

- A. Greater cooperation among people
- B. Progress without any conflicts
- C. Destruction of relationships and social harmony
- D. Increased respect for human values

Answer: C. Destruction of relationships and social harmony

B. Read the extract and answer the following questions.

But if it had to perish twice
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

- (a) What does 'it' refer to in the first line?
- (b) What do you mean by 'perish'?
- (c) What does ice stand for?
- (d) What would be two causes of destruction?

Answers:

- (a) 'It' refers to the world.
- (b) Perish means to die or to be destroyed.
- (c) Ice stands for coldness or hatred.
- (d) Ice or fire would be the cause of destruction.

C. Read the extract and answer the following questions.

But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

- 1. What does the poet symbolize through the word "ice" in the extract?
 - A. Love and compassion
 - B. Hatred, indifference, and coldness
 - C. Wisdom and patience
 - D. Courage and determination
- 2. Complete the following analogy on the basis of above extract.
Late : Straight :: Nice : _____

Short Answer type questions

1. Fire and Ice projects a pessimistic outlook. Comment.

Answer: Fire and Ice presents a pessimistic outlook because it talks about the destruction of the world. Robert Frost suggests that negative human emotions like desire (fire) and hatred (ice) can destroy humanity. The poem warns people about the harmful effects of these emotions and their power to cause ruin.

2. The tone of the speaker contrasts with the seriousness of the subject matter. Justify.

Ans. The poem 'Fire and Ice' reveals the gravity of the violent and cold human emotions. These emotions, if not controlled, may lead to destruction of the world. The subject matter of the poem is quite serious; however, the poet represents it in a satirical tone so as to make a lasting impression on the minds of the readers.

3. How does the poet use vivid images to convey the themes of desire, hate, and destruction in the poem?

4. What are the two different views prevailing in the marked regarding the inevitable end of the world?

Long Answer type questions

1. "Unchecked human emotions can be more dangerous than natural disasters." In the light of Robert Frost's poem "Fire and Ice", discuss the destructive impact of desire and hatred on individuals and society.

Answer: In the poem Fire and Ice, Robert Frost suggests that uncontrolled human emotions can be more destructive than natural disasters. He uses **fire** as a symbol of desire, greed, and uncontrolled passions, while **ice** symbolizes hatred, indifference, insensitivity and coldness. According to the poet, both these emotions have the power to destroy individuals as well as society.

Excessive desire can make people selfish and greedy. In the pursuit of power, wealth, or success, they may harm others and damage relationships. Similarly, hatred creates bitterness, conflict, and division among people. It destroys peace, trust, and human values. The poet believes that just as fire can burn everything and ice can freeze life, desire and hatred can ruin humanity. Through this poem, Frost warns us to control our emotions and cultivate love, understanding, and compassion. Only then can we prevent destruction and create a peaceful and harmonious society.

2. Imagine a world where people are driven only by greed and selfishness. How would such a society resemble the world described through the symbol of fire in the poem? Explain with examples.

3. A TIGER IN THE ZOO

Extract-Based Questions

A. "He stalks in his vivid stripes,
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage."

Questions:

i. What does the phrase "few steps of his cage" suggest about the tiger's condition?

ii. Identify the emotion expressed through the phrase "quiet rage".

iii. Complete the following: The tiger's movement in the cage reflects his ____.

iv. Assertion (A): The tiger is angry despite being silent.

Reason (R): The tiger has been deprived of freedom by being kept in a cage.

a) Both A and R are true and R is the correct explanation of A.

b) Both A and R are true but R is not the correct explanation of A.

c) A is true but R is false.

d) A is false but R is true.

v. What message does the poet convey through this extract?

Answers:

i. The tiger is confined and has very little space to move.

ii. Anger and frustration.

iii. helplessness/frustration.

iv. (a) Both A and R are true and R is the correct explanation of A.

v. Freedom is essential for every living being.

B. "But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors."

Questions

i. What does the expression "strength behind bars" mean?

ii. Why does the tiger ignore the visitors?

- iii. Which word in the extract shows captivity?
- iv. Assertion (A): The tiger ignores the visitors.
Reason (R): The tiger is happy and satisfied with zoo life.
- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.
- v. What can be inferred about the tiger's mental state from this extract?

Answers

- i. The tiger's power is restricted due to captivity.
- ii. He is frustrated and uninterested in the visitors.
- iii. "Locked".
- iv. (c) A is true but R is false.
- v. The tiger feels unhappy, helpless, and angry.

C. "He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass."

Questions

- i. Where should the tiger ideally be according to the poet?
- ii. What natural behaviour of the tiger is described in the extract?
- iii. Why are the deer described as "plump"?
- iv. Assertion (A): The poet believes the tiger belongs in the wild.
Reason (R): The tiger can express its natural instincts only in its natural habitat.
- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.
- v. What value related to wildlife conservation is highlighted in the extract?

D. "He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars."

Questions

- i. What sounds does the tiger hear at night?
- ii. What is the tiger looking at?
- iii. What does the word "brilliant" suggest about the stars?
- iv. Assertion (A): The tiger remains awake at night.
Reason (R): The tiger longs for freedom and a natural environment.
- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.
- v. What does the tiger's gaze towards the stars symbolize?

Short Answer Type Questions

1. How does the poet contrast the tiger's life in the zoo with its life in the wild?

Answer: The tiger in the wild is free, powerful, and active. In contrast, the tiger in the zoo is confined, helpless, and frustrated. This contrast emphasizes the importance of freedom.

2. Why does the poet use the phrase "quiet rage" for the tiger?

Answer: The tiger is angry because he has lost his freedom, but he cannot express his feelings openly. Therefore, his anger remains silent or "quiet."

3. What does the tiger's behaviour reveal about the effects of captivity on wild animals?
4. How does the poem create sympathy for the tiger among readers?

Long Answer Type Questions

1. The poem A Tiger in the Zoo highlights the importance of freedom for all living beings. Discuss.

Answer: The poem presents a clear contrast between a tiger living in the wild and one living in a zoo. In the jungle, the tiger is free to roam, hunt, and live naturally. In the zoo, however, he is confined to a small cage and cannot use his strength or instincts. The tiger's silent anger and frustration reveal the suffering caused by captivity. Through these images, the poet conveys that freedom is a basic right of all living beings. The poem encourages readers to respect wildlife and protect animals in their natural habitats rather than keeping them confined.

2. "Captivity can never replace freedom." Discuss this statement with reference to A Tiger in the Zoo in about 120–150 words.

4. HOW TO TELL WILD ANIMALS

Extract-Based Questions

A. "If ever you should go by chance
To jungles in the east;
And if there should to you advance
A large and tawny beast,"

Questions

- i. Where does the poet suggest one may encounter the animal?
- ii. What does the word "tawny" mean?
- iii. Which wild animal is being referred to in the extract?
- iv. What feeling is created by the phrase "a large and tawny beast"?
- v. Assertion (A): The poet warns readers to be cautious in the jungle.
Reason ®: Wild animals can be dangerous when encountered unexpectedly.
- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answers

- i. In the jungles of the East.
- ii. Yellowish-brown in colour.
- iii. The Asian Lion.
- iv. A sense of fear and danger.
- v. (a) Both A and R are true and R is the correct explanation of A.

B. "Though to distinguish beasts of prey
A novice might nonplus,
The Crocodile you always may
Tell from the Hyena thus:"

Questions

- i. Who is referred to as a "novice"?
- ii. What does the word "nonplus" mean?
- iii. Which two animals are mentioned in the extract?
- iv. Why might it be difficult to identify wild animals?
- v. Assertion (A): Identifying wild animals can sometimes be confusing.
Reason ®: Many wild animals share similar physical characteristics.
- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Answers

- i. A beginner or an inexperienced person.
- ii. To confuse or puzzle.
- iii. The Crocodile and the Hyena.
- iv. A beginner may not know their distinguishing features.
- v. (a) Both A and R are true and R is the correct explanation of A.

C. "If when you're walking round your yard
You meet a creature there,
Who hugs you very, very hard,
Be sure it is a Bear."

Questions

- i. Which animal is referred to in the extract?
- ii. What unusual behaviour of the animal is described?
- iii. Why does the poet use humour in this description?
- iv. What reaction is expected from a person meeting such an animal?
- v. Assertion (A): The poet uses humour to describe dangerous situations.
Reason (R): Humour makes the poem entertaining while conveying information.
- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

D. "A novice might be pardoned
For thinking that a Leopard
Would do no good to eat."

Questions

- i. Which animal is mentioned in the extract?
- ii. Why might a novice be confused?
- iii. What characteristic of the leopard is implied?
- iv. How does the poet create humour in these lines?
- v. Assertion (A): The leopard is portrayed as a harmless animal.
Reason (R): The poet uses irony to highlight the leopard's dangerous nature.
- a) Both A and R are true and R is the correct explanation of A.
- b) Both A and R are true but R is not the correct explanation of A.
- c) A is true but R is false.
- d) A is false but R is true.

Short Answer Type Questions

1. How does the poet make the poem humorous despite describing dangerous wild animals?

Answer: The poet uses witty language, exaggeration, and amusing situations to describe dangerous animals. This creates humour while helping readers remember the identifying features of the animals.

2. Why is the poem considered both informative and entertaining?

Answer: The poem provides information about identifying wild animals while using rhyme, humour, and irony. This combination makes learning enjoyable and memorable.

3. How does the poet use exaggeration to make the descriptions of animals memorable?

4. What role does humour play in helping readers understand the poem's message?

Long Answer Type Questions

1. Discuss how Carolyn Wells uses humour and irony in How to Tell Wild Animals.

Answer: Carolyn Wells uses humour and irony throughout the poem to describe various wild animals in an entertaining way. Instead of giving scientific descriptions, she presents funny situations in which a person encounters animals like lions, tigers, bears, leopards, crocodiles, and hyenas. The poet humorously suggests that if an animal attacks or eats a person, it can be identified easily. These exaggerated and ironic descriptions make the poem amusing and memorable. At the same time, readers learn about the distinguishing features of different wild animals. The use of rhyme and light-hearted language further adds to the poem's appeal. Thus,

humour and irony help the poet combine information with entertainment effectively.

2. The poet uses humour and irony to describe dangerous wild animals. How does this humorous approach help the reader understand the characteristics of the animals? Explain with examples from the poem..

5. AMANDA:

EXTRACT BASED QUESTIONS

A. Read the extract and answer the questions that follow:

"Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!"

1. The speaker's tone in the extract is:

- a) Appreciative b) Humorous c) Instructive and commanding d) Sympathetic

Answer: c) Instructive and commanding

2. Which word means 'to sit or stand in a lazy, drooping manner'?

- a) Hunch b) Slouch c) Straight d) Bite

Answer: b) Slouch

3. What does the speaker's repeated instructions indicate?

Answer: The speaker's repeated instructions indicate that Amanda is being constant monitoring.

4. How does the poet create a realistic picture of parent-child relationships?

Answer: The poet uses common instructions often given to children, making the situation familiar and relatable. This reflects the expectations adults have from children regarding manners and discipline.

B. Read the extract and answer the questions that follow:

"I am an orphan, roaming the street.

I pattern soft dust with my hushed, bare feet.

The silence is golden, the freedom is sweet.

1. Amanda's imagination in this extract mainly reflects her desire for:

- a) Wealth and comfort b) Adventure and excitement
c) Freedom and independence d) Fame and recognition

Answer: c) Freedom and independence

2. Which of the following best describes Amanda's state of mind?

- a) Relaxed and carefree b) Angry and rebellious
c) Confused and frightened d) Proud and arrogant

Answer: a) Relaxed and carefree

3. Why does Amanda consider the life of an orphan attractive, even though it is usually considered difficult?

Answer: Amanda is not attracted to loneliness or hardship. She imagines an orphan's life as free from restrictions and constant supervision. This reflects her strong desire for independence and personal space.

4. Identify the poetic device used in the line "The silence is golden, the freedom is sweet."

Answer: Metaphor- Silence is compared to something precious (golden), and freedom is compared to something pleasant(sweet), without using "like" or "as".

C. Read the extract and answer the questions that follow:

"I am Rapunzel, I have not a care;

Life in a tower is tranquil and rare;

I'll certainly never let down my bright hair!"

1. Amanda imagines herself as Rapunzel mainly because she wants to: 1M

- a) Become famous b) Live a luxurious life
c) Escape constant interference and enjoy peace d) Meet new people

2. Which theme of the poem is best reflected in this extract? 1M

- a) Adventure and exploration b) Importance of education
c) Desire for freedom and independence d) Value of friendship

3. Why does Amanda imagine a life in a tower as "tranquil and rare"? 1M

4. How does Amanda's refusal to "let down her bright hair" reflect her feelings about her real-life

D. Read the extract and answer the questions that follow:

"Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!"

(There is a languid, emerald sea,
where the sole inhabitant is me—
a mermaid, drifting blissfully.)

1. Amanda's imaginary world can best be described as:

- | | |
|--------------------------------|--|
| a) Competitive and challenging | b) Peaceful and free from restrictions |
| c) Lonely and frightening | d) Crowded and busy |

2. The phrase "sole inhabitant" suggests that Amanda:

- | | |
|------------------------------------|---|
| a) Wants to live with many friends | b) Enjoys being the centre of attention |
| c) Values privacy and independence | d) Feels afraid of people |

3. Assertion (A): Amanda imagines herself as a mermaid.

Reason (R): She wants to escape from constant instructions and enjoy freedom.

- a) Both A and R are true, and R is the correct explanation of A.
 b) Both A and R are true, but R is not the correct explanation of A.
 c) A is true, but R is false.
 d) A is false, but R is true.

4. If you were Amanda, how would you balance freedom with responsibility? Explain briefly.**Short Answer Type Questions****1. Amanda imagines herself as a mermaid. What does this reveal about her emotional state?**

Answer: Amanda's imagination reveals her desire for freedom, peace, and independence. The mermaid symbolizes an escape from the constant instructions and restrictions imposed on her in real life. Through this fantasy, Amanda seeks a calm and carefree existence.

2. How does the poem highlight the communication gap between children and adults?

Answer: The poem shows adults constantly correcting Amanda without understanding her feelings. While the adults focus on discipline and proper behaviour, Amanda longs for freedom and personal space. This difference in perspectives creates a communication gap between children and adults.

3. Amanda often escapes into imaginary worlds. What does this suggest about the role of imagination in a child's life?

Answer: Imagination allows children to escape from the constraints of their environment and explore their inner world. It is a vital part of a child's development, helping them to process emotions and develop problem-solving skills.

4. If you were Amanda's parent, how would you balance discipline and freedom to ensure her healthy development?**LONG ANSWER TYPE QUESTIONS****1. "Children need understanding more than constant instructions." Justify the statement with reference to the poem Amanda!**

Answer: The poem clearly shows that Amanda is constantly instructed about her behaviour, posture, and responsibilities. Although the adults may have good intentions, their continuous corrections make Amanda feel restricted and frustrated. Instead of expressing her feelings openly, she escapes into imaginary worlds where she enjoys complete freedom and peace. This indicates her need for understanding and emotional support. Children require guidance, but they also need trust, appreciation, and opportunities to express themselves. Excessive control may negatively affect their confidence and happiness. Through Amanda's experiences, the poet emphasizes that a balance between discipline and understanding is essential for a child's healthy emotional development.

2. Discipline is important, but excessive control can be harmful. Examine this statement in the light of the poem Amanda!

6. THE BALL POEM:**EXTRACT BASED QUESTIONS****A. Read the extract and answer the questions that follow:**

"What is the boy now, who has lost his ball,

What, what is he to do?

I saw it go merrily bouncing, down the street,
And then merrily over—there it is in the water!"

1. What can be inferred about the boy from his reaction to losing the ball?

- a) He is careless about his belongings.
- b) He is emotionally attached to the ball.
- c) He wants a new toy immediately.
- d) He enjoys taking risks.

Answer: b) He is emotionally attached to the ball.

2. The repetition of "What, what" mainly highlights:

- a) The poet's excitement
- b) The boy's confusion and helplessness
- c) The boy's anger
- d) The poet's disappointment

Answer: b) The boy's confusion and helplessness

3. The ball in the poem is best interpreted as a symbol of:

- a) Childhood games only
- b) Wealth and success
- c) Possessions and emotional attachments
- d) Friendship

Answer: c) Possessions and emotional attachments

4. Why does the loss of a simple ball become such a significant experience for the boy?

Answer: The ball represents memories, emotions, and personal attachment. Its loss teaches the boy that valuable things can be lost unexpectedly, helping him understand an important reality of life.

B. Read the extract and answer the questions that follow:

"Money is external.

He is learning, well behind his desperate eyes,
The epistemology of loss."

1. Why does the poet say "Money is external"?

- a) Money is difficult to earn.
- b) Money cannot replace emotional experiences.
- c) Money is unimportant in life.
- d) Money belongs to society.

Answer: b) Money cannot replace emotional experiences.

2. What is the deeper lesson the boy is learning?

- a) How to protect his belongings
- b) How to earn money
- c) How to accept and cope with loss
- d) How to play responsibly

Answer: c) How to accept and cope with loss

3. Which statement best explains "the epistemology of loss"?

- a) Understanding gained through experiencing loss
- b) The history of possessions
- c) The value of money
- d) The importance of games

Answer: a) Understanding gained through experiencing loss

4. Why does the poet allow the boy to experience sadness instead of solving his problem immediately?

Answer: The poet believes that experiencing loss is an essential part of growing up. By facing disappointment, the boy develops maturity, resilience, and emotional strength.

C. Read the extract and answer the questions that follow:

"People will take

Balls, balls will be lost always, little boy.

And no one buys a ball back. Money is external."

Questions

1. What universal truth does the poet convey through these lines?

2. The repetition of "Balls, balls" emphasizes:

- a) Joy
- b) Certainty of loss
- c) Anger
- d) Excitement

3. The tone of the poet in this extract is:

- a) Mocking
- b) Advising and reflective
- c) Humorous
- d) Critical

4. What does the phrase "Money is external" suggest?

D. Read the extract and answer the questions that follow:

"Now

He senses first responsibility

In a world of possessions. People will take
Balls, balls will be lost always, little boy."

Questions

1. What does the phrase "first responsibility" indicate about the boy's growth?
2. "World of possessions" refers to:
3. Which quality is the boy beginning to develop?
a) Carelessness b) Maturity c) Fear d) Pride
4. How does this extract contribute to the poem's message about life?

Short Answer Type Questions

1. Why does the poet consider the loss of the ball an important learning experience for the boy?

Answer: The loss of the ball teaches the boy that loss is a natural part of life. Through this experience, he learns responsibility, emotional maturity, and the importance of accepting disappointments instead of avoiding them.

2. How does the poem show that emotional value is often greater than monetary value?

Answer: The poet states that "Money is external," suggesting that money cannot replace the emotions and memories attached to the lost ball. The boy's sadness is not about the cost of the ball but about the personal attachment he had to it. This highlights that emotional value is often more important than material worth.

3. Do you agree that some losses cannot be compensated for by money? Explain with reference to the poem.

4. If the poet had immediately bought the boy another ball, how would the poem's message have changed?

Long Answer Type Questions

1. "The Ball Poem is not about a ball but about life itself." Justify the statement.

Answer: Although the poem begins with the loss of a ball, its message extends far beyond this incident. The ball symbolizes possessions, relationships, memories, and all the things people value in life. The boy's grief reflects the pain everyone experiences when something important is lost. The poet does not replace the ball because he wants the boy to learn that loss is inevitable. Through this experience, the boy develops emotional strength and maturity. The poem teaches readers that accepting loss and moving forward are essential life skills. Therefore, the poem is ultimately about life, growth, and resilience rather than a ball.

2. How does the poem encourage readers to develop resilience in the face of difficulties?

7. THE TREES:

EXTRACT BASED QUESTIONS

A. Read the following extract and answer the questions that follow:

My head is full of whispers
Which tomorrow will be silent.
Listen. The glass is breaking.
The trees are stumbling forward
into the night. Winds rush to meet them.
The moon is broken like a mirror,
Its pieces flash now in the crown
of the tallest oak.

1. Identify the figure of speech used in the line:

"The trees are stumbling forward into the night." (1)

Ans. Personification.

2. Explain the significance of the line: (2)

"The moon is broken like a mirror, its pieces flash now in the crown of the tallest oak."

Ans. The moon is compared to a mirror. It appears to have broken into pieces because the branches and shadows of the tall oak tree divide the moonlight into many shining fragments.

3. Complete the sentence with the appropriate option.

In the third line, the word "Listen" is used to _____. (1)

- (A) serve no purpose but to complete the sentence.
(B) emphasise listening carefully to the sound of glass breaking.
(C) emphasise listening carefully as a change is about to take place.

(D) make the reader more attentive.

Ans. Option (C) is correct.

4. What does the line,

“My head is full of whispers which tomorrow will be silent” tell us about the poet’s state of mind? (1)

Ans. The poet’s mind is filled with the soft sounds made by the trees as they prepare to move out of the house. She feels sad because these sounds will disappear the next day, leaving everything silent.

B. Read the following extract and answer the questions that follow:

I sit inside, doors open to the veranda writing long
letters in which I scarcely mention the departure of the
forest from the house. The night is fresh, the whole moon
shines in a sky still open.....

1. What atmosphere or mood is created by the language and imagery used in the above lines? [2]

Answer: The atmosphere created is calm, reflective and somewhat melancholic. The imagery of the whole moon shining in the fresh night sky suggests tranquillity, while the reference to the departure of the forest hints at a sense of loss and detachment.

2. Complete the following statement appropriately:

The line “I sit inside, doors open” suggests that the poet is _____. [1]

Answer: able to see the change / free to move out / aware of the movement of the trees outside.

3. From the provided extract, what is conspicuously absent from the long letters the speaker is writing as they sit indoors with the doors open to the veranda? [1]

Answer: The speaker does not mention the departure of the trees from the house in the letters. Despite witnessing the trees leaving, they scarcely write about it, implying a disconnect between their personal reflections and the significant change happening around them.

4. How does the poet describe the night? [1]

1	2	3	4	5
Dark	Frightening	Dense	Fresh	Bright

Select the correct option:

- a) 1 and 5 b) Only 3 c) 4 and 5 d) 2 and 4

Answer: Option C is correct.

C. Read the following extract and answer the questions that follow:

"The night is fresh, the whole moon shines
in a sky still open
the smell of leaves and lichen
still reaches like a voice into the rooms."

1. What is the atmosphere or mood created by the description of the night in this extract?
2. How is the moon described in this passage, and what might it symbolize?
3. What sensory details are mentioned in this extract, and how do they contribute to the imagery of the poem?
4. How does the phrase "a sky still open" relate to the overall theme or message of the poem?
5. What does the smell of leaves and lichen reaching "like a voice into the rooms" suggest about the connection between the indoor and outdoor worlds in this poem?

D. Read the following extract and answer the questions that follow:

"The leaves strain toward the glass
small twigs stiff with exertion
long-cramped boughs shuffling under the roof
like newly discharged patients
half-dazed, moving
to the clinic doors."

1. What is the significance of the leaves straining toward the glass in this extract?
2. What do the "small twigs stiff with exertion" suggest about the trees?
3. Why are the boughs described as "long-cramped" in this passage?
4. What does the comparison of the boughs to "newly discharged patients" suggest?

5. What is the overall mood or atmosphere conveyed by this extract?

SHORT ANSWER TYPE QUESTIONS

1. Where are the trees in the poem? What do their roots, their leaves and twigs do? [3]

Ans. The poem by Adrienne Rich is referring to the trees growing indoors for their aesthetic beauty. The poet imagines that the trees are stifled in confined places and struggle to move into the open towards their natural habitat. The roots make a deliberate effort to disentangle themselves from the cracks in the floor while the leaves and twigs exert themselves to break the glass barrier of the window and emerge with hope.

2. How does the poet describe the moon:

(a) at the beginning of the third stanza, and (b) at its end? What causes this change? [3]

Ans. As the poet watches the night sky from the window overlooking the veranda, the moon appears whole, shining brightly in the open sky. As she imagines the trees moving out of the house, she envisions the moonlight rippling over the crown of the oak tree. She metaphorically compares this to the moon being broken into several pieces, each reflecting its light separately.

3. In the poem, what is the significance of the trees moving out into the forest? What might this transformation symbolize?

4. How does the poem create a sense of surrealism and transformation in its imagery and language? Provide specific examples.

LONG ANSWER TYPE QUESTIONS

1. Mention three things that humans do and animals do not. [6]

Ans. In 'The Trees' by Adrienne Rich, humans are shown as being different from animals in many ways. Humans try to control and destroy nature by cutting trees and building houses, while animals live freely in natural surroundings. Humans also live in artificial environments like cities and buildings, unlike animals who stay close to nature. Another important difference is that humans often suppress their natural instincts and ignore their connection with nature, whereas animals always follow their natural instincts. This shows that humans have become distant from nature, while animals remain a part of it.

2. One of the central elements of the poem is the contrast between the indoor and outdoor worlds. Analyze how this duality is portrayed and how it adds depth to the poem's meaning. What might the glass breaking symbolize in this context, and how does it relate to the overall narrative of the poem?

8. THE TALE OF CUSTARD THE DRAGON:

Extract Based Questions

Belinda giggled till she shook the house,
And Blink said Week! Which is giggling for a mouse,
Ink and Mustard rudely asked his age,
When Custard cried for a nice safe cage.
Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.

1. What inference can be drawn from the repetition of "suddenly, suddenly" in the above extract?

- (A) The scene shook the house (B) It highlights the swift assault
(C) It emphasises that an unexpected noise was heard (D) It directs our notice to Mustard's growling

Ans. Option (C) is correct.

2. Despite its symbolism of captivity, what leads Custard to have a preference for staying in a cage? [2]

Ans. Custard is a dragon who has immense power and is a very dangerous creature though its a pet of Belinda but it knows its strength and doesn't want to harm others.

3. Select the option that applies the same rhyme scheme as the lines of the first four lines of the given extract.

- (A) Through the telescope she saw a star
which she thought was very far
She stretched her hand
and felt the crumple of the sand.
(B) Through the telescope she saw a star
She stretched her hand
As it was very far
But felt the crumple of the sand.
(C) Through the telescope she saw a star

Which she thought was very far
Her hand she stretched
But felt the crumple of the sand.

(D) Through the telescope she saw a star
Which she thought was very far
Her hand she stretched afar
But felt the crumple of the sand.

Ans. Option (A) is correct.

4. In the given extract,

The difference between the other animals and Custard is that Custard behaves like a _____. [1]

Ans. Coward.

B. Read the following extract and answer the questions that follow:

Belinda paled, and she cried Help! Help! But Mustard
fled with a terrified yelp,
Ink trickled down to the bottom of the household,
And little mouse Blink strategically mouseholed.

1. Examine the portrayal of Blink in the given lines. [2]

Ans. Blink's retreat is portrayed as a calculated and swift movement to safety – the imagery of Blink 'strategically' mouse holing suggests a quick and calculated response to the perceived danger – highlighting Blink's instinctual survival skills in the face of adversity.

2. Complete the following suitably.

The word 'paled' implies that Belinda.....

[1]

Ans. ...recognised that she was in a threatening situation/danger.

3. What kind of picture is painted by the poet through the line, 'Ink trickled down to the bottom of the household'? [1]

Ans. In this context, the picture painted is that of a slow and silent descent/a descent with Ink trying to avoid drawing attention to itself/Ink seeking safety in a cautious and inconspicuous manner.

- | | | | | |
|--------------|-----------------|----------------|-------------|---------------|
| 1. Happiness | 2. Apprehension | 3. Uncertainty | 4. Mystery | 5. Aggression |
| (A) 1 and 4 | (B) Only 3 | (C) 1, 2 and 3 | (D) 4 and 5 | |

Ans. Option (B) is correct

C. Read the following extract and answer the questions that follow:

"Now the name of the little black kitten was Ink,
And the little grey mouse, she called him Blink,
And the little yellow dog was sharp as Mustard,
But the dragon was a coward, and she called him Custard."

1. What are the names of Belinda's pets, and what characteristics are associated with each of them?
2. How does Belinda describe the black kitten, Ink, in this extract?
3. What does the description of the little grey mouse, Blink, tell us about its character?
4. What character trait is associated with the little yellow dog in this extract?
5. How does Belinda perceive and label her pet dragon, Custard, in this part of the poem?

D. Read the following extract and answer the questions that follow:

"Pistol in his left hand, pistol in his right,
And he held in his teeth a cutlass bright,
His beard was black, one leg was wood;
It was clear that the pirate meant no good."

1. Which detail from the poem most strongly suggests that the pirate is dangerous?

- | | |
|---|-------------------------------------|
| A. His beard was black. | B. He had one wooden leg. |
| C. He carried weapons in both hands and a cutlass in his teeth. | D. He looked different from others. |

2. Why do you think the poet mentions the pirate's wooden leg along with his weapons?

- | | |
|---|-------------------------------------|
| A. To make him appear brave and experienced. | B. To show that he loved adventure. |
| C. To create a vivid and memorable image of the pirate. | D. To explain why he walked slowly. |

3. If you met someone carrying many weapons and behaving aggressively, what would be the most sensible action?

- A. Challenge the person.
- B. Ignore the situation.
- C. Stay away and inform a responsible adult or the authorities.
- D. Try to take away the weapons.

4. Which statement best describes the poet's purpose in using so many details about the pirate's appearance?

- A. To make readers admire the pirate.
- B. To build fear and excitement in the readers' minds.
- C. To describe the pirate's daily routine.
- D. To explain the pirate's family background.

5. The line "*It was clear that the pirate meant no good*" teaches readers that they should:

- A. Judge everyone only by their appearance.
- B. Ignore warning signs around them.
- C. Be alert and cautious when someone shows threatening behaviour.
- D. Trust strangers carrying weapons.

SHORT ANSWER TYPE QUESTIONS

1. What makes Custard, the dragon, look fearsome? Explain.

Answer: Custard, the dragon, looks frightening because of his sharp claws and fiery breath. His impressive appearance and mythical features create fear and awe in those who meet him.

2. Ogden Nash uses vivid imagery in "The Tale of Custard the Dragon" to appeal to the senses.

Elaborate on the imagery used for the Pirate.

Answer: The poet uses vivid imagery to describe the pirate. He appears scary with a cutlass shining in his teeth, which means he holds a sword in his mouth. He also has a wooden leg, showing that his real leg was artificial. These details make the pirate look dangerous and frightening.

3. How does the poem "Custard the Dragon" explore the theme of bravery, and how do the characters exemplify this theme?

4. What is the significance of Custard's transformation from a cowardly dragon to a brave one when facing the pirate in the poem?

LONG ANSWER TYPE QUESTIONS

1. Ogden Nash's "The Tale of Custard the Dragon" is a humorous ballad—a song or poem that tells a story. Justify.

Answer: "The Tale of Custard the Dragon" is a humorous ballad because it tells a story in a simple narrative form with rhyme and rhythm. It has amusing characters such as Belinda, Custard, Ink, Blink and Mustard. Each stanza moves the story forward and creates suspense and humour as Custard's courage is tested. The poet uses playful language, clever wordplay and exaggerated descriptions to make the poem entertaining. The repeated phrases and rhyming scheme add musical quality, making it suitable for recitation or singing. The poem also has a humorous twist because Custard, who is called a coward, proves to be the bravest character when danger arrives.

2. Discuss the role of the pirate's intrusion in the poem. How does it impact the characters, especially Custard and Belinda, and what does it reveal about their relationships and individual traits?

9. FOG

Extract-Based Questions

A. Read the extract carefully and answer the questions that follow:

"The fog comes
on little cat feet.
It sits looking
over harbour and city
on silent haunches
and then moves on."

(i) What can be inferred about the movement of fog from the phrase "little cat feet"? (1 Mark)

- a) It moves quickly and noisily
- b) It moves silently and smoothly
- c) It moves in a straight line
- d) It remains stationary

Answer: b) It moves silently and smoothly

(ii) Why does the poet use the image of a cat instead of a dog? (1 Mark)

- a) Cats are larger than dogs
- b) Cats are quieter and move softly
- c) Cats are more dangerous
- d) Cats live near harbours

(iii) Complete the statement suitably. (1 Mark)

Answer: visualize / imagine / understand

[illegible]

Answer: c) Fog is temporary and keeps moving

Read the situation carefully and answer the question.

Q1. Which line from the poem best relates to this situation?

Q2. What common characteristic is shared by the fog in the poem and the situation above?

Short Answer Type Questions

2. What message about nature can be learned from the poem?

3. Why is the cat comparison more effective than simply saying "the fog came quietly"?

Long Answer Type Question

Ans. The poet carefully observes the behavior of fog and creatively compares it to a cat. Like a cat, the fog arrives silently, settles quietly, and leaves without attracting attention. This comparison helps readers visualize the movement of fog in a simple yet powerful way. The poet uses very few words, but the imagery is vivid and memorable. The harbour, city, and silent haunches create a peaceful and mysterious atmosphere. Through imagination and observation, the poet turns an ordinary natural phenomenon into an interesting poetic experience. The poem teaches readers to appreciate the beauty of nature through creative thinking.

10. FOR ANNE GREGORY:

A. Read the extract carefully and answer the questions that follow:

(i) What does the young man admire most about Anne Gregory? (1 Mark)

Answer: c) Her yellow hair

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- a) Love based on appearance is permanent
- b) True love values inner qualities
- c) Hair is the most important feature
- d) Beauty is unimportant

Answer: b) True love values inner qualities

(iii) Complete the statement suitably. (1 Mark)

The speaker believes that people are often attracted to Anne because of her _____.

Answer: physical beauty / yellow hair

(iv) Which theme is highlighted in this extract? (1 Mark)

- a) Nature and environment
- b) Appearance versus inner beauty
- c) Friendship
- d) Patriotism

Answer: b) Appearance versus inner beauty

Case-Based Questions

Read the situation carefully and answer the questions.

Radha is admired by many people because of her beautiful appearance. However, she feels that very few people appreciate her kindness, intelligence, and character.

1. Which idea from *For Anne Gregory* is reflected in this situation?

Answer: People often focus on external beauty rather than inner qualities.

2. What lesson can be learned from both the poem and the situation?

Answer: A person's character and inner qualities are more important than physical appearance.

Short Answer Type Questions

1. Why does Anne Gregory disagree with the speaker?

Answer: Anne Gregory believes that someone may love her for her inner qualities and not merely because of her beautiful yellow hair.

2. What message does the poem convey about true love?

Answer: The poem suggests that true love should be based on a person's character, values, and personality rather than physical appearance.

3. Why is external beauty often given more importance in society?

4. Do you agree with the speaker's opinion that people mostly judge others by appearance? Give a reason.

Long Answer Type Questions

1. Discuss the theme of outer beauty and inner beauty in the poem *For Anne Gregory*.

Ans. In the poem *For Anne Gregory*, W.B. Yeats explores the difference between outer beauty and inner beauty. The speaker tells Anne Gregory that young men are attracted mainly to her beautiful yellow hair and appearance. He doubts that anyone can love her only for her true self. Anne Gregory, however, believes that changing her hair colour may help someone see beyond her appearance. In the final stanza, the poet presents the idea that only God can truly love a person for their inner qualities. The poem highlights the human tendency to judge others by appearance and emphasizes the greater importance of character and inner beauty.

2. The poem *For Anne Gregory* suggests that appearance often influences people's opinions and relationships. Explain how the poem conveys this idea and discuss whether you agree with it.

FOOTPRINT WITHOUT FEET:-

1. A TRIUMPH OF SURGERY:

Extract-Based Questions

A. Read the extract carefully and answer the questions that follow:

"It would be cruel to leave him in the state he is in. A healthy dog ought to be running around with the others, not lying in a corner panting with the effort of breathing."_

(A) What does the phrase 'cruel' indicate about the narrator's attitude? [1 Mark]

- a) He is angry with Mrs Pumphrey
- b) He feels sympathy and responsibility for Tricki
- c) He dislikes dogs
- d) He wants to charge more money

Answer: b) He feels sympathy and responsibility for Tricki

(B) Why does the narrator say Tricki 'ought to be running around'? [1 Mark]

- a) Because running is a punishment
- b) Because exercise is essential for a dog's health
- c) Because he has no place to keep him
- d) Because Mrs Pumphrey asked him to

Answer: b) Because exercise is essential for a dog's health

(C) Complete the statement suitably. [1 Mark]

The narrator believes that Tricki's illness was caused by _

Answer: overfeeding, lack of exercise, and over-pampering

(D) What does this extract tell us about the theme of the story? [1 Mark]

- a) Rich people cannot care for pets
- b) Vets only work for money
- c) True care means discipline, not just luxury
- d) Dogs should not be kept as pets

Answer: c) True care means discipline, not just luxury

Case-Based Questions

B. Situation: A student's pet is becoming obese because he gives it chocolates and keeps it indoors all day. The vet advises regular walks and a controlled diet. [Solved]

Q1. Which character from the lesson faces a similar situation?

Answer: Mrs Pumphrey and her dog Tricki. Like the student, she overfed Tricki and did not give him exercise.

Q2. What solution from the story can be applied here?

Answer: The pet needs discipline. Cut down on rich food, increase physical activity, and avoid emotional over-indulgence, just like Mr Herriot did.

C. Read the passage and answer the questions:

Many pet owners believe that showing love means giving their pets unlimited food and comfort. A recent veterinary study found that 40% of urban pets suffer from obesity due to lack of exercise and excessive treats. Vets warn that pampering without discipline can lead to diabetes, joint pain, and early death in animals. Responsible pet care means regular check-ups, a balanced diet, and daily activity. Like children, pets thrive on routine and boundaries, not just affection.

(A) What does the study reveal about urban pets? [1 Mark]

- a) They are healthier than rural pets
- b) 40% suffer from obesity due to pampering
- c) They dislike exercise
- d) They live longer than humans

(B) Why can pampering without discipline be dangerous for pets? [1 Mark]

- a) It makes them aggressive
- b) It can cause diseases and early death
- c) It makes them disobey owners
- d) It is expensive

(C) Complete the statement: [1 Mark]

According to vets, responsible pet care includes _____ and _____.

(D) Which character from 'A Triumph of Surgery' ignored this advice? [1 Mark]

- a) Mr Herriot
- b) The surgeon
- c) Mrs Pumphrey
- d) Tricki

D. Read the passage and answer the questions:

Animal behaviourists suggest that dogs are social animals. When isolated or over-protected, they often develop anxiety, laziness, and behavioural issues. In shelters, dogs recover faster when allowed to play in groups. Interaction with other animals teaches them natural instincts, builds immunity, and improves mood. A dog that runs, chases, and plays is not just physically fit but also mentally happy. Solitude and luxury cannot replace the joy of companionship.

(A) What happens when dogs are over-protected? [1 Mark]

- a) They become good hunters
- b) They develop anxiety and laziness
- c) They stop eating
- d) They become doctors

(B) Why do shelter dogs recover faster? [1 Mark]

- a) They get expensive medicines
- b) They are allowed to play in groups
- c) They sleep all day
- d) They are left alone

(C) Complete the statement: [1 Mark]

For dogs, *_ and *_ are as important as food.

(D) How does this passage relate to Tricki's recovery? [1 Mark]

- a) Tricki recovered because of medicines
- b) Tricki recovered due to group play and activity
- c) Tricki was kept alone in a room
- d) Tricki was given more food

Short Answer Type Questions

1. Why did Mr Herriot refuse to give Tricki medicines?

Answer: Because Tricki was not actually ill. His problem was obesity due to overfeeding and laziness. Medicine could not cure it. The real cure was a strict diet, no treats, and plenty of exercise with other dogs.

2. What does the title 'A Triumph of Surgery' actually mean?

Answer: Ironically, there was no surgery at all. The 'triumph' was of common sense and discipline over blind love. Mr Herriot cured Tricki by changing his lifestyle, proving that practical care is better than pampering.

3. How did the other dogs at the surgery help in Tricki's recovery?

4. Why did Mrs Pumphrey send eggs and wine to the surgery?

Higher-Order Thinking Questions

1. Was Mrs Pumphrey's love for Tricki real or harmful? Justify.

Answer: Her love was real but harmful. She loved Tricki like a child, but her over-pampering made him sick. Real love should be responsible. Blind love without discipline can damage health, whether for pets or people.

2. If you were Mr Herriot, would you have kept Tricki for two weeks? Give reason.

Answer: Yes. Keeping Tricki away from Mrs Pumphrey was necessary because she would not stop feeding him. The separation helped break his unhealthy routine and saved his life, showing that sometimes tough decisions are needed.

Long Answer Type Questions

1. How does the story highlight the difference between emotional love and responsible care?

Ans. The story contrasts Mrs Pumphrey's emotional love with Mr Herriot's responsible care. Mrs Pumphrey was emotionally attached to Tricki and gave him everything – malt, wine, cream cakes, and a personal maid. But she ignored the vet's advice and made Tricki fat and lazy. Mr Herriot, on the other hand, acted responsibly. He took Tricki away, stopped the luxury food, and made him active. In two weeks, Tricki became healthy and happy. The story shows that real care is not about spoiling, but about doing what is right for someone's well-being, even if it seems harsh at first.[Solved]

2. 'Blind love can sometimes be dangerous.' Explain this with reference to Mrs Pumphrey and Tricki. [100–120 words]

2. THE THIEF'S STORY:

Extract-Based Questions

A. Read the extract carefully and answer the questions that follow:

"I had not planned to rob Anil. For a thief, there weren't many people to rob in a small place like that. But I did plan to rob him. I thought he was a simpleton."_

(A) What does the narrator mean by calling Anil a 'simpleton'? [1 Mark]

- | | |
|------------------------------|--|
| a) Anil was very intelligent | b) Anil was easy to fool because he was trusting |
| c) Anil was a police officer | d) Anil was very rich |

Answer: b) Anil was easy to fool because he was trusting

(B) Why did the narrator plan to rob Anil? [1 Mark]

- | | |
|--------------------------|---|
| a) Anil was cruel to him | b) He had no other target and thought Anil was trusting |
| c) Anil asked him to | d) He hated writers |

Answer: b) He had no other target and thought Anil was trusting.

(C) Complete the statement suitably. [1 Mark]

The narrator's initial plan shows his lack of _

Answer: morality / guilt / conscience

(D) How does this extract contrast with the end of the story? [1 Mark]

- | | |
|-------------------------------------|---|
| a) The narrator becomes more greedy | b) The narrator changes and gives up stealing |
| c) Anil becomes a thief | d) Nothing changes |

Answer: b) The narrator changes and gives up stealing.

Case-Based Questions

B. Situation: A teenager finds a wallet with money but returns it because the owner had helped him earlier

without expecting anything.

Q1. Which character's action is similar to this?

Answer: Hari Singh. He also decided not to steal Anil's money at the last moment because of the trust and kindness Anil had shown him.

Q2. What value is reflected in both situations?

Answer: The value of gratitude, conscience, and integrity. Kindness can change a person's heart.

C. Read the passage and answer the questions:

Juvenile reform homes report that 70% of teenage offenders change their behaviour when shown trust and given responsibility. Punishment alone often breeds anger and rebellion. However, when a child is taught a skill and treated with respect, they develop self-worth. A teenager who learns to earn through honest means rarely returns to crime. The key to reform is not fear, but faith in a person's ability to change.

(A) What helps most in reforming teenage offenders? [1 Mark]

- | | |
|----------------------|-----------------------------|
| a) Harsh punishment | b) Trust and responsibility |
| c) Sending them away | d) Taking their money |

(B) Why does punishment alone fail? [1 Mark]

- | | |
|-------------------|----------------------------------|
| a) It is too easy | b) It breeds anger and rebellion |
| c) It costs money | d) It is illegal |

(C) Complete the statement: [1 Mark]

Teaching a skill helps offenders develop ____.

(D) Which character from 'The Thief's Story' proves this idea? [1 Mark]

- | | | | |
|---------------|---------------|-------------------|------------------|
| a) The police | b) Hari Singh | c) The shopkeeper | d) Anil's friend |
|---------------|---------------|-------------------|------------------|

D. Read the passage and answer the questions:

A psychology experiment showed that people are less likely to cheat when they feel trusted. In one group, participants were told, "We know you are honest." In the other, "We are watching you." The first group showed 80% less dishonesty. Trust creates a moral responsibility. When someone believes in us, we often try to live up to that belief. Suspicion, on the other hand, makes people feel they have nothing to lose.

(A) What did the experiment prove? [1 Mark]

- | | |
|------------------------------|-----------------------------|
| a) People like being watched | b) Trust reduces dishonesty |
| c) Everyone is a thief | d) Money causes crime |

(B) Why did the 'trusted' group cheat less? [1 Mark]

- | | |
|-----------------------|---------------------------------------|
| a) They were scared | b) Trust created moral responsibility |
| c) They had no chance | d) They were paid more |

(C) Complete the statement: [1 Mark]

Suspicion makes people feel they have ____.

(D) How is this experiment connected to Anil's behaviour? [1 Mark]

- | | |
|---------------------------------------|--|
| a) Anil was always suspicious of Hari | b) Anil's trust made Hari feel responsible |
| c) Anil punished Hari | d) Anil never gave Hari money |

Short Answer Type Questions

1. What made Hari Singh return to Anil's room?

Answer: His conscience stopped him. While sitting near the Ganga, he realized that money would be spent quickly, but Anil's trust was valuable. Anil had taught him to read and write and treated him with respect, which he did not want to lose.[Solved]

2. How did Anil react when he found out Hari Singh had stolen?

Answer: Anil did not scold or punish him. He simply gave Hari a fifty-rupee note the next morning and said he would now be paid regularly. This showed his understanding and compassion, which reformed Hari.

3. How did Hari Singh earn Anil's trust initially?

4. What role did the Ganga river play in Hari's decision?

Higher-Order Thinking Questions

1. Was Anil foolish to trust a thief? Explain.

Answer: No, Anil was not foolish. He was compassionate and gave Hari a chance to change. His trust acted

as a reforming force. It takes courage to believe in people, and Anil's faith proved stronger than suspicion.

2. If Hari had run away with the money, what would he have lost?

Answer: He would have lost Anil's trust, education, self-respect, and a chance to live an honest life. Money is temporary, but character and opportunities are more valuable in the long run.

Long Answer Type Questions

1. How does 'The Thief's Story' show that trust is a powerful tool for reform?

Ans. 'The Thief's Story' proves that trust can reform even a hardened criminal. Anil knew Hari was a thief but still took him in, taught him cooking, and educated him. He never suspected Hari, even when money was missing. This unexpected faith touched Hari's heart. When he stole the money, guilt overcame greed. He realized he could not betray a person who trusted him completely. So he returned the money. Anil's silent forgiveness at the end sealed Hari's transformation. The story shows that compassion and belief in people's goodness can bring about positive change more effectively than anger or punishment.

2. 'People are not born thieves; circumstances make them so.' Discuss this idea in light of Hari Singh's character. [100–120 words]

3. THE MIDNIGHT VISITOR:

Extract-Based Questions

A. Read the extract carefully and answer the questions that follow:

"You are disillusioned," Ausable said. "But take cheer, my young friend. Presently you will see a paper, a quite important paper, for which several men and women have risked their lives, come to me. Some day soon that paper may well affect the course of history. In the meantime, before it arrives, I wish to tell you about this rather important paper and the people connected with it."

1. Why does Ausable say that Fowler is 'disillusioned'? (1 Mark)

- a) Fowler expected a luxurious hotel room. b) Fowler expected a thrilling spy but found Ausable ordinary.
c) Fowler disliked Paris. d) Fowler wanted to leave immediately.

Answer: b) Fowler expected a thrilling spy but found Ausable ordinary.

2. What does the phrase 'take cheer' suggest about Ausable's personality? (1 Mark)

- a) He is impatient. b) He is arrogant.
c) He is reassuring and confident. d) He is nervous.

Answer: c) He is reassuring and confident.

3. Complete the statement suitably. (1 Mark)

The reference to the important paper creates a sense of _____ in the story.

Answer: suspense / mystery / anticipation

4. What theme of the story is highlighted through this extract? (1 Mark)

Answer: The theme that appearances can be deceptive and intelligence is more important than physical appearances.

B. "Ausable did not fit the description of a secret agent. He was fat and rather boring-looking. Yet he was one of the most successful agents in the field."

(i) What common stereotype about secret agents is challenged in the extract?

Answer: That secret agents must look smart, athletic and adventurous. (Answer can be varied)

(ii) Which quality contributes most to Ausable's success?

- A. Physical strength B. Wealth C. Intelligence and presence of mind D. Fame

Answer: C. Intelligence and presence of mind

(iii) What can be inferred about appearances from the extract?

Answer: Appearances can be misleading and do not always reflect a person's abilities.

(iv) How does Ausable's character inspire readers?

Answer: It shows that intelligence is often more important than physical appearance.

C. Read the extract carefully and answer the questions that follow:

"The door opened and a man entered. Ausable blinked a few times. 'Max,' he said, 'you gave me quite a start. I thought you were in Berlin. What are you doing here in my room?'"

Max was slender, a little less than tall. He wore a gun and his face was pointed and dangerous.

"The report," Max said. "The report that is being brought to you concerning some new missiles. I thought I

would take it from you. It will be safer in my hands than in yours.'

1. Complete the following suitably. (1 Mark)

The entry of Max into Ausable's room mainly creates a sense of _____ in the story.

2. Which of the following best describes Max based on the extract? (1 Mark)

- a) Honest and trustworthy
- b) Fearful and nervous
- c) Confident and threatening
- d) Friendly and helpful

3. What can be inferred about Max's objective from his statement, "It will be safer in my hands than in yours"? (1 Mark)

4. Ausable's reaction to seeing Max reveals which character trait? (1 Mark)

- a) Panic and fear
- b) Presence of mind and self-control
- c) Anger and aggression
- d) Carelessness

D. "Without hesitation, Ausable invented a story about a balcony outside the window. Max believed him. Moments later, when there was a knock at the door, Max jumped out of the window expecting to land on the balcony."

(i) What quality of Ausable is most evident in this situation?

(ii) Why did Max fall into Ausable's trap?

- A. He trusted Ausable completely.
- B. He was frightened and acted hastily.
- C. He knew about the balcony.
- D. He wanted to escape from the police.

(iii) What does this incident suggest about decision-making under pressure?

(iv) If Max had verified Ausable's claim before acting, what might have happened?

Short Answer Type Questions

1. Ausable did not look like the spies Fowler had read about. How did this misconception help the author convey the central idea of the story?

Answer: Fowler judged Ausable by his appearance and underestimated him. However, Ausable's intelligence and presence of mind helped him outwit Max. This conveys the message that a person's abilities are more important than outward appearance.

2. How did Ausable use the imaginary balcony to his advantage?

Answer: Ausable cleverly invented the story of a balcony outside his room and made Max believe it existed. When someone knocked at the door, Max panicked and attempted to escape through the supposed balcony, leading to his downfall.

3. What does Max's reaction to the knock on the door reveal about his character?

4. If Fowler had left the room before the incident ended, what wrong impression might he have formed about Ausable? Give a reason.

Long Answer Type Questions

1. "Ausable proves that intelligence is a more powerful weapon than physical strength." Discuss with reference to the story The Midnight Visitor.

Ans. Ausable proves throughout the story that intelligence is more effective than physical strength. Although he does not fit the typical image of a spy, he remains calm and composed in a dangerous situation. When Max threatens him with a gun, Ausable quickly invents the story of a balcony outside his room. Later, when there is a knock at the door, he convinces Max that it is the police. Frightened, Max attempts to escape through the imaginary balcony and falls. Ausable succeeds in protecting himself and the secret document without using any force. The story teaches that presence of mind, confidence, and quick thinking can overcome even the most dangerous situations.

2. Fowler's understanding of a real spy changes by the end of the story. How does this transformation take place?

4. A QUESTION OF TRUST:

Extract Based Questions

A. Read the extract carefully and answer the questions that follow: (1*4=4)

Now, walking in the bright July sunshine, he felt sure that this year's robbery was going to be as successful as all the others. For two weeks he had been studying the house at Shot over Grange, looking at its rooms, its electric wiring, its paths and its garden. This afternoon the two servants, who remained in the gang while the family was in London, had gone to the movies. Horace saw them go, and he felt happy in spite of a little tickle of hay fever in his nose. He came out from behind the garden wall, his tools carefully packed in a bag on his

back. There were about fifteen thousand pounds' worth of jewels in the Grange safe. If he sold them one by one, he expected to get at least five thousand, enough to make him happy for another year. There were three very interesting books coming up for sale in the autumn. Now he would get the money he wanted to buy them."

1. Which word in the above extract means the same as observing carefully?

Ans. Studying

2. Analyse the character of Horace Danby and mention one quality that you found in him.

Ans. He was passionate about reading new and expensive books. (Answer may be varied)

3. Find evidence from the text that indicates that it wasn't Horace's first robbery.

Ans. The writer has mentioned that *he felt sure that this year's robbery was going to be as successful as all the others* it means Horace was used to of robbing people's houses.

4. Choose the sentence in which the word safe has the same meaning as in the text.

The children were safe after they reached home.

The documents were locked in a safe.

Ans. The documents were locked in a safe.

B. *"Horace Danby was good and respectable—but not completely honest. For fifteen years he had been stealing rare and expensive books from wealthy collectors. He sold them through an agent and used the money to buy books he loved."*

(i) What contradiction in Horace's personality is highlighted in the extract? (1)

Answer: He appeared respectable and law-abiding, yet secretly committed thefts.

(ii) Which of the following best describes Horace's justification for stealing?

A. Personal revenge

B. Financial necessity

C. Passion for collecting books

D. Social recognition

Answer: C. Passion for collecting books

(iii) What can be inferred about Horace's view of his crimes?

Answer: He considered them less serious because they helped him pursue his love for books.

(iv) What message does the extract convey about judging people?

Answer: A person's outward appearance may not reveal their true character.

C. Read the extract carefully and answer the questions that follow: (1*4=4)

"But Horace found that the flowers were hindering him in his work. The scent of the flowers was making him sneeze. He buried his face in a handkerchief but the smell was too strong. He gave an almighty sneeze and then another and another. Then he heard a voice say, 'Good afternoon, Horace.'

Horace was frightened. He dropped the vase he was holding and it crashed into pieces on the floor. A lady stood in the doorway watching him."

1. How did the flowers become a turning point in Horace's plan?

2. What can you infer about Horace's state of mind when he dropped the vase?

3. Why is Horace's sneezing significant to the development of the story?

4. What does Horace's reaction to hearing his name suggest about his expectations at that moment?

D. "The woman smiled and spoke in a calm voice. She said she had forgotten the combination of the safe and needed Horace's help. Horace believed her and opened the safe. Later, he realised he had been deceived."

(i) Why was Horace easily convinced by the woman?

(ii) Which character trait of Horace is revealed here?

A. Dishonesty

B. Overconfidence

C. Generosity

D. Courage

(iii) Complete the statement:

The woman's success in deceiving Horace shows that _____.

Short Answer Type Questions

1. Horace Danby considered himself an honest man, yet he committed thefts. What does this reveal about his character?

Answer: Horace tried to justify his crimes by believing he only stole once a year and harmed no one. This shows that he was skilled at rationalizing his wrong actions despite knowing they were illegal.

2. How did the lady in red outsmart Horace Danby?

Answer: The lady pretended to be the owner of the house and cleverly convinced Horace to open the safe for her. She gained his trust and escaped with the jewels, leaving him to face the consequences.

3. Why was Horace confident that he would not be caught while stealing from Shotover Grange?

4. What lesson does Horace's experience teach about judging people by appearances?

Long Answer Type Questions

1. "Intelligence without ethics can lead to failure." Examine this statement in the light of Horace Danby's actions.

Answer: Horace Danby was intelligent, careful, and highly skilled at planning burglaries. He gathered information about houses, studied people's routines, and executed his plans with precision. However, he used his intelligence for dishonest purposes. At Shotover Grange, his overconfidence made him trust a stranger who pretended to be the owner of the house. As a result, he opened the safe for her and unknowingly helped her steal the jewels. Eventually, Horace was arrested because his fingerprints were found at the scene. The story shows that intelligence alone is not enough; it must be guided by ethical values. Without honesty and integrity, even a clever person can fail and suffer serious consequences.

2. Imagine yourself to be Horace Danby. Write a diary entry while in jail, reflecting on your experience and conveying the message that appearances can be deceptive.

5. FOOTPRINT WITHOUT FEET:

EXTRACT BASED QUESTIONS

A. Read the extract carefully and answer the questions that follow:

"Griffin had carried out a series of experiments and discovered how to make the human body transparent. He swallowed certain rare drugs and became invisible.

1. The phrase "**carried out a series of experiments**" suggests that Griffin's achievement resulted mainly from—

- A. luck. B. imagination. C. systematic scientific investigation. D. magical powers.

Answer: C systematic scientific investigation.

2. What is the irony in Griffin's scientific success?

- A. He became famous after becoming invisible.
B. His greatest scientific achievement ultimately led to his moral and personal downfall.
C. His experiments failed completely.
D. He never became invisible.

Answer: B (His greatest scientific achievement ultimately led to his moral and personal downfall.)

3. What lesson does Griffin's experiment teach future scientists?

Answer: Future scientists should combine innovation with honesty, responsibility, and concern for humanity. Scientific success should always benefit society rather than satisfy personal ambitions.

4. Which competency is most important while using scientific discoveries?

- a) Curiosity only b) Intelligence only c) Ethical responsibility d) Competition

Answer: c) Ethical responsibility

5. Complete the Analogy.

Transparency : Invisible :: Darkness : _____

- A. Light B. Noise C. Heat D. Water

Answer: A. Light

B. Read the extract carefully and answer the questions that follow:

"Griffin was rather a lawless person. His landlord disliked him and tried to eject him. In revenge, Griffin set fire to the house."

1. What does the word 'lawless' suggest about Griffin's character?

- a) Obedient and disciplined b) Intelligent and hardworking
c) Unwilling to follow rules and laws d) Kind and generous

Answer: c) Unwilling to follow rules and laws

2. Read the situation.

A scientist develops technology that can erase all digital records of a person. He secretly uses it to escape punishment for crimes.

Which character trait does this scientist share with Griffin?

- A. Courage B. Compassion C. Scientific brilliance without ethics D. Patriotism

Answer: C Scientific brilliance without ethics

3. What can be inferred about Griffin from this extract?

Answer: Griffin was vindictive and used extreme measures to take revenge.

4. Choose the correct analogy.

Cause : Griffin was asked to leave the house :: Effect : _____

- A. He apologised to the landlord. B. He set fire to the house.
C. He found another house peacefully. D. He informed the police.

Answer: B. He set fire to the house.

5. Assertion (A): Invisible power made Griffin responsible.

Reason (R): Power without self-control often leads to misuse.

- A. Both are true. B. A is false but R is true.
C. A is true but R is false. D. Both are false.

Answer: B

C. Read the extract carefully and answer the questions that follow:

"The boys saw fresh muddy footprints appearing on the steps of a house. There was no one visible, yet the footprints continued to appear."

1. If Griffin had walked on a completely dry stone floor instead of muddy ground, which statement is most reasonable?

- A. His presence might have remained unnoticed for a longer time.
B. He would have become visible immediately.
C. His invisibility would have stopped working.
D. The boys would have followed him more easily.

2. The footprints challenged the boys understanding of normal.....(reality/ fiction)

3. Complete the Analogy.

Clues : Solve a mystery :: Evidence : _____

- A. Hide the truth B. Reach a conclusion C. Increase confusion D. Create rumours

4. How does the extract support the idea that every action leaves a trace?

5. Assertion (A): Griffin's invisibility made him impossible to detect.

Reason (R): His footprints exposed his presence despite his invisibility.

- A. Both A and R are true. B. A is false, but R is true.
C. Both A and R are false. D. A is true, but R is false.

D. Read the extract carefully and answer the questions that follow:

"To escape from the cold weather, Griffin entered a large London store. He ate food, wore warm clothes and slept comfortably during the night."

1. The extract highlights that Griffin's invisibility—

- A. made him completely independent. B. solved all his practical problems.
C. protected him from physical discomfort. D. did not eliminate his basic human needs.

2. If Griffin had sought legal help instead of secretly entering the store, which value would he have demonstrated?

- A. Selfishness B. Responsibility C. Revenge D. Fear

3. Assertion (A): Griffin entered the London store because invisibility could not protect him from cold weather.

Reason (R): Invisible people still experience natural physical conditions.

- A. Both A and R are true, and R is the correct explanation of A.
B. Both A and R are true, but R is not the correct explanation of A.
C. A is true, but R is false. D. Both A and R are false.

4. What universal message does the extract convey about human needs and moral choices?

5. What does Griffin's action reveal about him?

- a) He was selfless. b) He was resourceful but dishonest.
c) He was kind-hearted. d) He was hard working.

SHORT ANSWERS TYPE QUESTIONS

1. Griffin set fire to his landlord's house after an argument. What value did he fail to show?

Answer: Griffin failed to show self-control, patience, and respect for others. He reacted impulsively and destructively.

2. What lesson can we learn from Griffin's misuse of science?

Answer: We learn that scientific discoveries should be used for the benefit of humanity. Intelligence without moral values can be dangerous.

3. Why was Griffin unable to live comfortably even after becoming invisible?

4. How did Mrs. Hall react when she noticed strange activities in Griffin's room?

LONG ANSWER TYPE QUESTIONS

1. "Intelligence without moral values can be dangerous." Justify this statement with reference to Griffin's character. (100–120 words)

Answer: Griffin was highly intelligent and made a remarkable scientific discovery by becoming invisible. However, he lacked moral values and self-discipline. Instead of using his intelligence for constructive purposes, he chose the path of crime and selfishness. He stole food, money, and clothes, terrorized innocent people, and disrespected social norms.

His actions demonstrate that intelligence alone is not enough. Moral values such as honesty, responsibility, and empathy are equally important. Griffin's life proves that a person with great intelligence but no ethics can become a threat to society.

2. "Science is a boon only when used wisely." Explain with reference to Footprints Without Feet.

6. THE MAKING OF A SCIENTIST:

EXTRACT TYPE QUESTIONS

A. Read the extract carefully and answer the questions that follow:

"Richard Ebright became famous for his work on how cells read their DNA. His research opened new doors in the field of science."

1. The phrase "**opened new doors in the field of science**" means that Richard's research—

A. closed old laboratories.

B. created opportunities for further discoveries.

C. helped scientists earn more money.

D. reduced the importance of DNA research.

Answer: B created opportunities for further discoveries

2. Assertion (A): Richard Ebright became a successful scientist.

Reason (R): He combined curiosity with continuous research and hard work.

A. Both A and R are true, and R is the correct explanation of A.

B. Both A and R are true, but R is not the correct explanation.

C. A is true, but R is false.

D. A is false, but R is true.

Answer: A (Both A and R are true, and R is the correct explanation of A).

3. Which quality helped Richard achieve success?

a) Persistence and dedication

b) Overconfidence

c) Carelessness

d) Impatience

Answer: a) Persistence and dedication

4. What can students learn from Richard's journey?

Answer: Success comes through curiosity, hard work, regular learning, and determination.

5. Complete the statement:

Scientific discoveries are often the result of _____.

Answer: careful observation, experimentation, and continuous effort.

B. Read the extract carefully and answer the questions that follow:

"Richard was curious. He wanted to know how things worked. He spent hours studying butterflies and observing their behaviour."

1. Which inference can be drawn from Richard's habit of observing butterflies?

A. He preferred spending time outdoors instead of studying.

B. Careful observation helped him develop scientific thinking.

- C. He wanted to become a butterfly collector.
- D. He avoided difficult scientific experiments.

Answer: B Careful observation helped him develop scientific thinking.

2. Assertion (A): Curiosity limits scientific learning.

Reason (R): Asking questions often leads to new discoveries.

- A. Both A and R are true.
- B. A is true, but R is false.
- C. A is false, but R is true.
- D. Both A and R are false.

Answer: C

3. Do you agree that "Curiosity is more important than intelligence in scientific learning"? Justify your answer with reference to the extract.

Answer: Yes. Intelligence helps in understanding concepts, but curiosity motivates a person to explore, investigate, and discover new ideas. Richard's journey began with curiosity about butterflies, which led him to observe carefully, ask questions, and eventually become a successful scientist. Curiosity transforms knowledge into meaningful discoveries.

4. Complete the Sentences

Richard spent hours studying butterflies because _____.

Answer: he was curious and wanted to understand how they behaved.

5. How can students apply Richard's approach in their studies?

- A. By avoiding questions
- B. By learning only for exams
- C. By observing and exploring concepts deeply
- D. By copying others

Answer: C (By observing and exploring concepts deeply)

C. Read the situation carefully and answer the questions.

A student is interested in science but does not achieve success in the first few competitions. The student feels discouraged and wants to quit.

1. Which action would best reflect Richard Ebright's approach to failure?

- A. Stop participating in competitions.
- B. Blame others for poor performance.
- C. Analyse mistakes and continue learning.
- D. Choose an easier subject.

2. If Richard Ebright had reacted like the student in the case, what would most likely have happened?

- A. He would still have become a famous scientist.
- B. His important scientific discoveries might never have been made.
- C. He would have won every competition.
- D. He would have become interested only in sports.

3. Assertion (A): Richard Ebright succeeded because he never faced difficulties.

Reason (R): He continued working despite challenges.

- A. Both A and R are true.
- B. A is true, but R is false.
- C. A is false, but R is true.
- D. Both A and R are false.

4. What advice would Richard Ebright give to the student?

5. How can curiosity help a student succeed?

D. "Richard was not a very good student at school. He was interested in collecting butterflies and other insects. His mother encouraged his interest and took him on trips. She also bought him microscopes, cameras and other equipment."

1. What can be inferred about Richard's mother?

- A. She wanted him to become a doctor.
- B. She discouraged his hobbies.
- C. She supported and nurtured his curiosity.
- D. She forced him to study all the time.

2. Which statement best reflects the central idea of the extract?

- A. Academic performance alone determines future success.
- B. Curiosity supported by guidance and resources can develop into scientific achievement.
- C. Hobbies distract students from their studies.
- D. Scientific equipment alone guarantees success.

3. The extract states that Richard was not a very good student at school. Does this mean he was not intelligent? Justify your answer.

4. What does the word 'encouraged' suggest in the extract?

- A. Ignored B. Supported C. Opposed D. Punished

5. Assertion (A): Only students with high school grades can become successful scientists.

Reason (R): Curiosity, observation, and perseverance are equally important for scientific success.

- A. Both A and R are true. B. A is true, but R is false.
C. A is false, but R is true. D. Both A and R are false.

SHORT ANSWER TYPE QUESTIONS

1. What qualities of Ebright can students apply in their daily lives?

Answer: Students can learn curiosity, discipline, determination, observation, and hard work from Ebright. These qualities help in academic and personal growth.

2. Why were science fairs important in Ebright's development?

Answer: Science fairs encouraged him to conduct research, present ideas, and think critically. They helped him develop confidence and scientific skills.

3. Many students stop trying after one failure. What message does Richard Ebright's success give to such students?

4. How does the chapter highlight the importance of self-learning?

LONG ANSWER TYPE QUESTIONS

1. Failures and challenges are stepping stones to success. Discuss this idea with reference to Richard Ebright's journey.

Answer: Richard Ebright's success was not achieved overnight. His journey was filled with learning experiences, competitions, and continuous improvement. He did not become discouraged when his early projects produced ordinary results. Instead, he analysed his mistakes, improved his methods, and chose more meaningful scientific problems. Every science fair taught him new skills in observation, experimentation, and research. His determination helped him become a confident young scientist. Eventually, his research on cells and DNA earned international recognition. Richard's life proves that failures should not be viewed as obstacles but as opportunities to learn and grow. Students often become disappointed after poor marks or unsuccessful attempts. Richard's example teaches that perseverance, patience, and a positive attitude are essential for success. Those who learn from failures and continue working towards their goals are more likely to achieve lasting success than those who give up easily.

2. How does "The Making of a Scientist" inspire students to become lifelong learners? Explain.

7. THE NECKLACE:

Extract Based Questions

A. Read the extract carefully and answer the questions that follow:

She was one of those pretty and charming girls who are sometimes, as if by a mistake of destiny, born into a family of clerks. She had no dowry, no expectations, no means of being known, understood, loved, or wedded by any rich and distinguished man; and she let herself be married to a little clerk at the Ministry of Public Instruction. She suffered from the poverty of her dwelling, from the wretched look of the walls, from the shabby chairs, the ugliness of the curtains. All those things, of which another woman of her class would never even have been aware, tortured her and made her angry.

1. What does the phrase 'as if by a mistake of destiny' suggest about Matilda's condition?

- A) She was a mistake made by her parents.
B) Fate had unfairly placed her in a lower social class than she felt she deserved.
C) She was born in the wrong century.
D) She had made a mistake by marrying a clerk.

Answer. B) Fate had unfairly placed her in a lower social class than she felt she deserved.

2. The writer says Matilda 'suffered' because of her dwelling. What does this tell us about her character?

- A) She had a practical and disciplined mindset.
- B) She was deeply empathetic toward others in poverty.
- C) She was obsessed with material comforts and social status.
- D) She was kind but unlucky.

Answer: C) She was obsessed with material comforts and social status.

3. Select the option that best explains the literary device used in: 'the wretched look of the walls, from the shabby chairs'.

- A) Simile
- B) Imagery
- C) Alliteration
- D) Personification

Answer: Imagery

4. 'All those things...tortured her.' What does this indicate about Matilda's mental state?

- A) She was physically tortured by her husband.
- B) She was mentally distressed by the contrast between her desires and reality.
- C) She enjoyed her sufferings.
- D) She was planning to leave her husband.

Answer: B) She was mentally distressed by the contrast between her desires and reality.

B. Read the extract carefully and answer the questions that follow:

She learned the heavy work of a household, the odious care of the kitchen. She washed the dishes, using her rosy nails on the greasy pots and pans. She washed the dirty linen, the shirts and dishcloths, which she dried upon a rope; she carried the slops down to the street every morning, and carried up the water, stopping for breath at every landing. And, dressed like a woman of the people, she went to the fruiterer, the grocer, the butcher, a basket on her arm, bargaining, meeting with insults, defending her miserable money, sou by sou.

1. What does this extract reveal about the transformation in Matilda's life?

- A) She began to enjoy household work.
- B) She was forced to accept a life of hardship and labour after losing the necklace.
- C) She became rich through hard work.
- D) She took up a job by choice to become independent.

Ans. B) She was forced to accept a life of hardship and labour after losing the necklace.

2. Which theme is most clearly reflected in the phrase '*defending her miserable money, sou by sou*'?

- A) Romance and sacrifice
- B) Pride in wealth
- C) The harsh reality of poverty and struggle
- D) Joy of simple living

Ans. C) The harsh reality of poverty and struggle

3. What literary device is used in '*stopping for breath at every landing*'?

- A) Hyperbole
- B) Personification
- C) Irony
- D) Oxymoron

Ans. A) Hyperbole

4. How does this extract contribute to the moral understanding of the story?

- A) It shows that luxury always brings happiness.
- B) It suggests that beauty can solve all problems.
- C) It demonstrates that actions driven by vanity can lead to long-lasting suffering.
- D) It proves that Matilda was unlucky but blameless.

Ans. B) It suggests that beauty can solve all problems.

C. Read the extract carefully and answer the questions that follow:

She danced with enthusiasm, with passion, drunk with pleasure, forgetting everything in the triumph of her beauty, in the glory of her success, in a sort of cloud of happiness composed of all this homage, and all this admiration, and all this awakened desire, and of that sense of completeness and victory that is so sweet to a woman's heart... She left the ball about four o'clock in the morning. Her husband had been sleeping since midnight in a little deserted anteroom with three other gentlemen whose wives were enjoying themselves.

1. What is the significance of Matilda's husband sleeping in a 'deserted anteroom' while she danced?

- A) He was not invited to the ball's main hall.
- B) It shows the social and emotional distance between husband and wife.
- C) He was tired after a long day's work.
- D) He wanted to surprise her later.

2. The author describes Matilda as 'drunk with pleasure'. Identify the figure of speech and explain its effect.

- A) Simile – compares her joy to alcohol.
- B) Metaphor – suggests she was overwhelmed and intoxicated by pleasure.
- C) Alliteration – repetition of consonant sounds.
- D) Irony – she was actually sad.

3. What does the description of Matilda's dancing reveal about the theme of the story?

- A) The story celebrates the beauty of women.
- B) Temporary happiness built on borrowed wealth leads to lasting misery.
- C) Hard work always brings reward.
- D) Love is more important than wealth.

4. 'That sense of completeness and victory — sweet to a woman's heart.' Is this statement a universal truth? Give reasons.

D. Read the extract carefully and answer the questions that follow:

'Oh, my poor Mathilde! Why, my necklace was paste. It was worth at most only five hundred francs!'

1. What is the main effect of this revelation at the end of the story?

- A) It creates humour only.
- B) It reveals that Matilda's suffering was unnecessary and intensifies the irony.
- C) It shows Madame Forestier wanted revenge.
- D) It proves Matilda had become wealthy.

2. Which literary device is most strongly associated with this final twist?

- A) Simile
- B) Irony
- C) Alliteration
- D) Personification

3. What does this ending suggest about appearances in society?

- A) Appearances are always reliable.
- B) Expensive-looking things are always valuable.
- C) Outward appearance can be deceptive and misleading.
- D) Poor people should avoid social gatherings.

4. How does the ending reshape the reader's understanding of Matilda's ten years of suffering?

Short Answer Type Questions

1. Maupassant presents Matilda as a woman trapped between her desires and reality. Do you think she is entirely to blame for the misfortune that befalls her? Give reasons with reference to the story.

Ans. Matilda's misfortune is partly self-inflicted and partly a product of the social environment she inhabits. On one hand, her obsession with luxury and her inability to accept her modest circumstances are character flaws that drive the events of the story. She borrows the necklace to impress others, loses it, and then spends ten years repaying the debt rather than immediately confessing the loss to Madame Forestier.

2. 'The necklace' serves as a symbol in the story. What does it symbolise and how does it connect to the story's central irony?

Ans. The necklace is a powerful symbol of illusion, vanity, and the deceptive nature of material wealth. Matilda borrows it to appear wealthy and sophisticated at the ball, using it as a prop to construct a false identity. It represents everything she desires but does not truly possess.

The central irony of the story is revealed in the final lines: the necklace Matilda spent ten gruelling years repaying was not real — it was a piece of paste jewellery worth only five hundred francs. This devastating irony serves as the story's moral core. Matilda sacrificed her youth, beauty, and comfortable life for an object that was itself a pretence.

3. Monsieur Loisel is often overlooked in discussions of 'The Necklace', yet he plays a crucial role. Analyse his character and the sacrifices he makes. What does his character reveal about love and duty?

4. If you were Matilda, what would you have done differently after losing the necklace? Connect your response to a real-life value or skill you believe is important for young people today.

Long Answer Type Questions

1. Both Matilda in 'The Necklace' and Bholi in 'Bholi' are women shaped by the societies they live in. Compare and contrast their journeys, highlighting how their circumstances, choices, and outcomes reflect the themes of illusion vs. reality, social inequality, and the power of education and self-awareness. What lessons do these stories together offer for young readers?

Answer: Both 'The Necklace' and 'Bholi' are stories centred on women who are underestimated, constrained, and defined by societal expectations. Yet their journeys diverge sharply: one ends in tragedy born of vanity, while the other culminates in liberation born of education. Together, they offer a rich commentary on gender, class, identity, and the consequences of illusion versus truth.

Both Matilda and Bholi exist at the margins of their societies — one because of her lower middle-class status and one because of her physical disability. Neither is given much agency or respect by those around them.

Matilda's story is one of wilful self-deception. She is not poor, but she is perpetually dissatisfied with what she has. Her inability to accept her reality, her craving for luxury and social approval, and her failure to be honest about losing the necklace lead to a decade of unnecessary suffering. Bholi, by contrast, is a victim of entirely external forces — disability, neglect, patriarchal customs, and the dowry system. She does not invite her misfortune. However, unlike Matilda who spirals downward, Bholi rises.

2. Both Matilda in *The Necklace* and Anne Frank in *From the Diary of Anne Frank* face challenges in their lives, but they respond to them in very different ways. Compare and contrast their attitudes towards life, their personal growth, and the lessons they learn. How do their stories highlight the importance of self-awareness, gratitude, and maturity?

8. BHOLI:

Extract-Based Questions

A. Read the extract carefully and answer the questions that follow:

Bholi had not cried. Her father was afraid that she might. But Bholi did not cry. She looked at the walls of the room. There were pictures on the walls — a horse, a cow, a goat, a parrot, a myna. She had never seen such pictures before. Then she saw the blackboard. It was black, but not as black as the buffaloes at home. In front of it were benches. And behind the benches, children were sitting... She looked at the children. They were reading. They were talking to each other. They were laughing. Bholi was fascinated

1. Why was Bholi's father 'afraid that she might cry'?

- A) She always cried at new places.
- B) She was considered mentally slow and socially backward; he feared she would not adjust.
- C) She hated all teachers.
- D) She was ill that morning.

Answer: B) She was considered mentally slow and socially backward; he feared she would not adjust.

2. The writer compares the blackboard to buffaloes at home. What does this reveal about Bholi's life?

- A) Bholi was fond of animals.
- B) Her life was rural and she was discovering the school world through familiar comparisons.
- C) She was afraid of the blackboard.
- D) Her village had no schools.

Answer: B) Her life was rural and she was discovering the school world through familiar comparisons.

3. 'Bholi was fascinated.' What does this single line convey about her character?

- A) She was afraid of the school.
- B) She was curious, receptive, and possessed a natural love for learning despite her disadvantages.
- C) She wanted to go back home.
- D) She admired the teacher's looks.

Answer: B) She was curious, receptive, and possessed a natural love for learning despite her disadvantages.

4. Choose the option that correctly identifies the tone of the passage.

- A) Sorrowful and tragic

- B) Hopeful and quietly celebratory of a child's first encounter with learning
C) Critical and judgmental
D) Satirical and ironic

Answer: B) Hopeful and quietly celebratory of a child's first encounter with learning

C. The teacher said, 'What is your name, little one?' 'Bh-Bh-Bho-Bholi,' she stammered. The whole class laughed. Bholi felt humiliated. She wanted to cry. But the teacher said softly, 'Don't be afraid. Come, sit down. I will teach you to speak without any difficulty.' That was the first kind word Bholi had ever heard from anyone. She wanted to touch the feet of her teacher. Tears rolled down her cheeks, not of sorrow, but of gratitude.

1. Why did the whole class laugh at Bholi?

- A) Because she was wearing funny clothes. B) Because she stammered when she said her name.
C) Because she gave a wrong answer. D) Because she was crying.

2. 'That was the first kind word Bholi had ever heard.' What does this tell us about her life at home?

- A) Her family was too poor to speak to her kindly. B) She had never gone outside her home before.
C) She was neglected and undervalued at home due to her disability and appearance.
D) Her family was very strict about discipline.

3. 'Tears rolled down her cheeks, not of sorrow, but of gratitude.' What literary device is used here?

- A) Irony B) Contrast / Antithesis C) Metaphor D) Flashback

4. How does the teacher's behaviour differ from the behaviour of Bholi's family? What does this highlight about the role of teachers?

Short Answer Type Questions

1. The teacher in 'Bholi' is a truly transformative figure. Describe how she changes Bholi's life and what qualities make her an ideal teacher.

Answer: Bholi's teacher is instrumental in her transformation from a timid, neglected girl into a confident, courageous young woman. When Bholi first enters school, she is mocked by classmates for her stammer and has never received a kind word in her life. The teacher's gentle response — assuring Bholi that she will help her speak fluently — awakens in Bholi a sense of self-worth she had never experienced before.

2. 'Bholi' challenges several social evils prevalent in Indian society. Identify any two such evils and explain how the story critiques them.

1. **Dowry System:** The story directly critiques the practice of dowry. When Bishamber Nath demands a large sum of money as dowry and then raises it further upon seeing Bholi's pockmarked face, the story exposes the commercialisation of marriage and the dehumanising treatment of women.
2. **Discrimination:** Bholi is neglected by her own family because she suffered from smallpox and is considered unattractive and slow. Her family sends her to school not out of genuine care, but because she is considered unimportant. This reflects how persons with disabilities are often marginalised and denied opportunities.
3. **At the end of the story, Bholi's father is ashamed but proud. Explain this contradiction. What does Bholi's decision reveal about the impact of education on an individual's courage and self-respect?**
4. **Compare and contrast the way society treats Matilda (The Necklace) and Bholi. What does this comparison tell us about the role of gender, class, and education in shaping an individual's destiny?**

Long Answer Type Questions

1. Imagine that Bholi had accepted Bishamber's demand for dowry and agreed to marry him. How might her future have been different? Analyse this hypothetical situation and explain why her decision to reject the marriage was a turning point not only for herself but also for society. What message does K.A. Abbas convey through Bholi's choice?

In *Bholi*, K.A. Abbas presents the inspiring journey of a girl who overcomes social prejudice through education and self-confidence. The most significant moment in the story occurs when Bholi refuses to marry Bishamber after he demands dowry. This decision changes her life forever and highlights the importance of

self-respect and courage.

If Bholi had accepted Bishamber's demand and married him, her future would likely have been unhappy and oppressive. Bishamber's greed and lack of respect for her suggest that he viewed marriage as a financial transaction rather than a relationship based on mutual respect. Bholi might have continued to face humiliation and discrimination in her married life. Her education and newly gained confidence would have been wasted, and she would have remained trapped within a system that valued money more than human dignity.

By agreeing to such a marriage, Bholi would also have reinforced the dowry system, encouraging the continuation of an unfair social practice. Her acceptance would have signalled that women should tolerate injustice for the sake of social approval.

2. 'A single event can change the course of one's entire life.' Discuss this statement with reference to both 'The Necklace' and 'Bholi'. In your answer, reflect on what these events reveal about the characters involved, the social systems they are part of, and the values these stories wish to instil in readers. You may also connect this theme to your own understanding of life, choices, and consequences.

9. THE BOOK THAT SAVE THEEARTH:

EXTRACT BASED QUESTIONS:

A. Read the extract carefully and answer the questions that follow:

"The twentieth century was often called the Era of the Book. In those days, there were books about everything, from anteaters to zebras. Books taught people how to, when to, where to and why to."

1. Why was the twentieth century called the 'Era of the Book'?

- (a) People preferred television
- (b) Books contained knowledge on all subjects
- (c) There were very few books
- (d) People did not read books

Answer: (b) Books contained knowledge on all subjects.

2. What does the phrase "from anteaters to zebras" suggest?

- (a) Books were only about animals
- (b) Books covered a wide variety of topics
- (c) People liked reading about animals
- (d) There were very few books

Answer: (b) Books covered a wide variety of topics.

3. Which of the following best describes the importance of books in the twentieth century?

- (a) They were rarely used.
- (b) They were the main source of information.
- (c) They were used only in schools.
- (d) They were meant for entertainment only.

Answer: (b) They were the main source of information.

4. What does the extract suggest about books?

Answer: Books were an important source of knowledge and guidance for people.

5. If books teach people "how to, when to, where to and why to," what qualities do they help develop?

Answer: Books help develop knowledge, critical thinking, decision-making, and problem-solving skills

B. Read the extract carefully and answer the questions that follow:

Noodle: (bowing) O Great and Mighty Think-Tank, most powerful and intelligent creature in the whole universe, what are your orders?

THINK-TANK: (peevishly) you left out part of my salutation, Apprentice Noodle. Go over the whole thing again.

NOODLE: It shall be done, sir. (In a singsong) O Great and Mighty Think-Tank, Ruler of Mars and her two moons, most powerful and intelligent creature in the whole universe — (out of breath) what-are-your-orders?

THINK-TANK: That's better, Noodle. I wish to be placed in communication with our manned space probe to that ridiculous little planet we are going to put under our generous ruler ship. What do they call it, again?

1. The fact that Noodle called Think Tank 'Great and Mighty' but didn't mean it is an example of.....

Answer: Sarcasm

2. Complete the following statement:

'That ridiculous little planet' refers to because.....

Answer: earth, they believe that Mars was mightier and stronger than earth.

3. The Martians were going to put the Earth under their 'generous rulership'. This means that

- a) The was to become one of their power centres

- b) They wanted to colonize the earth.
- c) The earth was the central point between Mars and Centuary
- d) They wanted to use it as a launch pad to reach more galaxies from here.

Answer: (b) They wanted to colonize the earth.

4. Which word in the passage means the same as 'absurd'?

Answer: ridiculous

C. Read the extract carefully and answer the questions that follow:

"Think-Tank was not only the most powerful man on Mars, but he also considered himself the most intelligent being in the universe."

Questions:

i. What trait of Think-Tank is highlighted in the extract?

- (a) Humility
- (b) Intelligence with modesty
- (c) Arrogance and overconfidence
- (d) Kindness

ii. The phrase "considered himself the most intelligent being in the universe" shows that Think-Tank was:

- (a) Self-confident and realistic
- (b) Wise and practical
- (c) Overconfident and proud
- (d) Helpful and kind

iii. What is the likely consequence of excessive overconfidence?

- (a) Better decision-making
- (b) Learning from others
- (c) Misjudging situations
- (d) Improved teamwork

iv. How did this trait affect his decisions in the play?

v. Why is it important for leaders to listen to others?

D. Read the extract carefully and answer the questions that follow:

NOODLE: (adjusting knobs) I have a close sighting of the space Crew, sir.

(Think-Tank puts on a pair of enormous goggles and turns towards the stage to watch.) They seem to have entered some sort of Earth structure.

THINK-TANK: Excellent. Make voice contact

NOODLE: (speaking into a microphone) Mars Space Control calling the crew of Probe One. Mars Space Control calling the crew of Probe One. Come in, Captain Omega, and give us your location.

OMEGA: (speaking into a disk which is on a chain around her neck) Captain Omega to Mars Space Control. Lieutenant Iota, Sergeant Oop, and I have arrived on Earth without incident. We have taken shelter in this (indicates room) — this square place. Have you any idea where we are, Lieutenant Iota?

1. Who are the main crew members of Probe one?

2. What was the objective of the space Probe mission launched by the Martians?

3. The crew find themselves in some sort of Earth structure or shelter or room. What kind of infrastructure was it?

- a) Mars Space control
- b) The Centerville Public library
- c) The relay room and observatory
- d) The catalogue room.

4. What is the contextual synonym of 'any untoward happening'?

Short Answer Type Questions

1. Why did Think-Tank decide not to invade Earth?

Answer: Think-Tank misunderstood the nursery rhymes in the book *Mother Goose* and believed that Earthlings were more powerful than Martians. Fearing an attack on Mars, he cancelled the invasion plan.

2. How did Noodle prove to be wiser than Think-Tank?

Answer: Noodle remained calm and practical. He corrected Think-Tank's mistakes tactfully and later became the leader of Mars because of his wisdom and intelligence.

3. Why did the Martians think books were sandwiches?

4. What role did the book *Mother Goose* play in saving Earth?

Long Answer Type Questions

1. How did a simple book save the Earth from a Martian invasion?

Answer: The play *The Book That Saved the Earth* is a humorous science-fiction drama. The Martians landed in a library on Earth and found books. Since they had never seen books before, they misunderstood their purpose. Think-Tank, the ruler of Mars, wrongly interpreted the nursery rhymes in *Mother Goose* as secret messages about Earth's military strength. He believed that Earthlings possessed advanced weapons and were planning to attack Mars. Frightened by these misconceptions, he ordered the Martians to leave Earth immediately. Thus, a simple book of nursery rhymes saved Earth from invasion. The play highlights the importance of knowledge, books, and correct interpretation.

2. Describe the character of Think-Tank. How does his behaviour create humour in the play?

*****X*****

MODEL QUESTION PAPER WITH ANSWER

	KENDRIYA VIDYALAYA SANGATHAN, JABALPUR REGION	
	SESSION - 2026-27, SET -1	
	CLASS- X SUBJECT: ENGLISH LANGUAGE AND LITERATURE(184)	
	Time Allowed: 3 Hours Maximum Marks 80	
	General Instructions : Read the instructions very carefully and strictly follow them : (i) This question paper comprises 11 questions. All questions are compulsory. (ii) The question paper contains THREE sections – Section – A : Reading Skills Section – B : Grammar and Creative Writing Skills Section – C : Literature (iii) Attempt questions based on specific instructions for each Part.	
	Section – A (Reading Skill) - 20 Marks	
1.	Read the passage given below :	
	(1) If you're like most kids, you may love snow. Not only can it get you out of school, but it's also fun to play with. Who doesn't love to sled and build snowmen? Snow can also be dangerous, too. You may have heard your parents talk about how difficult it can be to drive in snow. Car accidents aren't the only dangers created by snow. If you're ever skiing in the mountains, you'll want to be aware of avalanches. An avalanche is a sudden flow of snow down a slope, such as a mountain. The amount of snow in an avalanche will vary based on many things, but it can be such a huge pile that it can bury the bottom of a slope in dozens of feet of snow. (2) Avalanches can be caused by many things. Some of them are natural. For example, new snow or rain can cause built up snow to loosen and fall down the side of a mountain. Earthquakes and the movement of animals have also been known to cause avalanches. Artificial triggers can also cause avalanches. For example, snowmobiles, skiers, gunshots and explosives have all been known to cause avalanches. Avalanches usually occur during the winter and spring, when snowfall is greatest. As they are dangerous to any living beings in their path, avalanches have destroyed forests, roads, railroads and even entire towns. (3) Warning signs exist that allow experts to predict – and often prevent – avalanches from occurring. When over a foot of fresh snow falls, experts know to be on the lookout for avalanches. Explosives can be used in places with massive snow build-ups to trigger smaller avalanches that don't pose a danger to persons or property. When deadly avalanches do occur, the moving snow can quickly reach over 80 miles per hour. Skiers caught in such avalanches can be buried under dozens of feet of snow. While it's possible to dig out of such avalanches, not all are able to escape. (4) If you get tossed about by an avalanche and find yourself buried under many feet of snow, you might not have a true sense of which way is up and which way is down. Some avalanche victims have tried to dig their way out, only to find that they were upside down and digging themselves farther under the snow rather than to the top. Experts suggest that people caught in an avalanche try to “swim” to the top of the moving snow to stay close to the surface. Once the avalanche stops, do your best to dig around you to create a space for air, so you can breathe easier. Then, do your best to figure out which way is up and dig in that direction to reach the surface and signal rescuers.	
	Based on your understanding of the passage, answer the questions given below :10 Marks	
(i)	Complete the sentence by choosing an appropriate option: Avalanche can be caused by (a) new snow or rain (b) heavy winds (c) high altitude (d) global warming	
(ii)	Comment on warning signs exist which allow experts to predict avalanches in two sentences.	

(iii)	Mention two reasons which destroyed the natural scenery.	
(iv)	Select the option that conveys the opposite of 'massive': (a) tiny (b) lengthy (c) bulky (d) extensive	
(v)	The writer will agree with one of the given statements (paragraph 4) (a) People caught in the Avalanche can try to swim to the top (b) Put on an oxygen Mask (c) Digging is not possible (d) Should not come close to the surface	
(vi)	Select the option that corresponds to the following relation below: You may not have an idea of which way is up and which way is down. (a) The crowd will gather at Gate No. 1 and disperse from Gate No. 2. (b) Due to the torrential rain, there was a heavy flooding. (c) The guest felt uneasy and uncomfortable watching the child's performance. (d) The more the effort, the bigger the gain.	
(vii)	The major causes which do not trigger an avalanche: (a) Earthquakes (b) Snow fall (c) Rain (d) Plastic waste	
viii)	Explosives can be used in places _____. (complete the sentence)	
(ix)	The word 'deadly' in the (3) paragraph most nearly means (a) likely to cause death (b) harmful (c) very boring (d) scary	
(x)	Select the most suitable title for the above passage: (a) Avalanches (b) Adventure with Snow (c) Ice Games (d) Calamity	
2.	Read the following passage carefully :	
	1. Unsafe water kills more people each year than do war and all other forms of violence combined. Meanwhile, our drinkable water sources are finite: less than 1 percent of the Earth's freshwater is actually accessible to us. Without action, the challenges will only increase by 2050, when global demand for freshwater is expected to be one-third greater than it is now. 2. Water is uniquely vulnerable to pollution. Known as a "universal solvent", water is able to dissolve more substances than any other liquid on Earth. Water pollution is the release of substances into subsurface groundwater or into lakes, streams, rivers, estuaries, and oceans to the point where the substances interfere with beneficial use of the water or with the natural functioning of ecosystems. In addition to the release of substances, such as chemicals, trash, or microorganisms, water pollution may also include the release of energy, in the form of radioactivity or heat, into bodies of water. The key causatives of water pollution in India are urbanisation, deforestation, industrial effluents and agricultural run-offs with the use of insecticides and pesticides. The other causes are social and religious offerings in water bodies and the use of detergents and fertilisers. 3. Water pollution can have disastrous consequences on the ecosystem. Furthermore, toxic chemicals can travel through the food chain and get into our bodies, causing diseases and death. 4. There is no single or simple answer to stop the water pollution crisis. However, there are many solutions to prevent water pollution, both in our daily lives and within industries. They are wastewater treatment, reducing plastic waste and water conservation. In addition to this, we must have water-efficient toilets, storm water management and ozone wastewater treatment.	
	Based on your understanding of the passage, answer the questions given below: 1x10=10 Marks	
(i)	Infer one reason for the following, based on information in para 1 . Less than 1 percent of the Earth's freshwater actually accessible to us.	

(ii)	Select the appropriate option to fill in the blank : Water is uniquely vulnerable to _____. (a) season (b) pollution (c) water bodies (d) extreme weather conditions																
(iii)	Complete the following analogy correctly with a word/phrase from paragraph 2 : vulnerable : resilient : : artificial : _____ (Clue : just as resilient is the opposite of vulnerable, similarly the opposite of artificial is _____.)																
(iv)	Select the correct option to complete the following sentence: Water pollution can have disastrous consequences on _____. (a) the ecosystem (b) weather conditions (c) unexpected rainfall (d) flash floods																
(v)	From the chart, identify two causes of water pollution in our homes.																
(vi)	Fill in the blank by selecting the correct option : One of the solutions of preventing water pollution is _____. (a) building industries near water bodies (b) water conservation and reducing plastic waste (c) avoiding swimming (d) reducing farming																
(vii)	Substitute the word causative with one word similar in meaning in the following sentence: The key causative of water pollution in India must be addressed.																
(viii)	According to the writer, water pollution is defined as _____. (Para 2)																
(ix)	List one way in which religious rituals impact water bodies.																
(x)	Select the most suitable title for the passage from the following: (a) Water Pollution A Concern (b) Unsafe Water A Menace (c) Universal Solvent Water (d) Global Concern An Urgent Need																
Section – B- Grammar and Creative Writing Skills [20 Marks]																	
3.	Attempt any Ten of the following questions : 1x10=10 Marks																
	i) Reena always _____ the truth. (a) speak (b) speaks (c) will speak (d) speaking																
	(ii) Select the correct option to fill in the blank for the given line: Bread and butter _____ my favourite breakfast. (a) is (b) am (c) are (d) has been																
	(iii) Read the conversation between two friends Ravi and Reena. Complete the sentence by reporting Reena's reply correctly. Ravi : "Reena, lend me hundred rupees". Reena : "I don't have it right now, but I will arrange it for you". Ravi asked Reena to lend him hundred rupees, to which Reena replied that _____.																
(iv)	Select the option that identifies the error and supplies the correction for the following line: I can run fast when I was young. <table border="1" data-bbox="252 1686 954 1946"> <thead> <tr> <th>Option No.</th><th>Error</th><th>Correction</th></tr> </thead> <tbody> <tr> <td>(a)</td><td>Was</td><td>is</td></tr> <tr> <td>(b)</td><td>Run</td><td>ran</td></tr> <tr> <td>(c)</td><td>Can</td><td>could</td></tr> <tr> <td>(d)</td><td>When</td><td>whence</td></tr> </tbody> </table>	Option No.	Error	Correction	(a)	Was	is	(b)	Run	ran	(c)	Can	could	(d)	When	whence	
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(a)	Was	is															
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(d)	When	whence															
v)	Complete the given narrative, by filling in the blank with the correct option : Heena _____ from fever since last Sunday. (a) suffered (b) will suffer (c) suffer (d) has been suffering																

	(vi) Fill in the blank by using the correct word in the bracket. Anyas _____ (eat) all the chocolates kept in the tray. (a) ate (b) eating (c) have eaten (d) eaten													
(vii)	Report the dialogue between a mother and a daughter by completing the sentence : Mother : Why are you looking so worried ? Daughter : My exams are approaching. In response to the question of the mother, the daughter replied that _____.													
(viii)	Identify the error in the given sentence: The ship Titanic and its crew was lost to the depths of the ocean. Use the given format for your response: <table><tr><td>Error</td><td>Correction</td></tr><tr><td></td><td></td></tr></table>	Error	Correction											
Error	Correction													
(ix)	Ritu and Randeep are talking. Report Ritu’s question. Ritu – Where are you going ? Ritu asked _____													
(x)	Fill in the blank by choosing the correct option, to complete the slogan : _____ smile and pass it to others. (a) Happy (b) Short (c) Always (d) Humble													
(xi)	Select the correct option to complete the narration of the dialogue between Anil and Sanjeev : Anil : Where are you going ? Sanjeev : To the airport. Anil : May I drop you there as I’m going in that direction ? Anil asked Sanjeev where he was going and offered to drop him as _____. (a) he could be going in that direction (b) he would be going in the direction (c) he is going in the direction (d) he was going in that direction													
(xii)	Identify the error in the newspaper headline. Attractive packages for different Tourist destination – Mizoram, Kashmir, Kerala, Goa. Use the given format for your response: <table><tr><td>Error</td><td>Correction</td></tr><tr><td></td><td></td></tr></table>	Error	Correction											
Error	Correction													
4. (A)	You are Geetu a resident of Shanti Nagar, Benguluru. You have just shifted to this new city and require a few furniture items and kitchen appliances for your house. Write a letter of order to Home and More, Mall road, Benguru placing an order for the same. OR	05 Marks												
(B)	You are Chetan, an IT Professional of Hyderabad. You want to raise awareness about the rising incidences of cyber-crimes. Write a letter to the editor of Cyber magazine “Info news”, highlighting the issue and suggesting measures to prevent such happenings.													
5. (A)	The increase in the number of news channels is indicative of their growth in popularity in terms of viewership. Write a paragraph analysing the given pie chart on what viewers like watching in news channels. (100 – 120 words)	5 Marks												
	<table><tr><th>Category</th><th>Percentage</th></tr><tr><td>News talk shows</td><td>32%</td></tr><tr><td>Interviews</td><td>6%</td></tr><tr><td>Breaking News</td><td>23%</td></tr><tr><td>News Debates</td><td>15%</td></tr><tr><td>News analysis</td><td>24%</td></tr></table>	Category	Percentage	News talk shows	32%	Interviews	6%	Breaking News	23%	News Debates	15%	News analysis	24%	
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(B)	Write an analytical paragraph based on the double bar graph showing the percentage growth in different sectors in a developing country from the year 2012 to 2022.													

	<table border="1"> <caption>Growth in Percentage (2012 vs 2022)</caption> <thead> <tr> <th>Sector</th> <th>2012 (%)</th> <th>2022 (%)</th> </tr> </thead> <tbody> <tr> <td>Education</td> <td>25</td> <td>12</td> </tr> <tr> <td>Private Sector</td> <td>18</td> <td>20</td> </tr> <tr> <td>Govt. Sector</td> <td>18</td> <td>18</td> </tr> <tr> <td>Medical</td> <td>12</td> <td>15</td> </tr> <tr> <td>Transport</td> <td>5</td> <td>10</td> </tr> <tr> <td>Agriculture</td> <td>13</td> <td>10</td> </tr> </tbody> </table>	Sector	2012 (%)	2022 (%)	Education	25	12	Private Sector	18	20	Govt. Sector	18	18	Medical	12	15	Transport	5	10	Agriculture	13	10	
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	SECTION-C LITERATURE (40 MARKS)																						
6.	Read the given extracts and answer the questions for ANY ONE of the two given. -5 Marks																						
(A)	Marriage gifts are meaningless without the sweet bread known as the bol, just as a party or a feast loses its charm without bread. Not enough can be said to show how important a baker can be for a village. The lady of the house must prepare sandwiches on the occasion of her daughter's engagement. Cakes and bolinhas are a must for Christmas as well as other festivals. Thus, the presence of the baker's furnace in the village is absolutely essential. i. In Goan village, what is meaningless without the sweet bread 'bol'? (1) a) Birthday parties b) Holi celebration c) Wedding gifts d) All the occasions ii. Find the word in the extract which means 'celebration meal'. (1) a) Charm b) Occasion c) Engagement d) Feast iii. The extract uses the phrase 'loses (its) charm'. Which of the following meaning is INCORRECT with respect to the word 'charm'? (1) a) Form b) Beauty c) Appeal d) flaw iv. What makes the presence of a baker's furnace in a Goan village indispensable? Write your answer in 40 words. (2)																						
	OR																						
(B)	"I returned another to you exactly like it. And it has taken us ten years to pay for it. You can understand that it was not easy for us who have nothing. But it is finished and I am decently content." Mme Forestier stopped short. She said, "You say that you bought a diamond necklace to replace mine?" "Yes. You did not perceive it then? They were just alike." i. 'You' in the first line is . (1) A. Mme Loisel B. Mr. Loisel C. Mme Forestier D. Mme Ramponneau ii. 'It' in the first line of the extract is referring to . (1) iii. Meaning of word 'content' is . (1) A. Things B. Satisfied C. Worried D. regretted iv. What took Loisel's ten years, and why? Elaborate your answer in about 40 words. (2)																						
7.	Read the given extracts and answer the questions for ANY ONE of the two given. 5 Marks																						
(A)	Read the extracts given below and answer the questions that follow: My head is full of whispers which tomorrow will be silent. Listen. The glass is breaking. The trees are stumbling forward into the night. Winds rush to meet them. The moon is broken like a mirror, its pieces flash now in the crown of the tallest oak. (i) Why would the whispers be silent tomorrow? (1) (ii) The forest undergoes tremendous transformation overnight. Discuss with reference to the poem "The Trees" (2) (iii) Which word in the stanza means the same as 'quiet'? (1) (iv) Which poetic device has been used in the last line 'its pieces flash now in the crown of the																						

	tallest oak.'	(1)	
	a) Simile b) Alliteration c) Imagery d) Personification		
	OR		
(B)	But if it had to perish twice, I think I know enough of hate To say that for destruction ice Is also great And would suffice. i. The poem is a _____, put across by the poet. (1) a) powerful warning b) heart-felt apology c) earnest appeal d) vengeful threat ii. The statement/ phrase which is self-contradictory or paradoxical in the above lines is (1) iii. Pick the option that is NOT TRUE about the poet according to the extract. (1) The poet a) Is inclined to believe that the world would most likely end with fire. b) Has heard divided opinions about the way the world would end in all likelihood. c) Preaches love and kindness to combat the spread of hate among all. d) Declares the power of ice to be as destructive as that of fire. iv. Figure out two potential reasons for the destruction of the world stated in the poem “fire and ice” and their implied meaning or vices discussed in the poem. (2)		(1)
8.	Answer ANY FOUR of the following five questions, in about 40-50 words. (3×4=12)Marks		
	i. State two ways in which the oppressor and the oppressed are similar, according to Mandela. ii. How is the Coorgi tradition of courage and bravery recognized in modern India? iii. “There is a great difference between divine love and human love.” Justify the statement with reference to the poem ‘For Anne Gregory’. iv. How does the boy sense his first loss and first responsibility? v. What was the reason behind Rajvir's excitement?		
9.	Answer ANY TWO of the following three questions, in about 40-50 words. (3×2=6)Marks		
	i. Why does Valli refuse to look out of the window on her way back? ii. Why did Matilda not like to visit her rich friend? iii. Describe Ausable's make-believe story of the balcony?		
10.	Answer ANY ONE of the following two questions, in about 100-120 words. 6 Marks		
	(A) How does Amanda tackle the nagging nature of her parents? Explain with examples from the poem. What values does it portray about Amanda? OR (B) “Don’t you worry, Pitaji! In your old age I will serve you and mother.” Through the statement the narrator wants to highlight moral values Bholi was imbued with. Based on the reading of the lesson, what made Bholi aware of the rights and how did she use them?		
11.	Answer ANY ONE of the following two questions, in about 100-120 words. 6 Marks		
	(A) Scientists contribute to make the world a better place. Griffin is an antithesis to this statement. Justify. OR (B) ‘Contentment is a great wealth.’ Explain with reference to Matilda- the main character of this story ‘The Necklace’. Give a brief character sketch of Ebricht’s mother.		

MARKING SCHEME SET - 1

Q.1	Reading Comprehension (1×10=10)	Marks
i	(a) new snow or rain	1
ii	Warning signs help experts predict avalanches and take preventive steps.	1
iii	Any two: forests/roads/railroads/towns destroyed	1

iv	(a) tiny	1
v	(a) People caught can try to swim to the top	1
vi	(a)	1
vii	(d) Plastic waste	1
viii	with massive snow build-ups	1
ix	(a) likely to cause death	1
x	(a) Avalanches	1
Q.2	Reading Comprehension (1×10=10)	Marks
i	Only very small fraction is drinkable and accessible	1
ii	(b) pollution	1
iii	natural	1
iv	(a) ecosystem	1
v	Any two: detergents/plastic/fertilizers	1
vi	(b) water conservation and reducing plastic waste	1
vii	cause/reason	1
viii	Release of harmful substances into water bodies	1
ix	Religious offerings pollute water bodies	1
x	(a) Water Pollution – A Concern	1
3.	Grammar 1x10= 10 Marks	
	i. (b) speaks ii. (a) is iii. Reena replied that she did not have it then but would arrange it for him. iv. Error: Can → Correction: Could v. (d) has been suffering vi. (a) ate vii. Daughter replied that her exams were approaching. viii. Error: was → Correction: were ix. Ritu asked where he was going. x. (c) Always xi. (d) he was going in that direction xii. Error: destination → Correction: destinations	
4.	Letter Writing 5 Marks	
(A)	• Format (1 Mark): Sender address (Geetu, Shanti Nagar), Date, Receiver & address (Home and More), Subject, Salutation, Closing. • Content (2 Marks): Explicit item names (sofa, dining set, microwave, etc.) in a clear tabular request format with explicit delivery guidelines. • Expression (2 Marks): Coherent phrasing, formal demand tone, and accurate grammatical structures.	
4.(B)	• Format (1 Mark): Official standard formal layout. • Content (2 Marks): Emphasize exponential spike in cyber threats (phishing, financial identity thefts). Propose concrete remediation steps: cyber hygiene, multi- factor verification, and mass awareness. • Expression (2 Marks): Persuasive editorial discourse and professional clarity.	
5.	Analytical paragraph 5 Marks	

(A)	• Content (2 Marks): Accurate tracking of news segment viewership percentages: News talk shows leading (32%), closely tracked by Analysis (24%) and Breaking News (23%), Debates at 15%, and Interviews trailing at 6%. • Organisation & Expression (2 Marks): Fluid comparative transitions, trend syntax, concise summary. Accuracy (1 Mark)	
5. (B)	• Content (2 Marks): Dissect growth shift between 2012 and 2022. Note massive drop in Education growth, flat status in Government sector, and sharp upward spikes in Private, Medical, and Transport sectors. • Organization & Expression (2 Marks): Structured comparative logic. Accuracy (1 Mark)	
6.(A)	i. c) Wedding gifts ii. d) Feast iii. d) flaw iv. The baker furnace is absolutely critical because traditional delicacies dictate social life: is crucial for marriages, sandwiches for daughter engagement, and cakes/bolinhas for Christmas and other cultural celebrations.	1 1 1 2
6.(B)	i. C. Mme Forestier ii. The genuine diamond necklace borrowed by Matilda. iii. B. Satisfied iv. The Loisels spent an entire decade executing intense manual labor and sacrificing all basic comforts to completely repay the heavy loan of 36,000 francs taken to purchase a look-alike replacement necklace.	1 1 1 2
7.(A)	i. The whispers will fall silent because the trees are breaking boundaries to escape into their true home, the open forest. ii. The roots aggressively pull free from floor cracks, leaves strain against window panes, boughs stretch beneath ceilings, and open night winds welcome them. iii. silent iv. c) Imagery (Also accept Simile if evaluated for line 4 specifically).	1 2 1 1
7.(B)	i. a) powerful warning ii. perish twice iii. c) Preaches love and kindness to combat the spread of hate among all. iv. Two core vices: Fire symbolises insatiable human desire, greed, and lust, while Ice represents cold hatred, indifference, and emotional detachment.	

8 (i) 8 (ii) 8 (iii) 8 (iv) 8 (v)	(Content–2, Organisation–1) Nelson Mandela asserts that both the oppressor and the oppressed are fundamentally similar because both are stripped of their basic humanity. The oppressor is locked inside a cage of hatred and prejudice, while the oppressed is trapped by physical subjugation. The courage and bravery of Coorgis are recognized through the celebrated Coorg Regiment, one of the most highly decorated units in the Indian Army. Additionally, the first Chief of the Indian Army, Kodandera Madappa Cariappa, was a Coorgi. They are also the only citizens legally permitted to carry firearms without a license. Human love is inherently conditional, shallow, and often focused on external physical appearance, such as Anne’s beautiful yellow hair. Conversely, divine love is unconditional and rises above superficial looks to value a person’s true inner soul and character. When his ball slips into the harbour water, the young boy experiences a deep realization of life’s temporary nature. He faces his first true sense of loss and understands the importance of responsibility in a world shaped by possessions and experiences. Rajvir was deeply excited because he was seeing the vast, lush green tea plantations for the first time in his life. The scenic beauty, along with rows of neatly pruned tea bushes against dense trees, fascinated him greatly.	
9.(i)	Valli feels deep grief and shock on her return journey when she sees the same young cow, which had been running joyfully earlier, now lying dead by the roadside. This painful sight completely destroys her excitement and joy.	
9.(ii)	Matilda disliked visiting her wealthy friend because the contrast between her friend’s luxurious lifestyle and her own modest life filled her with envy, frustration, and dissatisfaction. It made her feel deeply unhappy about her social status.	
9.(iii)	Ausable created a highly convincing false story about a balcony beneath his hotel room window. He claimed that intruders had previously entered through it. This clever lie frightened Max and ultimately tricked him into jumping to his death.	
10.(A)	Amanda mentally escapes her parents’ constant interference by retreating into vivid daydreams. Whenever she is scolded, she imagines herself as a lonely mermaid drifting peacefully in the sea, an orphan wandering freely in the streets, or Rapunzel living alone in a quiet tower. These fantasies reveal her strong desire for freedom, personal space, and independence away from constant criticism and control.	
10.(B)	Bholi’s educational journey under the guidance of her compassionate teacher transforms her from a timid, stammering girl into a confident and self-aware woman. Education helps her understand her dignity and rights. During her wedding, she courageously rejects Bishamber, an elderly greedy man demanding dowry, and chooses self-respect over compromise.	
11. (A)	(Content–3, Expression–2, Accuracy–1) Scientists are expected to use knowledge for the welfare of society, but Griffin acts in the opposite manner. Driven by selfishness and arrogance, he misuses his discovery of invisibility for personal gain and revenge. He commits theft, arson, violence, and terrorizes innocent people. Griffin proves that science without ethics can become dangerous and destructive.	6 Marks
11. (B)	Matilda / Ebright’s Mother Matilda: Matilda’s lack of contentment leads to her downfall. Dissatisfied with her middle-class life, she constantly dreams of wealth and luxury. Her vanity makes her borrow a necklace, and losing it forces her into years of poverty and hardship, ruining her youth and beauty. Ebright’s Mother: Richard Ebright’s mother played a vital role in shaping his scientific career. She	6 Marks

constantly encouraged his curiosity by providing books, cameras, telescopes, and especially the book The Travels of Monarch X. Her support laid the foundation for his success as a scientist.	
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KENDRIYA VIDYALAYA SANGHATAN
SAMPLE QUESTION PAPER 2026-27
ENGLISH - X (Language & Literature) Set - II

Time: 3hrs

Maximum Marks: 80

General Instructions:

- (i) The Question paper is divided into three sections:
 Section A - Reading 20 Marks
 Section B – Writing skills and Grammar 20 Marks
 Section C – Literature 40 Marks
- (ii) All questions are compulsory.
- (iii) You may attempt any section at a time.
- (iv) All questions of that particular section must be attempted in the correct order
- (v) This paper contains 1 to 11 questions

	SECTION A: Unseen Passage (12Marks)
Q1.	Read the following passage carefully and answer the questions that follow:
(1)	Cardamom, the Queen of all spices, has a history as old as the human race. It is the dried fruit of a herbaceous perennial plant. Warm humid climate, loamy soil rich in organic matter, distributed rainfall and special cultivation and processing methods all combine to make Indian cardamom truly unique in aroma, flavour, size and it has a parrot green colour.
(2)	Two types of cardamom are produced in India. The first type is the large one, which has not much significance as it is not traded in the future market. It is cultivated in the North-eastern area of the country. The second type is produced in the Southern states and these are traded in the future market. These are mainly cultivated in Kerala, Tamil Nadu and Karnataka. As per the future market rules, only 7 mm quality was previously traded in exchanges. But later, it relaxed its norms, and now 6 mm quality is also traded in the exchanges. The small variety, known for its exotic quality throughout the world, is now traded in India's commodity future exchanges. Traditional auction markets also exist for trading in small cardamom in the country.
(3)	Cardamom is an expensive spice, second only to saffron. It is often adulterated and there are many inferior substitutes from cardamom-related plants such as Siam cardamom, Nepal cardamom, Winged Java cardamom, etc. However, it is only Elettaria cardamom which is the true cardamom. Indian cardamom is known in two main varieties: Malabar cardamom and Mysore cardamom. The Mysore variety contains levels of cineol and limonene and hence is more aromatic. India was the world's largest producer and exporter of cardamom till the 1980s. By 1990s Guatemala emerged as the leading producer and exporter of cardamom.
(4)	The main harvest season of cardamom in India is between August-February. Cardamom reaches yielding stage two years after planting. The primary physical markets of cardamom are Kumily, Vandenmedu, Thekkady, Puliarmala in Kerala and Boddynaikkannur and Cumbam in Tamil Nadu. Cardamom auctions also take place in Sakalespur and Sirsi in Karnataka. North India is the main market for cardamom produced in the country. Normally, domestic demand goes up during the major festivals such as Diwali, Dussehra and Eid. Colour, size and aroma are the major variables that shape cardamom prices in the Indian market. Cardamom price formation in India is also influenced by the output in Guatemala as that country controls the global markets
(5)	Kerala is the main producer of cardamom and contributes up to 60% in total production. Karnataka produces around 25% cardamom of the total production. Ooty is the main producer of cardamom in

	Tamil Nadu and contributes around 10-15% of the total production. Besides India, Guatemala also produces around 2,200 tons of cardamom. On the other hand, India produces nearly 1,000-2,000 tons of cardamom per year. Due to low quality of cardamom from Guatemala, it remains available at cheaper rates. Moreover, cardamom of Indian origin fetches \$ 3-4 per kilogram higher rates than the ones from Guatemala.
Q.	Answer the following questions:
(i)	Indian cardamom is unique because of its: a) aroma, flavour and size b) parrot green colour c) processing methods d) all of these
(ii)	Which of the following is not the feature of second type of the cardamom? a) It is produced in the Southern states b) It is traded in the future market c) It is produced in Kerala, Tamil Nadu and Karnataka d) It is produced in Kerala, Tamil Nadu and Andhra Pradesh
(iii)	What is special about the Mysore quality of cardamom? a. It is more expensive than saffron. b. It contains cineol and limonene c. It is the least aromatic d. It is the true cardamom
(iv)	Which of the following is true about the role of Guatemala cardamom in the global market? a) Guatemala is the second largest producers and exporter of cardamom in the world. b) It has no control on global market. c) Guatemala produces around 2000-ton cardamom per year. d) None of these
(v)	“North India is the main market for cardamom”. Explain with reference to the passage.
(vi)	Which of the following is the harvest season of the cardamom in India? a) August and January b) July and December c) August and February d) August and March
(vii)	Which of the following is the adulterated cardamom? a) Elettaria cardamom b) Winged Java cardamom c) Malabar cardamom d) Mysore cardamom
(viii)	The price of cardamom is shaped in the Indian market by. a) Colour, size and aroma of cardamom b) production of cardamom in Guatemala c) only b d) both a and b
(ix)	Synonym of ‘fragrance’: (a) herbaceous (b) loamy (c) aroma (d) humid
	Make poor in quality by adding another substance: (a) adulterate (b) emerged (c) contribute (d) remain
(x)	Give a suitable title to this passage as per your understanding.
(xi)	Elaborate the role of Cardemomin Indian market.
(xii)	Indian cardamom is unique because of its: a) aroma, flavour and size b) parrot green colour c) processing methods d) all of these
Q.2.	Read the following passage and answer the questions that follow: (08 marks)
(1)	Water is one of the most essential resources on Earth, yet it is often taken for granted. Despite its abundance, the reality is that only a small fraction of the world’s water is fresh and available for human use. With increasing populations, climate change, and industrial demands, the pressure on our water resources is growing. This makes water conservation not just a collective responsibility but a crucial individual duty. Each person’s effort towards conserving water can significantly impact the preservation of this vital resource for future generations.
(2)	One of the primary reasons individual water conservation efforts are so important is the cumulative effect of small actions which may seem trivial on their own. However, when multiplied by millions of people, these actions can lead to substantial water savings. For example, a single dripping tap can waste over 15 litres of water a day. Imagine the water saved if every household in a city repaired just one leaky faucet. This highlights the power of collective individual actions in reducing water waste.

(3)	Moreover, personal efforts towards water conservation often led to greater awareness and education. When individuals take steps to conserve water, they become more conscious of their water usage and the importance of this resource. This awareness can then spread within communities, inspiring others to adopt similar practices. For instance, a family that installs water-saving devices in their home may encourage neighbours and friends to do the same, creating a ripple effect. This grassroots approach to conservation can be particularly effective in areas where larger-scale initiatives may be slow to implement or lacking in support
(4)	In addition to daily habits, individuals can also make a difference through more significant lifestyle choices. For instance, opting for drought-resistant plants in gardens and supporting water-efficient agriculture can all contribute to water conservation. Agriculture, especially livestock farming, is one of the largest consumers of water globally. By supporting sustainable farming practices, individuals can indirectly reduce the water footprint of their food.
(5)	Critics might argue that individual efforts are negligible compared to the large-scale water consumption by industries and agriculture. However, this perspective overlooks the potential for individual actions to drive systemic change. When people collectively make water-conscious choices, they send a powerful message to businesses and policymakers about the importance of conservation.
(6)	Each person's commitment to saving water, no matter how small, contributes to a larger culture of sustainability. By making conscious choices and spreading awareness, individuals can help ensure that future generations have access to the clean, fresh water they need to thrive. Water conservation is not just the responsibility of governments and industries; it is a shared duty that begins with each of us. Based on your understanding of the passage, answer the questions given below.
	Answer the following questions:
i)	In paragraph 1, what does the phrase 'each person's effort towards conserving water can significantly impact the preservation of this vital resource' emphasize? 2 Marks
ii)	Complete the following with the correct option from the two given. Water is often taken for granted, despite its essential nature because _____. a) it is abundant and always easily accessible, making people less aware of its usage b) its importance is not always recognized, leading people to overlook its value. (paragraph 1)
iii)	Support the writer's idea that small individual actions towards water conservation are not trivial. (paragraph 2) 2MARKS
iv)	Select the option that best reflects the concept of a 'ripple effect' in the context of student life at school. (paragraph 3) A. A student's act of volunteering at a local charity leads to the school administration organizing a large-scale fundraising event. B. A student who consistently follows good study practices inspires classmates to improve their own study routines, creating a culture of academic excellence in the class.
v)	The writer mentions 'sustainable farming practices' in paragraph 4. Which of the following is a sustainable farming practice? A. Using chemical fertilizers and pesticides extensively to increase crop yields. B. Clearing large areas of natural vegetation to expand farmland for organic farming. C. Implementing crop rotation and using organic compost to maintain soil health. D. Relying solely on monoculture farming to maximise production efficiency.
vi)	Fill in the blank with the correct option from those given. (paragraph 6) In the phrase 'culture of sustainability,' the word 'culture' refers to _____. A. A set of beliefs and practices shared by a group. B. The artistic and traditional practices specific to a community's heritage. C. The lifestyle habits and choices that are popular among the urbane. D. The techniques and methods used in development efforts.
	SECTION B: Writing & Grammar (20 Marks)
Q.3.	Attempt ANY ONE of the following in about 120 words: 5

a.	You are Vaishali/Vishal, a student of Class X of PQS Public School, Lancer Road, Cold town. You travel by the school bus every day. The seating capacity of the bus is 35 students but there is over-crowding and many students remain standing through most of the journey. Write a letter to the Principal, drawing attention to this inconvenience, the dangers, and requesting for a resolution to the situation.																										
	OR																										
b.	You are Vaidehi/Vishal, a gym trainer. You want to volunteer an hour every weekend to provide free yoga classes to the residents of your colony in the community park. Write a letter to the President of the RWA, Purv Colony, Vrikshbagh, telling him about your plan and its advantages and requesting him to grant you permission to do so.																										
Q4.	Attempt ANY ONE of the following in about 120 words: 5																										
a.	Read the following details: Kharif and Rabi crops play a pivotal role in agriculture in India. Analyze the data given below and write an analytical paragraph by drawing a comparison between the two. <table><tr><td>Aspect</td><td>Kharif crop</td><td>Rabi crop</td></tr><tr><td>Sowing season</td><td>June to July</td><td>October to November</td></tr><tr><td>Harvesting season</td><td>September to October</td><td>March to April</td></tr><tr><td>Major crops</td><td>Rice, Maize, Cotton, Groundnut, Soybean</td><td>Wheat, Barley, Soybean, Mustard, Peas, Gram</td></tr><tr><td>Rainfall required</td><td>High</td><td>Low to moderate</td></tr><tr><td>Regions dominated</td><td>East and South India</td><td>Northwest and Central India</td></tr><tr><td>Irrigation dependency</td><td>Less, as it is monsoon-based</td><td>High, as it requires irrigation</td></tr><tr><td>Temperature required</td><td>Warm and humid</td><td>Cool and dry</td></tr></table>			Aspect	Kharif crop	Rabi crop	Sowing season	June to July	October to November	Harvesting season	September to October	March to April	Major crops	Rice, Maize, Cotton, Groundnut, Soybean	Wheat, Barley, Soybean, Mustard, Peas, Gram	Rainfall required	High	Low to moderate	Regions dominated	East and South India	Northwest and Central India	Irrigation dependency	Less, as it is monsoon-based	High, as it requires irrigation	Temperature required	Warm and humid	Cool and dry
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Temperature required	Warm and humid	Cool and dry																									
	OR																										
b.	Read the given details about sleep patterns and their effects. - restores energy - enhances immunity - promotes emotional well-being - benefits concentration and productivity - oversleep leads to fatigue, weight gain and irritability Analyse the details and write an analytical paragraph on the importance of sleep in maintaining physical health, mental well-being, and academic performance.																										
Q5.	Attempt ANY TEN of the following twelve tasks, as directed. 1 X10=1																										
i.	Fill in the blank by using the correct form of the word in the brackets, for the given portion of a report. 1 The auto driver did not sustain injuries, though the passenger who was _____ (sit) in the auto was injured.																										
ii.	Read the given sentence from a story. Identify the error and supply the correction in the sentence. 1 The fisherman requested the guards to let him go to meet the king, but they demands half of the profit from his reward. Use the given format for your response. <table><tr><td>Error</td><td>Correction</td></tr><tr><td></td><td></td></tr></table>			Error	Correction																						
Error	Correction																										
iii	Fill in the blank by choosing the correct option given in the brackets: 1 _____ (All/Many/Each) girl in the class must have her/their own book.																										
iv.	Report the dialogue between a mother and her son by completing the sentence: 1 Mother: What have you bought from the store? Son: A soft toy, mother.																										

	Mother: How much did you pay for it? Son: All the money father gave me yesterday. The mother asked her son what he had bought from the store. He replied that he had bought a soft toy. Then his mother enquired how much he had paid for that. Upon this he said that _____.				
v.	Fill in the blank by using the correct form of the word in the brackets, for the given portion of a letter. 1 I believe that with your support and _____ (cooperate), we can find a mutually agreeable solution that meets the expectations of all stakeholders involved.				
vi.	Fill in the blank by choosing the correct option, to complete the line of a notice placed on the notice board of a company. 1 Please be informed that there will be a staff meeting in the conference room on Friday, 7th June, at 10:00 a.m. It is _____ for all to attend. (mandatory/obligatory/indispensable)				
vii.	Identify the error and supply correction for the given sentence from a preface of a book. 1 Writing this book have been a journey of exploration and discovery. Use the given format for your response <table border="1"> <tr> <td>Error</td><td>Correction</td></tr> <tr> <td> </td><td> </td></tr> </table>	Error	Correction		
Error	Correction				
viii.	Complete the line from a 'Save the Environment' song, by filling the blank with the correct option. Pollution, pollution, its time to take a stand, for the health of our planet, we've got to lend a hand, Reduce, reuse, recycle, that's the key, _____ our world for you and me. (A) for preserve (B) to preserve (C) to preserved (D) for preserved				
ix.	Report the dialogue between two friends by completing the sentence: 1 Harry: Good morning, Bobby, how do you do? Bobby: Quite well, thank you; but these are hard times. Harry wished Bobby good morning and enquired about his well-being. Bobby thanked him and said that he was quite well, but remarked _____.				
x.	Complete the given sentence by filling in the blank with the correct option. 1 After she _____ her homework, Anaisha finally relaxed and watched a movie with her friends. (A) finished (B) had finished (C) have finished (D) will finish				
xi.	Select the correct option to complete the reporting of the dialogue given below: 1 My sister said to me, "I have washed my new dress." (A) My sister told me that she had washed her new dress. (B) My sister asked me that she was washing her new dress. (C) My sister told me that she has being washed her new dress. (D) My sister replied me that she has been washed her new dress.				
xii.	Fill in the blank by choosing the correct option, to complete a description of Notice Writin A notice is a type of social _____ (conversation/conveyance/communication) used to notify or present information to a specific set of people.				
Section C: Literature (40 Marks)					
Q6.	Read the following extracts and answer the questions for ANY ONE of the following: 5 <i>The postmaster — a fat, amiable fellow — also broke out laughing, but almost immediately he turned serious and, tapping the letter to his desk, commented, "What faith! I wish I had the faith of the man who wrote this letter. Starting up a correspondence with God!" So, in order not to shake the writer's faith in God, the postmaster came up with an idea: answer the letter.</i> (A Letter to God) (i) Justify the following statement: "What faith! I wish I had the faith of the man who wrote this letter." 1 (ii) Fill in the blank with a correct word from the brackets. The postmaster turned serious on seeing the letter addressed to God because he realized that the writer had _____ (immense/limited) faith in God. 1				

	(iii) Examine the portrayal of the postmaster in the given extract. 2
	(iv) Why did the postmaster initially laugh on seeing the letter? 1
	(A) It was a blank sheet of paper. (B) He lacked faith in God.
	(C) He had received such letters earlier. (D) He had never known such an address.
	OR
(b)	<i>LOMOV : It's cold... I'm trembling all over, just as if I'd got an examination before me. The great thing is , I must have my mind made up. If I give myself time to think, to hesitate, to talk a lot, to look for an ideal, or for real love, then I'll never get married. Brr...It's cold! Natalya Stepanovna is an excellent housekeeper, not bad-looking, well-educated. What more do I want? But I'm getting a noise in my ears from excitement. (Drinks) And it's impossible for me not to marry. In the first place, I'm already 35— a critical age, so to speak. In the second place, I ought to lead a quiet and regular life. I suffer from palpitations, I'm excitable and always getting awfully upset; at this very moment my lips are trembling, and there's a twitch in my right eyebrow.</i> (The Proposal) 1. Which of the following is NOT a reason why Lomov thinks he must marry? 1 A. He is already 35 years old. B. He suffers from palpitations. C. He is excitable and easily upset. D. He is in love with Natalya. 2. Explain the statement of Lomov, when he says “What more do I want”? 1 3. Read the following descriptions (a)-(c) and identify which one correctly corresponds to the extract. 1 (a) A debate is a formal discussion on a particular topic, usually with two or more people presenting different viewpoints and arguments. (b) A soliloquy is a speech given by a character alone on stage, which reveals their innermost thoughts and feelings to the audience. (c) An aside is a brief comment or remark made by a character directly to the audience, which is not intended to be heard by other characters on stage.
	4. Why does Lomov want to marry Natalya? 2
Q.7.	Read the following extract and answer the questions for ANY ONE of the two :
A.	<i>" If ever you should go by chance To jungles in the east; And if there should to you advance A large and tawny beast, If he roars at you as you're dyin' You'll know it is the Asian Lion. "</i>
	I. Which of the following terms can be applied to the line “If he roars at you as you’re dyin’” from the stanza: 1 (a) Metaphor – comparing two different things without using “like” or “as.” (b) Realism – showing things as they are in real life. (c) Hyperbole – using extreme exaggeration for effect. (d) Personification – giving human qualities to animals or objects.
	II. Complete the analogy 1 Sea: Blue :: Tawny _____
	III. What is the tone of the poem? 1 A. Sarcastic B. Humorous C. Sad D. Mournful
	IV. Based on the extract, what is the primary characteristic that helps identify the Asian Lion? 2
	OR
	<i>I heard an old religious man But yesternight declare That only God, my dear, Could love you for yourself alone And not your yellow hair.</i>
	I. What does “yellow hair” symbolize in the poem? 1 A. Wisdom and intelligence B. Beauty and outward appearance

	C. Faith and devotion	D. Pride and arrogance
	II. Which idea does the poet highlight through the words “only God... could love you for yourself alone”?	
	A. Human love is equal to divine love.	B. Divine love is selfless and unconditional.
	C. God values physical beauty the most.	D. Love depends on material possessions.
	III. What does the phrase “love you for yourself alone” emphasize?	
	A. Loving someone for their wealth.	B. Loving someone for their appearance.
	C. Loving someone for their inner qualities.	D. Loving someone because of fame.
	IV. What does the old religious man say about true love in these lines? What does he imply about Anne Gregory's yellow hair?	
Q.8.	Answer the following questions in about 40-50 words. (ANY FOUR) 3x4 =12	
	a. Do you think the tiger in the poem had lost its natural instinct due to captivity? Support with reference to the poem <i>Tiger in the Zoo</i> .	
	b. "The oppressed and the oppressor alike are robbed of their humanity"? Elucidate. (Nelson Mandela: Long Walk to Freedom)	
	c. How does frost use metaphor in fire and ice to convey deeper meaning in the poem?	
	d. Why does Lomov faint during the argument with the Chubakov's? What ailments is Lomov suffering from in the play?	
	e. Owning a pet is a lifetime commitment. How does Gavin Maxwell prove this in the story <i>Mijbil the Otter</i> ?	
Q.9.	Answer ANY TWO of the following three questions in about 40-50 words. 3x2=6	
	a. Mrs. Pumphery loved Tricki too much and overfed it. How does overfeeding of Tricki impact its health in ‘ <i>A Triumph of Surgery</i> ’?	
	b. Briefly evaluate the statement that ‘the teacher was an artist and Bholi was her masterpiece’.	
	c. How does ‘The Thief’s Story’ highlight the importance of trust as a key element in building meaningful and lasting relationships?	
Q.10.	Answer ANY ONE of the following two questions, in about 100-120 words. 6 Marks	
	You have been chosen to address a student gathering from the neighbourhood schools, to speak on the resilience of human spirit required to transcend discrimination. Prepare the speech draft in not more than 120 words, with reference to the commonality of themes in <i>Nelson Mandela: Long Walk to Freedom</i> . You may begin this way: <i>Good morning, everyone. Today, I’d like to discuss two pieces of literature that offer a powerful insight into the resilience of the human spirit required to transcend discrimination.</i> You may end this way : <i>To conclude, I’d like to say that ... Thank you.</i>	
	OR	
	You have been asked to present an evaluation of the approaches of the mothers of both, the baby seagull and Amanda, towards helping their children. Write this presentation draft including your insights, in about 120 words, comparing the approaches of both parents.	
Q.11.	Answer the following questions in about 100-120 words. (ANY ONE)	
	“ We are too involved in materialistic things, and they don’t satisfy us. The loving relationships we have, the universe around us, we take these things for granted.” Matilda was never satisfied with her life and desired more. The given quote reflects her character. Justify.	
	OR	
	Anil’s acceptance and forgiveness of the thief demonstrates empathy and generosity. Elaborate. (<i>The Thief’s Story</i>)	

MARKING SCHEME SET - II

Q.No.	Answer	Marks
i	d) all of these	1
ii	d) Kerala, Tamil Nadu and Andhra Pradesh	1

iii	b) Contains cineol and limonene	1				
iv	d) None of these	1				
v	North India is the main market due to high festive demand.	1				
vi	c) August and February	1				
vii	b) Winged Java cardamom	1				
viii	d) Both (a) and (b)	1				
ix	c) aroma	1				
x	a) adulterate	1				
xi	Suitable title: Cardamom – The Queen of Spices (or equivalent)	1				
xii	Cardamom is an important cash crop; prices depend on quality, demand and Guatemala's production.	1				
	Q.2 Answers i. Each individual effort contributes to conserving water; collectively these efforts preserve water for future generations. ii. b) Its importance is not always recognized. iii. Small actions create a cumulative effect. Repairing leaking taps saves water; when many people do this, large quantities are conserved. iv. b) Student inspires classmates to improve study habits. v. C) Crop rotation and organic compost. vi. A) A set of beliefs and practices shared by a group.	(2 marks) (2 marks)				
	SECTION B 20 MARKS CREATIVE WRITING SKILLS AND GRAMMAR Q3. Letter Writing: Any one from (A) and (B) given below 5 Content- 2 marks, Format - 1 mark Accuracy - 2 mark (Spelling, Punctuation and Grammar) 4. Analytical paragraph Content- 2 marks Format - 1 mark Accuracy - 2 mark					
	Full credit - 1 mark for correct answer, no partial credit. Q5. Complete Any Ten of the following twelve tasks, as directed. 10 (i) sitting 1 (ii) 1 <table><tr><td>Error</td><td>Correction</td></tr><tr><td>demands</td><td>demanded</td></tr></table> (iii) Each 1 iv) (Any one) 1 • He paid all the money father had given him the previous day/ last day • All the money father had given him the previous day/ last day v. co-operation 1 vi. mandatory 1 vii. have – has 1 viii. (B) to preserve 1 ix. that those were hard times 1 x. (B) had finished 1 xi. (A) - My sister told me that she had washed her new dress. 1	Error	Correction	demands	demanded	
Error	Correction					
demands	demanded					

	xii. communication	1	
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Q.6. PROSE BASED EXTRACT (ANY ONE)

5 MARKS

(a) A Letter to God

- (i) The statement shows Lencho's unwavering and complete faith in God. He firmly believed that God would help him in his time of need and therefore wrote a letter asking for money.
- (ii) The postmaster turned serious on seeing the letter addressed to God because he realized that the writer had **immense** faith in God.
- (iii) The postmaster is portrayed as a kind, sympathetic, and thoughtful person. He respected Lencho's faith and decided to answer the letter so that Lencho's trust in God would not be shaken.
- (iv) (D) He had never known such an address.

OR

(b) The Proposal

- 1. (D) He is in love with Natalya.
- 2. When Lomov says, "What more do I want?", he means that Natalya possesses all the qualities he desires in a wife. She is attractive, educated, and a good housekeeper, so he feels she is a suitable match.
- 3. (b) **A soliloquy** is the correct description.
- 4. Lomov wants to marry Natalya because he believes she is a practical and suitable life partner. He is thirty-five years old, wishes to lead a settled life, and thinks Natalya's qualities make her an ideal choice for marriage.

Q.7. POEM BASED EXTRACT (ANY ONE)

5 MARKS

(A) How to Tell Wild Animals

I. (c) **Hyperbole** – using extreme exaggeration for effect.

II. Sea : Blue :: Tawny : **Brownish-yellow**

III. B. Humorous

IV. The primary characteristic that helps identify the Asian Lion is its loud roar. If a large tawny beast roars at a person, it can be recognized as the Asian Lion.

OR

Q.7 (B) Anne Gregory

I. B. Beauty and outward appearance

II. B. Divine love is selfless and unconditional.

III. C. Loving someone for their inner qualities.

IV. The old religious man says that only God can truly love a person for their inner self and not for physical appearance. He implies that people admire Anne Gregory mainly for her beautiful yellow hair rather than her true personality.

Q.8 (Any Four)

3X 4 =12

- (a) Yes, the tiger seems to have lost its natural instincts due to captivity. Instead of roaming freely in the jungle and hunting prey, it helplessly walks within the confines of the cage, showing frustration and helplessness.
- (b) Mandela means that both the oppressed and the oppressor lose their humanity. The oppressed suffer injustice and loss of freedom, while the oppressor becomes trapped in hatred and prejudice. Thus, discrimination harms both groups.
- (c) In *Fire and Ice*, Frost uses fire as a metaphor for desire and ice as a metaphor for hatred. Through these metaphors, he conveys that uncontrolled emotions can destroy the world and human relationships.
- (d) Lomov faints because of the intense argument and emotional excitement during his quarrel with Natalya and Chubukov. He suffers from palpitations, nervousness, excitement, trembling lips, and twitching eyebrows.
- (e) Gavin Maxwell proves that owning a pet is a lifetime commitment by taking complete responsibility for Mijbil's care and comfort. He patiently nurtures the otter, understands its needs, and treats it with affection and dedication.

Q.9 (Any Two)

3 X 2 =6

a) Mrs. Pumphrey's excessive love led her to overfeed Tricki with rich food and treats. As a result, Tricki became overweight, lazy, and unhealthy. He lost his energy and suffered from various health problems until proper treatment restored his health.

b) Bholi's teacher was truly an artist because she transformed a timid, neglected girl into a confident and self-respecting individual. Through encouragement, patience, and education, she helped Bholi discover her worth and become independent.

c) *The Thief's Story* highlights the importance of trust through Anil's relationship with Hari Singh. Anil trusted Hari despite knowing little about him. This trust transformed Hari's character and inspired him to choose honesty over theft.

Q.10. ANY ONE

1 X6 =6

Speech on Resilience and Discrimination

Good morning, everyone.

Today, I'd like to discuss two pieces of literature that offer a powerful insight into the resilience of the human spirit required to transcend discrimination. In *Nelson Mandela: Long Walk to Freedom*, Mandela faced racial discrimination and injustice under apartheid. Despite years of struggle and imprisonment, he never lost hope and continued fighting for equality and freedom. His courage teaches us that determination and forgiveness are stronger than hatred and prejudice. Mandela believed that all people deserve dignity and equal rights regardless of race or background. His life inspires us to challenge discrimination and work towards a more inclusive society.

To conclude, I'd like to say that resilience, courage, and compassion can overcome all forms of discrimination. Thank you.

OR

Comparing the Mothers of the Baby Seagull and Amanda

The mother of the baby seagull and Amanda's mother have different approaches towards helping their children. The seagull's mother encourages independence by forcing her young one to overcome fear and learn to fly. Though strict, her method helps the seagull gain confidence and survive. In contrast, Amanda's mother constantly instructs and corrects her daughter, focusing on discipline and proper behaviour. While her intentions are caring, Amanda often feels restricted and longs for freedom. Both mothers want the best for their children, but while the seagull's mother promotes self-reliance through action, Amanda's mother emphasizes guidance through constant supervision and instructions.

Q.11 TEXTBOOK - FOOTPRINTS WITHOUT FEET

1 X 6=6

Matilda and Materialism

Matilda's character perfectly reflects the given quote. She was never satisfied with her modest lifestyle and constantly dreamed of wealth, luxury, and social status. Although she had a loving husband who cared deeply for her, she failed to appreciate his affection and sacrifices. Instead, she focused on material possessions such as expensive clothes and jewellery. Her desire to appear wealthy led her to borrow a necklace, which she later lost. As a result, she and her husband spent ten years repaying the debt. Matilda's obsession with material things brought suffering and regret, proving that true happiness comes from appreciating relationships and life's blessings rather than wealth and appearances.

OR

Anil's Empathy and Generosity

Anil's acceptance and forgiveness of Hari Singh demonstrate remarkable empathy and generosity. Even after realizing that Hari had stolen money, Anil chose not to punish or humiliate him. Instead, he silently forgave Hari and left the stolen money where he could find it. Anil understood that Hari was a young boy capable of change and wanted to guide him towards a better life. His kindness touched Hari deeply and inspired him to become honest. Through Anil's compassionate behaviour, the story shows that trust, understanding, and forgiveness can transform a person's character more effectively than punishment.

SAMPLE QUESTION PAPER ENGLISH LANGUAGE AND LITERATURE (Code No. 184) CLASS-X- (2026-27)

Time allowed: 3 Hrs.

Maximum Marks: 80 General

Instructions:

Read the instructions very carefully and strictly follow them:

This question paper comprises 11 questions. All questions are compulsory.

1. The question paper contains THREE sections – Section – A: Reading Skills

2. Attempt questions based on specific instructions for each Part.

SECTION A(READING SKILLS) – [20 Marks]

Read the following text. 12

The choices we make on a daily basis—wearing a seatbelt, lifting heavy objects correctly or purposely staying out of any dangerous situation—can either ensure our safety or bring about potentially harmful circumstances.

You and I need to make a decision that we are going to get our lives in order. Exercising self-control, self-discipline and establishing boundaries and borders in our lives are some of the most important things we can do. A life without discipline is one that's filled with carelessness.

We can think it's kind of exciting to live life on the edge. We like the image of "Yeah! That's me! Living on the edge! Woo-hoo!" It's become a popular way to look at life. But if you see, even highways have lines, which provide margins for our safety while we're driving. If we go over one side, we'll go into the ditch. If we cross over the line in the middle, we could get killed. And we like those lines because they help to keep us safe. Sometimes we don't even realize how lines help to keep us safe.

I'm not proud of this, but for the first 20 years of my life at work, I ignored my limits. I felt horrible, physically, most of the time. I used to tell myself, "I know I have limits and that I've reached them, but I'm going to ignore them and see if or how long I can get by with it." I ran to doctors, trying to make myself feel better through pills, vitamins, natural stuff and anything I could get my hands on. Some of the doctors would tell me, "It's just stress." That just made me mad. I thought stress meant you don't like what you do or can't handle life, and I love what I do. But I kept pushing myself, travelling, doing speaking engagements and so on— simply exhausting myself.

Finally, I understood I was living an unsustainable life and needed to make some changes in my outlook and lifestyle.

You and I don't have to be like everyone else or keep up with anyone else. Each of us needs to be exactly the way we are, and we don't have to apologize for it. We're not all alike, and we need to find a comfort zone in which we can enjoy our lives instead of making ourselves sick with an overload of stress and pressure.

On the basis of understanding the passage, answer ANY TEN questions from the twelve that follow.

(1×10=10)

1) Which of the characteristics are apt about the writer in the following context: "I know I have limits and that I've reached them, but I'm going to ignore them and see if or how long I can get by with it."?

1. Negligent 2. Indecisive 3. Spontaneous 4. Reckless 5. Purposeless 6. Patient
a) 2 and 5 b) 3 and 6 c) 1 and 4 d) 2 and 3

2) The reason why living on the edge has become popular is because of the

- a) constant need for something different. b) population being much younger.
c) exhausting effort to make changes. d) strong tendency to stay within our limits.

3) The phrase "potentially harmful circumstances" refers to circumstances that can

- (a) certainly be dangerous. (b) be fairly dangerous.
(c) be possibly dangerous. (d) seldom be dangerous.

4). Choose the option that correctly states the two meanings of 'outlook', as used in the passage.

1. A person's evaluation of life 2. A person's experiences in life
3. A person's point of view towards life 4. A person's regrets in life 5. A person's general attitude to life
a) (1) and (4) b) (2) and (3) c) (3) and (5) d) (4) and (5)

5) Choose the option that best captures the central idea of the passage from the given quotes.

1. It's all about quality of life and finding a happy balance between work and friends.
2. To go beyond is as wrong as to fall short.

3. Life is like riding a bicycle. To keep your balance, you must keep moving.

4. Balance is not something you find. It's something you create.

a) Option (1) b) Option (2) c) Option (3) d) Option (4)

6) The author explains the importance of discipline and boundaries in our lives using the example of

a) road accidents. b) traffic rules. c) lines on the highway. d) safe driving.

7) The author attempts to _____ the readers through this write-up.

a) rebuke b) question c) offer aid to d) offer advice to

8) What is the message conveyed in the last paragraph of the passage?

a) Love what you do. b) Love yourself to love others.

c) Be the best version of yourself. d) Be yourself

9) Which of the following will be the most appropriate title for the passage?

a) Much too soon b) Enough is enough

c) How much is too much d) Have enough to do?

10) The author uses colloquial words such as “yeah” and “Woo-hoo!”. Which of the following is NOT a colloquial word?

a) hooked b) guy c) stuff d) stress

11) Select the option that makes the correct use of “unsustainable”, as used in the passage, to fill in the blank space.

a) In the long run, the _____ officials followed emergency procedures.

b) Emergency procedures were _____ by the officials.

c) Officials reported an _____ set of events during the emergency.

d) Officials admit that the emergency system is _____ in the longer run.

12) What does the author mean when he says, “to get our lives in order”?

a) To resume our lives. b) To organize our lives.

c) To rebuild our lives. d) To control our lives.

2. Read the following text.

8 Marks

Cataract is the major cause of blindness, which is also caused by damage to the cornea. It occurs more often in old age. As one starts growing old, the lens of the eye hardens, loses its transparency and becomes opaque. It obstructs the light rays from entering the eye.

The onset of cataract blurs the vision. Sometimes, the cataract patient sees multiple images instead of a single object image. Because of the gradual development of cataract, the afflicted person loses his/her vision, and the world becomes dark to him/her.

The development of cataract is a complex process. However, the following factors can be attributed to its formation. Cataract generally develops in old age but sometimes, children are born with cataract because of hereditary defect. Eye injuries too, can cause cataracts.

People exposed to sun rays for longer periods develop cataract earlier than others. Researchers opine that the smoke inhaled while smoking carries substances internally damaging the eyes.

Ultraviolet radiation, invisible to the human eye, is linked to skin cancer. The victim loses vision and the world becomes dark to him.

On the basis of your understanding of the above passage, answer any eight of the following questions:

(a) What is the major cause of blindness?

(b) Why does the lens of the eye become opaque in old age?

(c) How does cataract affect its victim ultimately?

(d) How does one detect cataract in the early stages?

(e) Give any two factors which are responsible for the formation of cataract.

(f) Find the word from para 1 that means ‘that through which light cannot enter’.

- (g) Which type of cancer is caused by ultraviolet radiation?
- (h) When does cataract generally occur?
- (i) How is smoking responsible for the development of cataract?

SECTION B: WRITING SKILLS & GRAMMAR [20 Marks]

3. Complete *any ten* of twelve of the following tasks, as directed.

I. Fill in the blank with the correct option to complete the opening line of a formal letter: 1

Dear Mr. Samuel,

We are pleased to inform you that your proposal for the upcoming project by the board of directors.

- a) had endorsed b) will have been endorsed c) has been endorsed d) have endorsed

II. Read the given sentence from a marketing report. Identify the error and supply the correction in the given format. 1

The company continues to strives tirelessly to meet customer demands.

ERROR	CORRECTION

III. Janvi asked the following question to her colleague, Deepak. 1

Have you finalised the magazine content to be submitted tomorrow? Report Janvi's question correctly

IV. Fill in the blank by choosing the correct option, to complete an official announcement. 1

Attention all prefects,

Please be informed that the deadline for submitting your registrations for participation in the Art Exhibition has been extended; (that/ these/ this) should be communicated to all students of classes IX-X.

V. Read Sana's reply to her team leader, regarding the preparation of an important presentation. 1

I'm sorry I forgot ma'am. I'll have the presentation ready for you very soon today.

Report Sana's reply by completing the following sentence correctly. Sana apologised for having forgotten and said.

VI. Identify and correct the error in the given line taken from an online news report: 1

Nearly most shop was closed for the public holiday.

Option No.	Error	Correction
A	most	every
B	shop	shops
C	was	were
D	the	that

VII. Complete the given school announcement by selecting the correct option to fill in the blank. 1

Good news, everyone!

Our school's robotics team has successfully.....a place in the semi-finals.

- a) securing b) secured c) will secure d) had secured

VIII. Detect the error and supply the correction for the given observation by a child. 1

That needn't be Dad's jacket. It's too small.

ERROR	CORRECTION

IX. Report the dialogue between a teacher and a student, by completing sentence. 1

Teacher: Did everyone understand the new assignment? Students: Yes, we all got it, thank you!

The teacher asked if everyone had understood the new assignment, to which the students _____, expressing their gratitude.

X. Select the correct option to complete the given sentence from a handbook for managers. The manager _____ consider the proposal before making a decision. 1

- a) will b) should c) might d) can

XI. Complete the given sentence about the reaction of some friends, by selecting the 1 correct option:

The group of friends _____ excited at the prospect of their upcoming adventure.

- a) are b) has c) is d) were

XII. Read the conversation about social media, between a teacher and a student 1 Teacher: How do you think social media influences our perceptions of reality? Jagrit: I believe it distorts our perception of reality by only showing the highlight reels of people's lives.

Report the student's response by completing the following.

The student remarked _____ by only showing the highlight reels of people's lives.

NOTE: All details presented in the questions in writing section are imaginary and created for assessment purpose.

4. A. You are Farhan, a concerned citizen from Tirupathi. Compose a letter in about 120 words, to the Project Head of the E-Waste Management Cell at Electronics Vatika, Hyderabad, highlighting the adverse effects of e-waste pollution. Suggest measures for addressing its management through community engagement and government initiatives. 5

Hint - Discarded electronic devices such as smartphones, computers, and televisions, which are no longer in use or have reached the end of their lifecycle.

OR

You are Priyanka Mehta of Prayagraj, U.P. Write a letter in about 120 words addressing the Secretary of the City Municipal Authority. Detail the problem of overgrown trees and shrubs in the neighbourhood and request the delegation of personnel for regular pruning.

5. A Read the product details on a label for a school bag:

5

ECO-FRIENDLY SCHOOL BAG

1. Made from recycled materials
2. Ergonomic* design with padded shoulder straps and breathable mesh back panel
3. Spacious main compartment with multiple pockets and organisers
4. Reflective strips for visibility and safety
5. Water-resistant fabric
6. Available in various vibrant colours and patterns

Now, analyse why this school bag would be a beneficial purchase. Write the analytical paragraph in 120 words, considering factors such as its eco friendliness, comfort features, functionality, safety aspects, and design options.

* Design that is intended to maximise comfort, efficiency, and safety for the user

OR

5. B. Read the given details of a playground intended for your resident area. 5

- | | |
|--------------------------|--|
| ☐ | A central climbing structure inspired by traditional Indian architecture, such as a miniature fort, with multiple levels and slides. |
| ☐ | Swings adorned with colorful Indian patterns, along with monkey bars and a zip line. |
| ☐ | A water play feature inspired by Indian fountains or rivers |
| ☐ | Shaded seating areas with benches and swings, resembling traditional <i>chaupals</i> or gazebos. |
| ☐ | Trees, shrubs, and flower beds |

Analyse the details and write an analytical paragraph in about 120 words about the suitability of this playground. Focus on factors such as safety, inclusivity, fun features, suitability for different age groups, and overall experience.

SECTION D: LITERATURE TEXTBOOK [40 Marks]

6. Read the given extracts and answer any one of the two questions given below

5

A. With a loud scream he fell outwards and given downwards into space. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach, and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards. (His First Flight)

1. What effect does the experience, as described in the lines below, have on the baby seagull? 1

With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still.

Chose the most suitable option.

- a) exhilarates b) overwhelms c) energises d) confuses

2. How does the author's use of descriptive language enhance the narrative technique in the paragraph? 2

3. Fill in the blank with the correct word from the bracket. 1

The use of the word 'rushed' adds to a sense of _____ (speed / relief), in the extract

4. How does the seagull's feelings towards the end of the extract contrast with the initial feeling of terror? 1

OR

B. And suddenly Bholi noticed that the teacher was standing by her side, smiling at her. "What's your name, little one?" "Bh-Bho-Bho-." She could stammer no further than that. Then she began to cry and tears flowed from her eyes in a helpless flood. She kept her head down as she sat in her corner, not daring to look up at the girls who, she knew, were still laughing at her. When the school bell rang, all the girls scurried out of the classroom, but Bholi dared not leave her corner. Her head still lowered, she kept on sobbing. "Bholi." The teacher's voice was so soft and soothing! In all her life she had never been called like that. It touched her heart. (Bholi)

i). What is the tone the teacher is UNLIKELY to have used in the line, "What's your name, little one?". 1

- a) reassuring b) comforting c) settling d) calming

ii). How does the author's use of Bholi's perspective help build the narrative in the extract? 2

iii). Fill in the blank with the correct word from the bracket. 1

The word 'flood' in the line '...tears flowed from her eyes in a helpless flood.' Indicates that Bholi was crying _____ (uncontrollably / unintentionally).

iv). How does the teacher's comforting demeanour contrast with the behaviour of 1 the other girls in the classroom?

7. Read the given extracts and answer the questions for any one of the two, given. 5

A. He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage. (Tiger in the Zoo)

i). What is the most likely reason the poet chooses to say 'vivid' stripes instead of just stating the colours of the stripes? 2

ii). Fill the blank with ONE word. 1

The tiger's stalking suggests a movement that is _____ within the confines of its cage.

iii). How does the poet reinforce the contrast between the tiger's confined environment and its internal

emotions? 1

iv). Select the option that applies the same rhyme scheme as the lines of the given extract. 1

A. This bird so small and sweet,
Sings aloud in the morn,
Perched on a branch green,
Chirp, chirp, tweet, tweet.

B. Perched on a branch green,
This bird so sweet and lean,
Sings aloud in a voice sweet,
Chirp, chirp, tweet, tweet.

C. This bird sings without a care,
Perched on a branch green,
the world to share,
With its feelings so keen.

D. This bird so small and sweet
Sings aloud in the morn A song with
Perched on a green branch
Singing its own melody

OR

B. Belinda paled, and she cried Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the household,

And little mouse Blink strategically mouseholed. (*The Tale of Custard the Dragon*)

i) Examine the portrayal of Blink in the given lines. 2

ii) Complete the following suitably. 1

The word 'paled' implies that Belinda _____.

iii) What kind of picture is painted by the poet through the line, 'Ink trickled down to the bottom of the household'? 1

iv) What kind of atmosphere is created through these lines? 1

Select the correct option

1. Urgency 2. Apprehension 3. Uncertainty 4. mystery 5. Aggression

a) 1 and 4 b) Only 2 c) 1, 2 and 3 d) 4 and 5

8. Answer any four of the following five questions, in about 40-50 words. 4x3=12

a) How does the ignorance about Mijbil as a creature in the urban environment of London reveal insights about people's perceptions and knowledge regarding animals? (Mijbil the Otter)

b) How does the imagery of the trees' movement from the house to the forest, in 'Trees', reflect broader themes of liberation and growth in human experiences?

c) What does the postmaster's reaction to Lencho's letter reveal about his character? (A Letter to God)

d) Assess the narrative's effectiveness in portraying the tension between the comfort of familiarity and the allure of the unfamiliar in 'Madam Rides the Bus'.

e) What kind of picture is painted by the poet through the line, 'Ink trickled down to the bottom of the household'?

9. Answer any two of the following three questions, in about 40-50 words. 2x3=6

a) How does Matilda's desire for material wealth drive the plot of 'The Necklace'? 3

b) Justify the opinion that Ebright's early successes were essential for his later achievements in science. (The Making of a Scientist)

c) How does 'The Book that Saved the Earth' include elements of satirical science fiction? 3

10. Answer any one of the following two questions, in about 100-120 words 6

A) Both poems 'Dust of Snow' and 'Fire and Ice' use contrasting elements of nature to convey their respective messages about life and human emotions but they do it differently. Examine these differences.

B) Both the texts, 'For Anne Gregory' and 'The Sermon at Benares,' grapple with the idea that external attributes are fleeting and subject to decay. Examine the similarities.

11. Answer any one of the following two questions, in about 100-120 words. 6

A) Evaluate how Griffin's character is shaped by a combination of personal ambition, the unintended consequences of his scientific pursuits, and the reactions of the society he faces.

B) Evaluate how James Herriot's characterisation contributes significantly to the overarching theme of responsible pet ownership and animal welfare.

MARKING SCHEME
English Language and Literature (Code No. 184), Set -3
CLASS-X- (2026-27)

1.	Answer the following questions, based on the passage above.	12
I	(c) 1 and 4	1
II	(a)	1
III	(c)	1
IV	(c)	1
V	(d)	1
VI	(c)	1
VII	(d)	1
VIII	(c)	1
IX	(c)	1
X	(d)	1
XI	(d)	1
XII	(b)	1

Reading Section

2.	Answer the following questions, based on the passage above	8
I	cataract	1
II	Lens of the eye hardens and loses its transparency.	1
III	May lead to complete loss of vision	1
IV	Vision becomes blurred/sees multiple images in place of one.	1
V	Eye injury / long exposure to sun rays / hereditary factors	1
VI	opaque	1
VII	Skin cancer	1
VIII	Old age	1
IX	Smoke when inhaled carries a substance that damages the eye and causes internal harm to the eye.	1

SECTION B: WRITING SKILLS & GRAMMAR
GRAMMAR (10 marks)

3.	Complete any ten of twelve of the following tasks, as directed. 10x1=10
Full credit 1, for correct answers. No partial credit of ½, for any question in this section	
I	C. has been endorsed
II	strives – strive

III	Janvi asked her colleague if he had finalised the magazine content to be submitted the following / next day.
IV	this
V	...that she would have the presentation ready for her very soon that day
VI	A. most – every
VII	B. secured
VIII	needn't -can't

IX	responded/ replied affirmatively
X	B. should
XI	C. is
XII	that he believed social media distorts their perception of reality
WRITING SKILLS (10 marks)	
Note: All details presented in the questions are imaginary and created for assessment purpose.	
[Content, in suggested responses, may be above the recommended word limit, as it aims to share content points that can be of use.]	
(For 4A & B) Total-1x5= 5 Format – 1 [full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing] Content -2 [½ mark for each content point area addressed -suggestion, importance, implication, recommendation] Organisation of ideas -1 [effective style, orderly sequence, paragraphed structure and formal tone and vocabulary] Accuracy 1 [Spelling, punctuation and grammar]	

(For 5 A & B) Total-1x5= 5 Content -2 Four trends/ points included & well-developed with sustained clarity Organisation of ideas -2 [effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary] Accuracy 1 [Spelling, punctuation and grammar]	
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SECTION D: LITERATURE TEXTBOOK (40 marks)		
6	Read the given extracts and answer the questions for any one of the two, given	1x5=5
A	Prose	
I	B. overwhelms	1
II	The author's descriptive language -- clearly portrays the baby seagull's intense emotional journey and physical sensations during its first flight – ‘monstrous terror’ and ‘wind rushed against his breast feathers’—help the reader sense the seagull's experience -- enhances the narrative's emotional impact – makes it real.	2
III	speed	1
IV	The seagull's initial feeling of terror contrasts sharply with the sense of exhilaration /freedom/ empowerment /excitement as it learns to fly and soars.	1
B	Prose	
I	C. settling	1
II	▪ provides readers with direct insight into her thoughts, emotions, and experiences -- by experiencing the events through Bholi's eyes, , easy to understand the depth of Bholi's vulnerability and distress ▪ allows the author to convey the impact of the teacher's kindness and the cruelty of her classmates' laughter more effectively ▪ draws readers into Bholi's world and enhancing their engagement with the narrative	2
III	Uncontrollably	1

IV	(Any one feature from each point) - The teacher approaches Bholi with kindness and understanding, offering a supportive presence and gentle encouragement - The other girls display insensitivity and cruelty by laughing at Bholi's stammering and distress	1
7	Read the given extracts and answer the questions for any one of the two, given. 1x5=5	

A	Poetry	
I	To evoke a sense of intensity and liveliness in the tiger's appearance--the word 'vivid' suggests that the stripes are not only distinct in colour but also vibrant and full of life -- conveys the idea that the tiger's markings are not dull or subdued but rather vividly striking and attention-grabbing, pointing to the magnificence of the animal.	2
II	restless	1
III	By using of the word 'quiet' twice in the given lines.	1
IV	A. (ABCB)	1
B	Poetry	
I	Blink's retreat is portrayed as a calculated and swift movement to safety --the imagery of Blink 'strategically' mouse holing suggests a quick and calculated response to the perceived danger -- highlighting Blink's instinctual survival skills in the face of adversity.	2
II	...recognised that she was in a threatening situation/ danger	1
III	In this context, the picture painted is that of a slow and silent descent / a descent with Ink trying to avoid drawing attention to itself / Ink seeking safety in a cautious and inconspicuous manner	1
IV	C. 1, 2 and 3	1
8	Answer any four of the following five questions, in about 40-50 words. 4x3=12	
Content-1; Organisation -1 ; ½ mark to be deducted for Accuracy from the overall credit of a response, if error density is high -more than a total of 2 spellings and/or grammatical errors.		
I	- highlights a general lack of knowledge about exotic animals / demonstrates a limited understanding of diverse animal species -- people may be unfamiliar with otters as pets / may not recognise them outside of their natural habitat - reflects a sort of disconnect from nature in urban environments -- people may be accustomed to urban wildlife, such as pigeons or squirrels, but less familiar with species like otters – hence contribute to misconceptions about Mijbil - presents opportunities for education and awareness-building about wildlife conservation and responsible pet ownership -- by learning about Mijbil's species and needs, people in London can gain a deeper appreciation for the diversity of life and the importance of respecting animals' natural behaviours and habitats	
II	- The trees breaking free from the constraints of the house -- represent desire for freedom and autonomy - As they move towards the forest (a symbol of untamed nature) -- embody the journey towards self-discovery and expansion of possibilities - This movement reflects – □ human quest for liberation from norms and personal limitations,	
	□ inherent growth that comes with embracing change and venturing into new territories	

III	▪ Character Traits of the Postmaster: □ The postmaster is deeply moved by Lencho's faith, which prompts a compassionate response rather than dismissal or mockery. □ He creatively devises a plan to maintain Lencho's faith, showing his ability to think outside conventional administrative duties. □ His willingness to contribute his own money and encourage his staff to do the same illustrates a personal commitment to helping others in need. □ He respects Lencho's belief system, despite its naivety, indicating a high regard for individual faith and personal convictions.
IV	Valli's longing to ride the bus -- showcases her yearning to break free from the confines of her everyday life and explore the unknown The familiar surroundings of her street represent safety and predictability, while the bus symbolises adventure and opportunity. This contrast creates a sense of tension as Valli grapples with her desire to step into the unfamiliar world -- the narrative effectively conveys the conflicting emotions associated with leaving behind the known for the excitement of the unknown
V	▪ Serves to establish the difference between the external commands directed at Amanda and her internal imaginative escapes. ▪ Highlights the contrast between Amanda's reality and her desires, aiding in the reader's understanding of her struggle between conforming to expectations and seeking freedom through imagination.
9	Answer any two of the following three questions, in about 40-50 words. 2x3=6 Content-1; Organisation -1; ½ mark to be deducted for Accuracy from the overall credit of a response, if error density is high -more than a total of 2 spellings and/or grammatical errors.
I	▪ Matilda's desire leads her to borrow a necklace from her friend Forestier to appear wealthy at a party. ▪ She loses the necklace -- she and her husband embark on a desperate journey to replace it-- ultimately leads to their financial ruin. ▪ Her desire for material wealth sets off a chain of events that shape the plot.
II	▪ Early success -- pivotal for his later achievements in science ▪ These wins -- motivation, validation of talent, and opportunities for growth ▪ These wins – instilled confidence in his abilities, affirmed his passion for science, and cultivated a competitive spirit that drove him to excel further in his scientific pursuits ▪ These wins -- shape his trajectory as a successful scientist
III	▪ Through its exaggerated portrayal of Martian characters and their interactions with Earth culture ▪ The play humorously critiques human behaviour and social standards by presenting Martians as arrogant and intellectually superior beings who misunderstand basic Earth concepts
	▪ The satirical approach highlights themes of intelligence, communication, and cultural misunderstanding in a humorous manner, commenting through exaggerated scenarios and absurd situations ▪ The use of futuristic settings and space exploration adds a science fiction element to the satire
10.	Answer any one of the following two questions, in about 100-120 words 1x6=6 [A detailed discussion has been presented to allow for usage of content points as per individual choice. However, the final answer has to be a cohesive whole, structured in paragraphs, in about 120 words.]

	□ Griffin is deeply motivated by his desire to achieve scientific breakthroughs, showcasing his high intellectual ambition and dedication. □ He willingly isolates himself to focus on his experiments, indicating a prioritisation of personal goals over social or ethical considerations. Unintended Consequences of Scientific Pursuits □ Becoming invisible renders, him physically vulnerable, necessitating theft and deception for basic survival like warmth and food. □ The state of invisibility leads to paranoia and a disconnection from human relationships, altering his perception and interaction with the world. Reactions of the Society He Faces □ Society's initial reaction is a mix of curiosity and fear, which quickly shifts to hostility as Griffin's actions become more desperate and harmful. □ As Griffin becomes more aggressive and society more fearful, a cycle of aggression and retaliation develops, further alienating him. □ The lack of understanding from others about his condition and needs deepens his resentment and estrangement, fuelling his hostile behaviour. Content 3 Expression 2 Accuracy 1
OR	
(B)	James Herriot's characterisation as a compassionate yet firm veterinary surgeon: ▪ Herriot's compassion towards animals □ evident throughout the narrative -- genuinely cares about Tricki's well-being and is willing to go the extra mile to ensure the dog receives the care and attention it needs. □ This compassion -- reflected in his interactions with Mrs. Pumphrey, where he patiently educates her about proper pet care and advocates for Tricki's health. □ Herriot's empathetic approach stresses the importance of treating animals with kindness and consideration, which aligns with the theme of responsible pet ownership. Herriot's firmness highlights his commitment to advocating for the best interests of the animals under his care. □ Despite Mrs. Pumphrey's initial reluctance to acknowledge Tricki's health issues, Herriot remains steadfast in his recommendations for dietary and lifestyle changes. □ His firm yet compassionate demeanour shows the importance of setting boundaries and making tough decisions for the well-being of pets. □ This aspect of Herriot's characterisation reinforces the theme of responsible pet ownership by emphasising the need for owners to prioritise their pets' health and welfare above personal indulgence. Content 3 Expression 2 Accuracy 1