



ENGLISH

Language & Literature

Class X
2026-27

Student Support Material



केन्द्रीय विद्यालय संगठन–Kendriya Vidyalaya Sangathan

ENGLISH LANGUAGE AND LITERATURE

Subject Code-184

Classes-X (2026-27)

Marks-80

Sections	Competencies	Total marks
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriate style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	20
Language through Literature	Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
Total		80
<i>For the details of Internal Assessment of 20 marks, please refer to the circular no. Acad-11/2019, dated March 06, 2019.</i>		

**ENGLISH LANGUAGE AND LITERATURE
CLASS-X (2026-27)**

SECTION - WISE WEIGHTAGE

Section s		Weightage
A	Reading Skills	20 Marks
B	Writing Skills with Grammar	20 Marks
C	Language through Literature	40 Marks

Section A

Reading Skills

I. Reading Comprehension through Unseen Passage

20 Marks

1. Discursive passage of 400-450 words. **10 marks**
2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. **10 marks**

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B

Writing Skills and Grammar

II Grammar

10 Marks

- Determiners
- Tenses
- Modals
- Subject – verb concord

- Reported speech
 - Commands and requests
 - Statements
 - Questions

The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.

III. Writing Skills

10 marks

3. Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered. **5 marks**
4. Writing an Analytical Paragraph in 100-120 words on a given Map/ Chart/ Graph/Cue/s. One out of two questions is to be answered. **5 marks**

Section C

40 Marks

Language through Literature

IV. Reference to the Context

5+5=10 Marks

5. One extract out of two from Drama / Prose.
6. One extract out of two from poetry.

Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

V. Short & Very Long Answer Questions

30 Marks

7. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation. **4x3=12 marks**
8. Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation. **2x3=6 marks**
9. One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text. **6 marks**
10. One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

1. A Letter to God
2. Nelson Mandela - Long Walk to Freedom
3. Stories About Flying

4. From the Diary of Anne Frank
5. Glimpses of India
6. Mijbil the Otter
7. Madam Rides the Bus
8. The Sermon at Benares
9. The Proposal (Play)

B. Poems

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees
8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

2. FOOTPRINTS WITHOUT FEET

1. A Triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet
6. The Making of a Scientist
7. The Necklace
8. Bholi
9. The Book that Saved the Earth

Sr.n .	Name of TGT	School Name	FIRST FLIGHT Chapter Name
1	MR. VIJAY	KV DL MEERUT	A Letter to God
2	MS. SMITA SRIVASTAVA	KV DL MEERUT	Nelson Mandela - Long Walk to Freedom
3	MS. SUMAN SINGH	KV DL MEERUT	Stories About Flying
4	MS. SEEMA	KV SL MEERUT	From the Diary of Anne Frank
5	MS. UMMEHANI	KV SL MEERUT	Glimpses of India
6	MS. SHALINI AHUJA	KV SL MEERUT	Mijbil the Otter
7	MR. DESHBANDHU TYAGI	KV SL MEERUT	Madam Rides the Bus
8	MR. SUMIT KUMAR	KV PL MEERUT	The Sermon at Benares
9	MS. ZIKRA BURNEY	KV AFS SARSWA	The Proposal (Play)
10	MS. SWATI KAUSHIK	KV AFS SARSWA	Dust of Snow (poem)
11	MS. NAMRATA JOSHI	KV AFS SARSWA	Fire and Ice (poem)
12	MS. RUQAYYA KHATOON	KV CRPF RAMPUR	A Tiger in the Zoo (poem)
13	MS. SHILPI SINGH	KV GREATER NOIDA	How to Tell Wild Animals (poem)
14	MR. UMESH MAYAR	KV SURAJPUR	The Ball Poem
15	MS. ANITA KUMARI	KV BAOLI BAGHPAT	Amanda! (poem)
16	MS. SUMAN GUPTA	KV NOIDA SEC 24 SH-2	The Trees (poem)
17	MS. JYOTSNA TIWARI	KV NOIDA SEC 24 SH-1	Fog (poem)
18	MS. SUSHMITA MUKHERJEE	KV KNN GZBD SH-1	The Tale of Custard the Dragon (poem)
19	MS. ANJALI HEMBRAM	KV MUZAFFARNAGAR	For Anne Gregory (poem)
	Name of TGT	School Name	FOOTPRINTS WITHOUT FEET Chapter Name
20	MS. SUMITA GUPTA	KV MUZAFFARNAGAR	A Triumph of Surgery
21	MR.. DAN SINGH	KV MURADNAGAR	The Thief's Story
22	MS. MADHUBALA RATHORE	KV MURADNAGAR	The Midnight Visitor
23	MS. NISHA MALIK	KV BULANDSHAHR	A Question of Trust
24	MS. R VISHALAKSHI	KV BULANDSHAHR	Footprints Without Feet
25	MR. KAMAL KISHOR SHARMA	KV AFS HINDON 1	The Making of a Scientist
26	MS. LAVANYA SHARMA	KV AFS HINDON 1	The Necklace
27	MS. SEEMA DWIVEDI	KV AFS HINDON 2	Bholi
28	MS. PUSHPA SAHA	KV AFS HINDON 2	The Book that Saved the Earth
29	MR. GAURAV KUMAR	KV AFS HINDON 2	Discursive passage of 400-450 words
30	MR. PRADEEP KUMAR	KV BABUGARH	Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words
31	MRS. ANJU	KV ETAH	Determiners and Tenses
32	MS. ANCHAL VERMA	KV ETAH	Modals and Subject – verb concord
33	MS. BARKHA GUPTA	KV ETAWAH	Reported speech (Commands and

			requests, Statements and Questions)
34	MS. KIRAN	KV ETAWAH	Formal Letter based on a given situation, in 100-120 words
35	MS. SHARDA	KV CHANDINAGAR	Analytical Paragraph in 100-120 words on a given Map/ Chart/ Graph/Cue/s

Discursive passage of 400-450 words

Read the given passage carefully and answer the questions that follow. (12 Marks)

The Attraction and Addiction of Junk Food

In the modern world, junk food has become an inescapable part of daily life. From brightly packaged chips and sugary cereals to sizzling burgers and creamy milkshakes, these foods are engineered for maximum pleasure. But what begins as an occasional treat can, for many, spiral into a genuine addiction, driven not by hunger but by a complex interplay of brain chemistry, marketing, and habit. The core of this addiction lies in the way junk food hijacks the brain's reward system. Foods high in refined sugars, unhealthy fats, and salt trigger a surge of dopamine, the "feel-good" neurotransmitter, similar to the effect of some addictive drugs. Over time, the brain's receptors become desensitized, demanding larger quantities of the same food to achieve the same level of pleasure—a classic sign of tolerance.

However, framing this solely as an individual weakness is misleading. The food industry deliberately designs products with a "bliss point"—the precise amount of sugar, salt, or fat that makes a food most rewarding without being overwhelming. Furthermore, aggressive marketing, especially targeted at children and adolescents, normalizes the daily consumption of these products. The convenience factor cannot be ignored either; in a fast-paced society, a drive-through meal is often cheaper and faster than preparing a balanced dish. This creates a vicious cycle: stress prompts a junk food fix, the short-term dopamine hit provides relief, but the subsequent crash in blood sugar and energy levels leads to fatigue and irritability, which in turn triggers another craving.

The consequences extend far beyond weight gain. Chronic consumption is linked to increased risks of type 2 diabetes, cardiovascular disease, depression, and cognitive decline. Yet, breaking the addiction is not impossible. It requires conscious strategies like mindful

eating, gradually reducing portion sizes, and replacing processed snacks with whole foods that provide sustained energy. Ultimately, addressing the addiction of junk food demands both personal responsibility and broader public health measures, such as clearer food labeling and restrictions on advertising to minors. Only by understanding the science behind the craving can we begin to reclaim control from the very foods designed to keep us wanting more.

Questions:

1. According to the passage, what is the primary reason junk food becomes addictive? (1 M)

- A) It is cheap and easily available.
- B) It triggers a surge of dopamine in the brain's reward system.
- C) It contains high amounts of protein.
- D) It is promoted by fitness experts.

2. What does the term "bliss point" refer to in the context of the passage? (1M)

- A) The moment of finishing a large meal.
- B) The ideal price point for selling junk food.
- C) The precise amount of sugar, salt, or fat that maximizes reward without being overwhelming.
- D) The feeling of guilt after eating junk food.

3. Which of the following is NOT mentioned as a consequence of chronic junk food consumption? (1M)

- A) Increased risk of cardiovascular disease.
- B) Improved long-term memory.
- C) Depression and cognitive decline.
- D) Fatigue and irritability due to blood sugar crashes.

4. What two levels of action does the passage suggest are needed to address junk food addiction? (1M)

- A) Strict banning of all fast-food restaurants and home cooking.
- B) Personal responsibility and broader public health measures.
- C) Increased taxation and celebrity endorsements.
- D) Prescription medication and weekly therapy sessions.

5. True or False: The passage states that junk food addiction is caused entirely by an individual's lack of willpower. (1M)

6. Fill in the blank: Over time, the brain's dopamine receptors become _____, requiring larger amounts of junk food to feel the same pleasure. (1M)

7. Fill in the blank: The passage suggests that breaking junk food addiction includes strategies like mindful eating and replacing processed snacks with _____ foods. (1M)

8. Question: Explain the "vicious cycle" of junk food addiction described in the passage. (2M)

9. Question: How does the food industry contribute to the addictiveness of junk food, according to the passage? Name two ways. (2M)

10. Question: List two specific strategies mentioned in the passage for breaking the addiction of junk food. (1M)

Solutions:

1. Answer: B
2. Answer: C
3. Answer: B
4. Answer: B
5. Answer: False
6. Answer: desensitized
7. Answer: whole

8. Answer: The vicious cycle works as follows: stress prompts a person to eat junk food for relief. The food provides a short-term dopamine hit, but this is followed by a crash in blood sugar and energy levels. This crash leads to fatigue and irritability, which in turn triggers another craving for junk food, restarting the cycle.
9. Answer: The food industry contributes by: (1) deliberately designing products with a “bliss point” of sugar, salt, and fat to maximize reward; and (2) using aggressive marketing, especially targeting children and adolescents, to normalize daily consumption.
10. Answer: Two strategies mentioned are: (1) practicing mindful eating, and (2) gradually reducing portion sizes of junk food and replacing processed snacks with whole foods.

Read the given passage carefully and answer the questions that follow. (12Marks)

The Evolving Paradox of Agriculture

Agriculture is the ancient bond between humanity and nature. It marks our transition from nomadic hunters to settled civilizations, enabling art, science, and complex societies to flourish. Yet, this foundational human endeavour stands at a puzzling crossroads today. On one hand, modern industrial agriculture has achieved staggering productivity, feeding a global population of over eight billion. On the other, it is a leading contributor to climate change, soil degradation, and biodiversity loss, prompting a fierce debate about our future dinner plates.

The core of this tension lies in specialisation. The Green Revolution of the mid-20th century championed high-yield crop varieties, synthetic fertilisers, and chemical pesticides. This approach turned vast tracks of land into monocultures—expanses of single crops like corn, wheat, or soy. Economically, monocultures are efficient: they simplify planting, harvesting, and pest control. Ecologically, they are deserts. They deplete specific soil nutrients, require

ever-heavier chemical inputs, and destroy habitats for pollinators and natural pest predators.

Simultaneously, a quieter revolution is growing in the margins. Regenerative agriculture and agroecology propose a different relationship with the land. Techniques like crop rotation, cover cropping, no-till farming, and silvopasture (integrating trees with livestock) aim to rebuild soil health, sequester carbon, and increase water retention. These methods are less flashy and often more labour-intensive, but they offer resilience against droughts and floods—extreme weather events made more common by climate change.

The question is not whether we should abandon modern agriculture—that would cause mass starvation—but how we integrate wisdom from both models. Can we use precision technology (drones, soil sensors, AI) to reduce chemical use while scaling up regenerative practices? Can policy and subsidies, which currently favour monoculture, be redirected to reward carbon farming and biodiversity? The answer will shape not just our landscapes, but the very stability of our climate and food security. Agriculture, it turns out, is no longer just about growing food; it is about growing a future.

Questions:

1. According to the passage, what is the main ecological disadvantage of monoculture farming? (1M)

- A) It requires too much manual labour.
- B) It depletes specific soil nutrients and destroys habitats.
- C) It produces lower yields than traditional farming.
- D) It cannot be combined with any technology.

2. Which of the following is cited in the passage as a technique used in regenerative agriculture? (1M)

- A) Increased use of synthetic pesticides
- B) Expansion of monocultures
- C) No-till farming and cover cropping

· D) Reliance solely on chemical fertilisers

3. The passage suggests that the future of agriculture should ideally be: (1M)

· A) A complete return to pre-industrial farming methods.

· B) Exclusive focus on high-yield monocultures.

· C) An integration of modern technology with regenerative practices.

· D) The elimination of all chemical inputs without alternatives.

4. The Green Revolution championed high-yield crop varieties, synthetic fertilisers, and _____. (1M)

5. The practice of integrating trees with livestock is known as _____. (1M)

6. Regenerative agriculture aims to rebuild soil health, sequester carbon, and increase _____. (1M)

7. According to the passage, policy and subsidies currently favour _____ over carbon farming. (1M)

8. Why does the passage call agriculture an “evolving paradox”? (2M)

9. What are two benefits of regenerative agriculture mentioned in the passage? (1M)

10. How does the passage suggest technology could help resolve the conflict between industrial and regenerative farming? (2M)

SOLUTIONS:

1. Answer: B

2. Answer: C

3. Answer: C

4. Answer: Chemical pesticides

5. Answer: Silvopasture

6. Answer: Water retention
7. Answer: Monoculture
8. Answer: The passage calls agriculture an evolving paradox because while modern industrial agriculture has achieved high productivity and feeds billions, it is simultaneously a major contributor to climate change, soil degradation, and biodiversity loss. The methods that brought abundance are now threatening long-term sustainability.
9. Answer: Two benefits mentioned are: (1) rebuilding soil health and sequestering carbon, and (2) offering greater resilience against extreme weather events like droughts and floods.
10. Answer: The passage suggests that precision technology—such as drones, soil sensors, and AI—could help reduce chemical use while scaling up regenerative practices, allowing for efficient monitoring and targeted intervention rather than broad application of inputs.

Read the given passage carefully and answer the questions that follow. (12Marks)

Artificial Intelligence – A Boon or Bane for Education?

The introduction of Artificial Intelligence (AI) in the classroom represents a pattern shift, as thoughtful as the introduction of the printing press or the internet. It is a double-edged sword, poised between democratizing knowledge on an unprecedented scale and undermining the very cognitive foundations of learning. The central question is not whether AI will change education, but whether that change will cultivate a generation of agile, critical thinkers or merely efficient, dependent operators.

On one hand, AI emerges as a monumental boon, primarily through the promise of personalised learning. For decades, the industrial model of education has forced students into a Procrustean bed of uniform instruction, where the swift are bored and the struggling are left behind. AI shatters this mould. An intelligent tutoring system can adapt in real-time

to a student's learning pace, dissecting a complex calculus problem into digestible steps for one learner, while offering advanced extensions to another. It can assess a student's emotional state through sentiment analysis and adjust its pedagogical tone, providing boundless patience that no human teacher, however dedicated, can consistently muster. Furthermore, AI acts as a great equaliser, breaking down barriers for students with disabilities through speech-to-text, personalised interfaces, and neuro-adaptive learning pathways. The mundane, time-consuming administrative load on educators—grading, plagiarism checks, and data entry—can also be automated, ostensibly freeing teachers to focus on what they do best: mentorship, inspiration, and pastoral care. In this light, AI is not a replacement for the teacher but a super powered exoskeleton, amplifying their reach and efficacy.

However, this gleaming prospect is darkened by the shadow of profound risk, where AI becomes a bane that atrophies the human intellect. The most immediate concern is the rise of an intellectual shortcut culture. If a conversational agent can instantly generate a cohesive essay, debug complex code, or solve a quadratic equation with detailed steps, the crucial, messy struggle of learning is bypassed. The cognitive muscles developed through grappling with a problem—resilience, lateral thinking, and the ability to synthesise disparate ideas—remain flaccid. Why learn to structure an argument when an algorithm can do it for you? This leads to the erosion of foundational skills, creating a generation that is AI-proficient but fundamentally fragile in independent thought. The spectre of plagiarism and academic dishonesty looms large, making authentic assessment a herculean challenge. Deeper still is the epistemological crisis: how do we verify truth when the AI "hallucinates" sources and citations with seamless confidence? A student researching the fall of the Roman Empire might be presented with a beautifully argued, entirely fictional account, and without developed critical faculties, accept it as fact. The tool meant to expand knowledge could instead become a high-fidelity engine for disseminating misinformation.

Ultimately, the dichotomy of boon versus bane is a false one; AI is a radical amplifier of human intent. Its role in education will be determined not by its code, but by our pedagogical wisdom. The path that leads to a bane is one of passive consumption and cognitive outsourcing. The path to a boon is a conscious pivot towards higher-order thinking, where AI handles the mechanical and the informational, while human education

focuses intensely on the uniquely “human” skills: curating over creating, verifying over accepting, and asking profound questions over generating standard answers. The task of the modern educator is to forge a generation of skilled pilots for these powerful cognitive engines, not submissive passengers. The future of learning depends not on the tool itself, but on our mastery of it.

Questions:

1. According to the passage, what is the primary reason the author believes AI could lead to an "intellectual shortcut culture"? (1M)

- A) It is too expensive for most schools.
- B) It can instantly generate essays and solve problems, bypassing the struggle of learning.
- C) It is designed to be intentionally difficult to use.
- D) It replaces the need for any form of assessment.

2. What is the "epistemological crisis" mentioned in the passage related to? (1M)

- A) The high cost of implementing AI software.
- B) The difficulty teachers face in learning new technologies.
- C) The challenge of verifying truth when AI can convincingly present false information.
- D) The removal of arts and humanities from the curriculum.

3. The author uses the metaphor of a "super powered exoskeleton" for a teacher to suggest that AI should be seen as: (1M)

- A) A total replacement for the teacher.
- B) A tool that limits a teacher's movement.
- C) A weapon against administrative tasks.
- D) A tool that amplifies a teacher's capabilities.

4. What does the author conclude is the deciding factor in whether AI becomes a boon or a bane? (1M)

A) The sophistication of the AI code.

B) The amount of funding schools receive.

C) The pedagogical wisdom and human intent guiding its use.

D) The speed at which academic institutions ban its use.

5. True/False: The passage argues that an intelligent tutoring system can only help students who are struggling and cannot offer anything to advanced learners. (1M)

6. Fill in the blank: The passage states that a student's cognitive muscles, like resilience and lateral thinking, are developed through the crucial, messy ____ of learning. (1M)

7. Which one word from the passage describes the nature of the "uniform instruction" model that AI is said to shatter? (1M)

8. What is the "false dichotomy" the author identifies in the debate around AI in education? (1M)

9. According to the passage, how can AI act as a "great equaliser" for students with disabilities? (2M)

10. What is the described "task of the modern educator" in the age of AI? (2M)

ANSWER KEYS:

1. Answer: B

2. Answer: C

3. Answer: D

4. Answer: C

5. Answer: False.

6. Answer: struggle
7. Answer: Procrustean
8. Answer: The author argues that the framing of AI as an absolute "boon or bane" is a false dichotomy. It suggests that AI is not inherently good or bad, but rather a neutral amplifier whose ultimate impact is completely determined by the human intent and pedagogical approach behind its use.
9. Answer: AI acts as an equaliser by breaking down barriers through customised tools like speech-to-text, personalised interfaces, and neuro-adaptive learning pathways. These technologies can cater to specific needs in real-time, offering access to learning materials and methods that a standard classroom cannot.
10. Answer: The modern educator's task is to forge "skilled pilots" for AI, not "submissive passengers." They must pivot teaching towards higher-order human skills like curating information, verifying accuracy, and asking profound questions, guiding students to master AI as a tool rather than be mastered by it.

Read the given passage carefully and answer the questions that follow. (12Marks)

Deforestation: A Necessary Evil or an Ecological Catastrophe?

Deforestation, the large-scale removal of trees from forests, is a practice as old as civilization itself. From clearing land for the agricultural revolution to fueling the industrial one, humanity's progress has been carved from timber. Yet, in our contemporary era, the conversation has shifted from celebrating this conquest to questioning its sustainability. The core of the dilemma lies in balance: can we reconcile the undeniable need for land, resources, and economic development with the equally vital necessity of preserving the planet's lungs?

On one hand, the arguments for deforestation are grounded in immediate, tangible human needs. Vast swathes of forest are cleared to cultivate cash crops like palm oil and soy, or to create pasture for cattle, directly supporting global food supply chains. For developing

nations, logging provides employment, revenue, and raw materials for housing and infrastructure. To a farmer struggling to feed their family, a standing tree has less immediate value than a field of crops. From this pragmatic perspective, halting deforestation entirely seems not only economically unviable but also socially unjust, robbing communities of their primary resource.

However, the ecological calculus presents a far more daunting picture. Forests are not merely collections of trees; they are intricate, biodiverse ecosystems that regulate global climate and water cycles. Their destruction is a primary driver of climate change, as the carbon stored in trees is released into the atmosphere. Furthermore, deforestation leads to soil erosion, desertification, and the collapse of indigenous cultures. The recent surge in wildfires, unpredictable monsoons, and species extinction—such as the dwindling orangutan populations in Borneo—are grim testaments to this imbalance.

Perhaps the greatest challenge is that the benefits of deforestation are local and immediate, while its costs are global and delayed. The farmer sees his crop yield increase; the logger sees his paycheck. The rising sea levels or loss of medicinal plants yet undiscovered are abstract, distant tragedies. A purely moral argument against deforestation often fails against economic necessity. Thus, the solution does not lie in absolute condemnation, but in a paradigm shift: moving towards sustainable agroforestry, stricter enforcement of protected areas, and creating economic value for standing forests through carbon credits and eco-tourism. Deforestation is not a simple villain, but a mirror reflecting our struggle to balance short-term survival with long-term stewardship.

Questions:

1. According to the passage, what is the primary reason deforestation is difficult to condemn absolutely? (1M)

- A) Trees grow back quickly, making the problem temporary.
- B) The benefits of deforestation are often local and immediate, while the harms are global and delayed.
- C) There is no scientific evidence linking deforestation to climate change.
- D) All forests are already legally protected worldwide.

2. Which of the following is mentioned as a direct ecological consequence of deforestation?(1M)

- A) Increased soil fertility.
- B) A decrease in global average temperatures.
- C) The collapse of indigenous cultures and soil erosion.
- D) An increase in the population of all animal species.

3. The passage suggests that for a poor farmer, a standing tree has less value than a field of crops. This is used to illustrate: (1M)

- A) The greed of agricultural corporations.
- B) The pragmatic and immediate economic pressures driving deforestation.
- C) That farmers are ignorant of ecology.
- D) The success of forest conservation laws.

4. What solution does the passage propose to reconcile development with forest preservation? (1M)

- A) Completely halting all logging and agriculture in forested areas.
- B) Relocating all forest-dwelling communities to cities.
- C) Creating economic value for standing forests through carbon credits and eco-tourism.
- D) Replacing all natural forests with faster-growing artificial plantations.

5. Fill in the blank: The passage states that forests are not merely collections of trees but intricate, biodiverse ____ that regulate global climate. (1M)

6. True or False: The passage argues that the solution to deforestation lies in absolute condemnation of all logging. (1M)

7. Name one cash crop mentioned in the passage that leads to forest clearing for cultivation. (1M)

8. According to the passage, what are two ways in which deforestation provides immediate benefits to developing nations? (2M)
9. How does deforestation contribute to climate change, as explained in the passage? (1M)
10. Why does the author call the costs of deforestation "abstract, distant tragedies" for those who benefit from it? (2M)

ANSWER KEY

1. B (The benefits are local and immediate; costs are global and delayed)
2. C (The collapse of indigenous cultures and soil erosion)
3. B (The pragmatic and immediate economic pressures)
4. C (Creating economic value for standing forests through carbon credits and eco-tourism)
5. ecosystems
6. False (The passage argues against absolute condemnation and for a balanced paradigm shift)
7. Palm oil / Soy (Accept either)
8. Two benefits mentioned are: providing employment and revenue from logging, and supplying raw materials for housing and infrastructure. (Also accept: supporting food supply through cash crops/cattle pasture)
9. The passage explains that trees store carbon; when forests are destroyed, this stored carbon is released into the atmosphere, making deforestation a primary driver of climate change.
10. The author calls them "abstract, distant tragedies" because the beneficiaries (e.g., a farmer seeing higher crop yields, a logger receiving a paycheck) do not directly or immediately experience the long-term consequences like rising sea levels or loss of

undiscovered medicinal plants; these effects are geographically and temporally remote from their daily lives.

Read the given passage carefully and answer the questions that follow. (12Marks)

The Mind-Body Connection: Unpacking the Impact of Physical Activity on Academic Performance

For generations, the development of the mind and the body were often viewed as separate, even competing, pursuits. The stereotypical image of the “dumb jock” versus the “sedentary scholar” perpetuated a false contradiction, suggesting that time spent in physical exertion was time stolen from intellectual growth. However, a growing body of neuroscientific and educational research is dismantling this myth, revealing a profound and symbiotic relationship between physical activity and academic performance. The evidence now compellingly suggests that regular movement is not a distraction from learning but a critical catalyst for it.

The mechanisms underpinning this connection are multifaceted. At a physiological level, engaging in aerobic exercise increases heart rate, which in turn pumps more oxygen and glucose to the brain. This immediate effect creates an optimal environment for concentration and cognitive receptivity. More profoundly, sustained physical activity stimulates the release of a protein called Brain-Derived Neurotrophic Factor (BDNF). Often described as “Miracle-Gro for the brain,” BDNF supports the survival of existing neurons and encourages the growth of new ones, particularly in the hippocampus, a region integral to memory and learning. This neurogenesis directly enhances an individual's capacity to encode and retain new information.

Beyond the cellular level, the cognitive benefits are clearly observable. Executive functions—a suite of top-down mental processes including inhibitory control, working memory, and cognitive flexibility—are stronger predictors of academic success than IQ alone. Studies consistently demonstrate that physically active children exhibit superior executive function. A demanding classroom environment requires a child to filter out

distractions, hold multiple-step instructions in mind, and switch between tasks. Physical activity, especially activities requiring complex motor skills and coordination like martial arts or dance, hones these very skills. Furthermore, the discipline and delayed gratification cultivated through regular training often translate into increased perseverance in challenging academic work.

However, the narrative is not a simple equation of “more exercise equals better grades.” A discursive view must acknowledge the nuances. The type, intensity, and timing of activity matter. While a brisk walk can clear the mind and boost creative thinking, an exhaustive high-intensity workout immediately before an exam might lead to fatigue rather than focus. Similarly, the social context of physical activity can be a double-edged sword. Team sports can build collaboration and social confidence, which positively spill over into group academic projects. Conversely, negative experiences like intense performance pressure or social exclusion in sports can cause stress and anxiety, potentially negating the cognitive benefits. The psychological state of the student is a crucial mediating factor; intrinsically motivated and enjoyable physical activity yields far greater cognitive dividends than forced, punitive exercise.

Ultimately, the relationship between physical activity and academic performance is best understood as a synergistic partnership. Recess and physical education are not merely breaks from the important work of learning; they are a vital component of the learning process itself, priming the brain for optimal function. Educational systems that marginalize physical activity in a narrow pursuit of higher test scores are likely undermining their own objectives. The evidence points toward a holistic model of education, one that treats the mind and body not as separate entities to be trained in isolation, but as an integrated system where a healthy, active body is the very foundation of a sharp, resilient, and high-performing mind. The challenge for educators and policymakers is to build environments that foster this intrinsic connection, making the choice to be active not a competitor to academic ambition, but a trusted and powerful ally.

Questions:

1. According to the passage, what is the primary role of the protein Brain-Derived Neurotrophic Factor (BDNF)? (1M)

- A) It increases the heart rate to pump more oxygen to the brain.
 - B) It enhances executive functions like inhibitory control.
 - C) It supports the survival of neurons and encourages the growth of new ones.
 - D) It helps in filtering out distractions during a classroom lesson.
2. The passage mentions that the type and intensity of physical activity matter. Which of the following best exemplifies a situation where physical activity might not yield optimal academic benefit? (1M)
- A) A short, brisk walk before a brainstorming session.
 - B) Playing a complex game of tag during school recess.
 - C) An exhaustive, high-intensity workout immediately before a challenging exam.
 - D) Practicing Tai Chi sequences that require mindful coordination.
3. What is the central argument the author makes against the “sedentary scholar” stereotype? (1M)
- A) Physical activity is more important for long-term health than academic study.
 - B) Academic success is largely determined by a student’s innate IQ, not physical habits.
 - C) Time dedicated to physical exertion is a critical investment that catalyzes cognitive function and learning.
 - D) Team sports are the most effective way to build the collaboration skills needed for academic projects.
4. The author uses the term “executive functions” in the context of learning. Which set of skills is the passage referring to? (1M)
- A) Long-term memory, speed reading, and vocabulary.
 - B) Cardiovascular endurance, muscular strength, and flexibility.
 - C) Social confidence, teamwork, and leadership.
 - D) Inhibitory control, working memory, and cognitive flexibility.

5. Which specific region of the brain, integral to memory and learning, benefits from the neurogenesis stimulated by BDNF? (1M)
6. True or False: The passage states that IQ is a stronger predictor of academic success than executive functions. (1M)
7. Besides the physiological changes in the brain, what two psychological factors from physical activity are mentioned as potentially spilling over into academic work, along with a caveat of a negative experience? (1M)
8. Explain the immediate and the long-term physiological effects of physical activity on the brain as described in the passage. How do these effects support learning? (2M)
9. The passage suggests a nuanced view, stating that physical activity can be a "double-edged sword." Elaborate on this point, discussing both the positive and negative social contexts of physical activity. (2M)
10. Why does the author argue that educational systems that marginalize physical activity are "undermining their own objectives"? (1M)

Answer key:

1. C) It supports the survival of neurons and encourages the growth of new ones.
2. C) An exhaustive, high-intensity workout immediately before a challenging exam.
3. C) Time dedicated to physical exertion is a critical investment that catalyzes cognitive function and learning.
4. D) Inhibitory control, working memory, and cognitive flexibility.
5. The hippocampus.
6. False. (The passage states: "Executive functions... are stronger predictors of academic success than IQ alone.")

7. Positive spillover: Collaboration and social confidence. Negative experience: Intense performance pressure or social exclusion, causing stress and anxiety.

8. The immediate effect of physical activity is an increased heart rate, which pumps more oxygen and glucose to the brain, creating an optimal environment for concentration. The long-term effect is the stimulation of BDNF, a protein that supports neuron survival and encourages the growth of new neurons, especially in the hippocampus. These effects support learning by providing the biological foundation for better focus in the short term and by physically enhancing the brain's capacity for memory and information retention over time.

9. The "double-edged sword" refers to the social context of physical activity. On the positive side, team sports can build collaboration and social confidence, which are skills that can transfer positively to group academic projects and classroom participation. On the negative side, if physical activity involves intense performance pressure or leads to social exclusion, it can be a source of stress and anxiety. This negative psychological state can outweigh the physiological benefits and hinder academic performance.

10. The author argues that these educational systems are undermining their own objectives because they treat physical activity as a distraction from learning, when in fact, it is a vital component of the learning process. By cutting recess and physical education to focus narrowly on test scores, schools are not just removing a break, but are removing a biological catalyst that primes the brain for the very cognitive functions—like memory, focus, and executive control—that are essential for academic achievement

Read the given passage carefully and answer the questions that follow. (12Marks)

Financial literacy is often framed as an adult concern—something to worry about once a paycheck arrives. Yet this perspective overlooks a critical window of habit formation: the student years. For students, understanding money management is not merely about balancing a checkbook; it is about cultivating a mindset that distinguishes needs from wants, opportunity from impulse, and short-term gratification from long-term security. In an age of

digital wallets, buy-now-pay-later apps, and student debt crossing trillions globally, the case for early financial education has never been more urgent.

One might argue that students have minimal income and therefore minimal financial responsibility. This view, however, combines complexity with importance. A student who learns to budget a modest monthly allowance is already practicing the same core skills as a CEO managing quarterly earnings: allocation, forecasting, and restraint. Without these skills, even a high future salary can evaporate through lifestyle creep or poor credit decisions. Conversely, a student who understands compound interest may start saving small amounts early, reaping outsized returns by their thirties—not through magic, but through the disciplined use of time.

Beyond personal gain, financially literate students contribute to a more stable society. They are less likely to default on loans, fall for predatory lending schemes, or face the psychological weight of chronic debt. Schools that integrate financial topics—budgeting, taxation, credit scores, and investment basics—into their curriculum often report not just improved math scores but also reduced anxiety around future planning. The ripple effect is tangible: students who can interpret a bank statement become adults who can navigate a mortgage, evaluate insurance, and vote on economic policies with discernment.

Nevertheless, critics caution against burdening an already packed syllabus. The solution is not to add standalone courses but to embed financial literacy into existing subjects—percentages in math, historical economics in social studies, ethical spending in homeroom discussions. Technology, too, offers tools: simulated stock markets, gamified savings challenges, and interactive debt calculators can turn abstract concepts into lived experience.

Ultimately, financial literacy for students is not a vocational skill. It is a life skill—as fundamental as reading or writing. To delay it until adulthood is to let students practice swimming only after they are already in deep water. By starting early, we empower a generation to treat money not as a source of stress, but as a tool for freedom.

Questions:

1. According to the passage, why is the student years considered a critical window for financial literacy? (1M)

- a) Because students earn high salaries
- b) Because it is a key period for habit formation
- c) Because schools require a finance course for graduation
- d) Because students have no financial responsibilities

2. What does the passage identify as a risk for students who lack financial literacy? (1M)

- a) Difficulty in learning mathematics
- b) Inability to get a student loan
- c) Falling for predatory lending schemes
- d) Being too cautious with spending

3. How does the passage suggest schools should introduce financial literacy without overloading the syllabus? (1M)

- a) By adding mandatory stand-alone finance courses
- b) By hiring external financial advisors as teachers
- c) By embedding financial topics into existing subjects
- d) By replacing physical education with money management

4. Which of the following best captures the author's conclusion about financial literacy? (1M)

- a) It is a professional skill for future CEOs
- b) It is less important than reading or writing
- c) It should only be taught in higher education
- d) It is a fundamental life skill

5. State whether the following statement is True or False: (1M)

The passage claims that financially literate students are more likely to default on loans.

6. Fill in the blank: (1M)

The passage mentions that understanding ____ interest can encourage students to start saving early.

7. Choose the correct option: (1M)

The passage compares a student budgeting an allowance to a ____ managing quarterly earnings.

(a) Teacher (b) CEO (c) Athlete (d) Artist

8. According to the passage, what are two psychological or societal benefits of financial literacy for students? (1M)

9. How does the passage counter the argument that students have minimal income and therefore minimal financial responsibility? (2M)

10. Name two technological tools mentioned in the passage that can help teach financial literacy to students. (2M)

ANSWER KEYS:

1. b) Because it is a key period for habit formation
2. c) Falling for predatory lending schemes
3. c) By embedding financial topics into existing subjects
4. d) It is a fundamental life skill
5. Answer: False
6. Answer: compound
7. Answer: (b) CEO
8. Answer: Two benefits are:

(i) Reduced anxiety around future planning.

(ii) Less likelihood of falling into chronic debt or defaulting on loans.

9. Answer: The passage counters this by stating that even a small monthly allowance teaches the same core skills as managing a large income—allocation, forecasting, and restraint. Without these skills, a high future salary can still be mismanaged.

10. Answer: Two tools mentioned are:

(i) Simulated stock markets.

(ii) Gamified savings challenges (or interactive debt calculators)

Read the given passage carefully and answer the questions that follow. (12Marks)

The Indian space program, orchestrated by the Indian Space Research Organisation (ISRO), represents a unique blend of frugal innovation, technological ambition, and societal application. Unlike the Cold War-driven space races of the 20th century, India's journey, initiated in 1969 under Dr. Vikram Sarabhai, was envisioned not for military dominance but for national development. From its modest beginnings with sounding rockets launched from Thumba near the equator, the program has evolved into a formidable force, achieving milestones that command global respect.

A defining characteristic of ISRO's philosophy is its cost-effectiveness. The Mars Orbiter Mission (Mangalyaan), launched in 2013, cost less than the budget of the Hollywood film Gravity, making India the first Asian nation to reach Martian orbit and the fourth space agency globally to do so. This "frugal engineering" stems from a necessity-driven approach: developing indigenous technologies like the PSLV (Polar Satellite Launch Vehicle) and GSLV (Geosynchronous Satellite Launch Vehicle) while bypassing expensive foreign collaborations.

Critically, the program's core purpose remains terrestrial. The Indian National Satellite (INSAT) system revolutionized telecommunications, television broadcasting, and weather forecasting. The Indian Remote Sensing (IRS) ³satellites have been pivotal in managing groundwater, forecasting crop yields, monitoring forest cover, and locating potential

fisheries. The South Asia Satellite, a gift from India to its neighbours, exemplifies its soft-power diplomacy. However, the program is not without debate. Critics question spending billions on space exploration when issues like hunger, sanitation, and healthcare remain pressing. Proponents counter that space technology directly addresses these very issues—for instance, the GSAT-12 satellite aids telemedicine in remote villages.

Recently, with missions like Chandrayaan-3's historic soft landing near the lunar south pole and the upcoming Gaganyaan (human spaceflight) and Shukrayaan (Venus orbiter) missions, India is transitioning from a development-centric space power to a more exploration-driven one. The 2023 space policy also opening doors for private sector participation signals a new era of commercial and collaborative spacefaring. Thus, the Indian space program is not merely a story of rockets and satellites; it is a discourse on how a developing nation can harness high technology for inclusive growth, while cautiously reaching for the stars.

Questions:

1. According to the passage, what was the primary initial motivation behind the Indian space program, unlike other space-faring nations? (1M)

- A) Military dominance and global supremacy
- B) National development and societal applications
- C) Commercial exploitation of space resources
- D) Scientific exploration of Mars and Venus

2. Which specific satellite system is mentioned in the passage as an example of India's soft-power diplomacy? (1M)

- A) GSAT-12
- B) INSAT system
- C) South Asia Satellite
- D) IRS satellites

3. What unique achievement does the passage attribute to the Chandrayaan-3 mission? (1M)

- A) First Asian mission to orbit Mars
- B) First human spaceflight by India
- C) Historic soft landing near the lunar south pole
- D) Launching the heaviest satellite using PSLV

4. The passage mentions that critics of the Indian space program argue that: (1M)

- A) India should focus only on launching foreign satellites
- B) Space exploration does not benefit agriculture or healthcare
- C) The cost of space missions is too high compared to PSLV capabilities
- D) Billions spent on space could be used for pressing domestic issues like hunger and sanitation

5. Fill in the blank: The Mars Orbiter Mission (Mangalyaan) made India the ___ Asian nation to reach Martian orbit. (1M)

6. True or False: The GSLV (Geosynchronous Satellite Launch Vehicle) was developed entirely through foreign collaboration, according to the passage. (1M)

7. Match the following (Match Column A with Column B): (1M)

Column A

Column B

- | | |
|------------|---|
| 1. INSAT | A. Telemedicine in remote villages (example) |
| 2. GSAT-12 | B. Telecommunications and weather forecasting |
| 3. PSLV | C. A workhorse launch vehicle for India |

8. How does the passage justify the expense of space programs against critics who point to domestic poverty and health issues? (1M)

9. What is meant by the term “frugal engineering³ in the context of ISRO, and which mission is cited as a prime example? (2M)

10. According to the final paragraph, what two major shifts are currently taking place in the Indian space program? (2M)

ANSWER KEYS:

1. Answer: B) National development and societal applications
2. Answer: C) South Asia Satellite
3. Answer: C) Historic soft landing near the lunar south pole
4. Answer: D) Billions spent on space could be used for pressing domestic issues like hunger and sanitation
5. Answer: first
6. Answer: False (The passage states “developing indigenous technologies ... bypassing expensive foreign collaborations.”)
7. Answer: 1-B, 2-A, 3-C
8. Answer: The passage justifies the expense by stating that space technology directly addresses terrestrial problems. It gives the example of the GSAT-12 satellite, which aids telemedicine in remote villages, implying that space investments yield practical benefits for healthcare, agriculture, and resource management rather than being purely prestige projects.
9. Answer: “Frugal engineering” refers to ISRO’s philosophy of achieving high technological goals at extremely low costs through indigenous innovation, minimal waste, and avoiding expensive foreign collaborations. The Mars Orbiter Mission (Mangalyaan) is cited as a prime example, as it cost less than the budget of the Hollywood film Gravity.
10. Answer: The two major shifts are: (1) India transitioning from a development-centric space power to a more exploration-driven one, as seen with missions like Gaganyaan (human spaceflight) and Shukrayaan (Venus orbiter); and (2) the 2023 space policy opening doors for private sector participation, signaling a new era of commercial and collaborative spacefaring.

Read the given passage carefully and answer the questions that follow. (12M)

The Digital Balancing Act: A Discursive Passage on Social Media

Social media platforms have woven themselves into the fabric of daily life, acting as both a global town square and a personalized echo chamber. On one hand, they champion unprecedented connectivity. A teenager in Mumbai can learn a traditional craft from an artisan in Peru; a grassroots movement can mobilize millions within hours. Families separated by oceans share birthdays in real time, and small businesses find customers beyond their wildest geographical dreams. This democratization of voice and access is a profound, positive shift.

However, this digital utopia has a shadow side. The very algorithms designed to keep us engaged often prioritize outrage and sensationalism over nuance and truth. The result is the rapid spread of misinformation, political polarization, and a public discourse that feels increasingly fractured. Furthermore, the curated highlight reels of peers' lives fuel a silent epidemic of social comparison. Studies consistently link heavy social media use to rising rates of anxiety, depression, and loneliness, particularly among adolescents who measure their worth in likes and followers. The pursuit of validation becomes an exhausting, never-ending performance.

The debate is further complicated by the platforms' dual role as public utilities and profit-driven corporations. They argue they are simply mirrors reflecting society's existing flaws, not creating them. Critics counter that the architecture of the platforms—infinite scroll, push notifications, and opaque algorithms—is deliberately addictive and manipulative. Regulatory efforts, like data privacy laws and content moderation policies, struggle to keep pace with innovation. Ultimately, social media is neither inherently good nor evil; it is a

powerful tool whose impact depends entirely on how, why, and how much we use it. The onus, perhaps, lies not just on regulators and tech CEOs, but on each of us to cultivate digital literacy and intentional engagement.

Questions:

1. According to the passage, what is a primary negative effect of social media algorithms? (1M)

- A) They reduce screen time for adolescents.
- B) They prioritize outrage and sensationalism over nuance.
- C) They eliminate all forms of misinformation.
- D) They promote only local businesses.

2. The passage describes the relationship between social comparison on social media and: (1M)

- A) Increased productivity at work.
- B) Higher rates of anxiety and depression.
- C) Stronger real-life friendships.
- D) Decreased use of smartphones.

3. What dual role do social media platforms play according to the passage? (1M)

- A) Entertainment hubs and educational tools.
- B) Public utilities and profit-driven corporations.
- C) News aggregators and gaming sites.
- D) Charitable organizations and marketing firms.

4. The passage concludes that the impact of social media depends largely on: (1M)

- A) Government regulations alone.

- B) The age of the user.
- C) How, why, and how much we use it.
- D) The number of followers one has.

5. The passage mentions that families separated by oceans share ____ in real time on social media. (1M)

6. The pursuit of validation on social media is described as an exhausting, never-ending _____. (1M)

7. Regulatory efforts like data privacy laws and content moderation policies struggle to keep pace with _____. (1M)

8. What two positive effects of social media connectivity are mentioned in the first paragraph? (2M)

9. According to the passage, what is the counter-argument of social media platforms when criticized for causing societal harm? (1M)

10. What is one solution or responsibility the passage suggests for mitigating the negative effects of social media? (2M)

Answer Key:

1. B) They prioritize outrage and sensationalism over nuance.

2. B) Higher rates of anxiety and depression.

3. B) Public utilities and profit-driven corporations.

4. C) How, why, and how much we use it.

5. birthdays

6. performance

7. innovation

8. Any two of the following: (i) A teenager in Mumbai can learn a craft from an artisan in Peru; (ii) A grassroots movement can mobilize millions; (iii) Small businesses find customers beyond geographical dreams.
9. The platforms argue that they are simply mirrors reflecting society's existing flaws, not creating them.
10. The passage suggests that the onus lies on each of us to cultivate digital literacy and intentional engagement (or using the platform deliberately rather than addictively).

Read the given passage carefully and answer the questions that follow. (12Marks)

The impact of social media on teenage mental health is a subject of intense debate, defying simple conclusions. On one hand, these platforms offer unprecedented opportunities for connection, self-expression, and community building, particularly for marginalized youth. On the other, a growing body of evidence links heavy usage to rising rates of anxiety, depression, and loneliness among adolescents. This tension lies at the heart of the issue; social media is neither a universal poison nor a panacea, but a powerful tool whose effects depend largely on usage patterns, personality, and existing support systems.

Proponents argue that social media provides a lifeline. For a teenager struggling with social anxiety in person, finding a like-minded online community for a niche hobby or identity can be transformative. It fosters a sense of belonging and validation that may be absent in their physical environment. Furthermore, platforms can raise awareness about mental health itself, destigmatizing therapy and offering peer support during crises. The ability to curate one's identity and access diverse perspectives is a significant benefit in an increasingly isolated world.

Conversely, critics point to the curated nature of online feeds as a primary driver of psychological harm. Constant exposure to idealized images of peers' appearances, vacations, and achievements fuels relentless social comparison, leading to feelings of inadequacy and low self-worth. The addiction-like design—endless scrolling, likes, and notifications—disrupts sleep, reduces physical activity, and fragments attention spans.

Moreover, the anonymity of the internet enables cyberbullying, which can be far more pervasive and damaging than traditional bullying, as the victim finds no refuge even at home. The fear of missing out (FOMO) can exacerbate anxiety, making teenagers feel perpetually left out of invisible social gatherings.

Ultimately, the solution likely rests not in abolition but in education and moderation. Critical digital literacy—teaching teens to recognize distorted realities, manage notifications, and prioritize offline relationships—could harness the benefits while mitigating the harms. Parents, schools, and policymakers must collaborate to create healthier digital ecosystems without stripping young people of a space that has become central to modern adolescence. The question is not whether social media is “good” or “bad,” but how we can coexist with it wisely.

Questions:

1. According to the passage, what is one potential benefit of social media for a teenager with social anxiety? (1M)

- A) It completely replaces the need for real-life interaction.
- B) It helps them find a like-minded online community for validation.
- C) It guarantees an improvement in academic performance.
- D) It eliminates all risks of cyberbullying.

2. What is identified as a primary driver of psychological harm from social media? (1M)

- A) Excessive physical activity.
- B) Constant exposure to idealized images leading to social comparison.
- C) Lack of parental supervision on screen time.
- D) Reduced number of online friends.

3. The passage suggests that the long-term solution to the mental health impact of social media lies in: (1M)

- A) Banning all social media platforms for teenagers³.

- B) Allowing teenagers unlimited screen time to build resilience.
- C) Digital literacy education and moderated usage.
- D) Relying solely on teenagers to self-regulate.

4. Which of the following is mentioned as a consequence of the addiction-like design of social media? (1M)

- A) Improved concentration in class.
- B) Increased face-to-face communication.
- C) Disrupted sleep and reduced physical activity.
- D) Higher self-esteem in all users.

5. Fill in the blank: The fear of missing out is abbreviated as _____. (1M)

6. True or False: The passage states that social media has the same impact (either entirely positive or entirely negative) on all teenagers. (1M)

7. Match the following terms from Column A with their correct descriptions in Column B: (1M)

Column A

Column B

- | | |
|----------------------|---|
| 1. Cyberbullying | A. The belief that one is not good enough compared to others |
| 2. Social comparison | B. Harassment using digital platforms with no physical refuge |
| 3. Curated identity | C. The selective presentation of one's life online |

8. Explain two ways in which social media can negatively affect a teenager's sleep and attention, as discussed in the passage. (1M)

9. According to the passage, how can social media serve as a "lifeline" for marginalized youth? (2M)

10. What does the author mean by "critical digital literacy," and why is it proposed as a solution? (2M)

Answer Key

1. B – It helps them find a like-minded online community for validation.
2. B – Constant exposure to idealized images leading to social comparison.
3. C – Digital literacy education and moderated usage.
4. C – Disrupted sleep and reduced physical activity.
5. FOMO
6. False (The passage argues effects depend on usage patterns, personality, and support systems.)
7. Matching:
 - 1 – B (Cyberbullying – Harassment using digital platforms with no physical refuge)
 - 2 – A (Social comparison – The belief that one is not good enough compared to others)
 - 3 – C (Curated identity – The selective presentation of one's life online)
8. The passage notes that the addiction-like design (endless scrolling and notifications) disrupts sleep by keeping teenagers awake and engaged late into the night. It also fragments attention spans by encouraging constant switching between tasks rather than deep focus.
9. For marginalized youth (e.g., those with niche identities or interests), social media can provide a sense of belonging and validation that may be absent in their immediate physical environment. It allows them to find supportive communities and access diverse perspectives, reducing feelings of isolation.
10. “Critical digital literacy” refers to teaching teenagers to recognize distorted realities (e.g., curated feeds), manage notifications, and prioritize offline relationships. The author proposes it as a solution because it empowers teens to harness the benefits of social media while mitigating its harms, rather than relying on outright bans or unrestricted use.

Read the given passage carefully and answer the questions that follow. (12Marks)

The Role of Technology on Human Relationships: Connector or Isolator?

It is a strangeness of our age that we carry devices capable of instant global connection, yet many report feeling profoundly alone. Technology's role in human relationships is therefore not a simple binary of good or evil, but a dynamic, context-dependent force that both weaves and frays the social fabric.

On one hand, technology has undeniably democratized connection. A student studying abroad can video-call family weekly, preserving bonds that geography would have severed. Marginalized individuals find virtual communities where their identity is validated, something their physical surroundings might deny. Social media platforms revive dormant friendships, and dating apps introduce partners who might never have crossed paths otherwise. In crises, from natural disasters to personal hardship, digital networks mobilize support with unprecedented speed. From this vantage, technology is the ultimate connector—a prosthetic for our inherently social brains.

Yet a compelling counter-narrative suggests that this 'connection' is often a shallow substitute for genuine intimacy. The curated perfection of Instagram feeds can induce social comparison and envy, eroding self-esteem. A family dinner where each member scrolls through a separate screen exemplifies 'alone together'—physical proximity without emotional presence. Moreover, algorithmic echo chambers may polarise discourse, replacing dialogue with outrage. The very efficiency of text-based communication strips away non-verbal cues: a sarcastic message reads as cruel; a condolence feels hollow. For heavy users, studies correlate high screen time with increased loneliness and anxiety, suggesting that as digital ties multiply, real-world roots may wither.

However, the most balanced view acknowledges that technology is not a deterministic agent but a tool whose impact depends on usage. Passive scrolling through others' highlights fosters isolation; active engagement—commenting meaningfully, sharing vulnerabilities—fosters connection. Video games played side-by-side on a sofa can strengthen sibling bonds; the same game played solo late at night may deepen withdrawal. Hence, the question is not whether technology connects or isolates, but how we integrate it into our lives. When used as a supplement to, rather than a replacement for, face-to-face

interaction, it enriches relationships. When allowed to displace physical presence, it impoverishes them. Ultimately, the screen neither loves nor abandons us; it merely magnifies what we bring to it.

Questions:

1. According to the passage, what is a key benefit of technology for marginalized individuals? (1M)

- a) It improves their financial status
- b) It provides virtual communities where their identity is validated
- c) It replaces the need for physical interaction
- d) It guarantees they will find romantic partners

2. What does the phrase 'alone together' refer to in the passage? (1M)

- a) Living in a remote area without neighbours
- b) Physical proximity without emotional presence due to screen use
- c) Using social media to arrange group gatherings
- d) The experience of single-child families

3. Which of the following best describes the passage's overall stance on technology? (1M)

- a) Technology is entirely harmful to human relationships
- b) Technology is the sole solution to loneliness
- c) Technology's impact depends on how it is used
- d) Only video calls can truly connect people

4. According to the passage, passive scrolling on social media tends to: (1M)

- a) Strengthen deep friendships
- b) Increase loneliness and social comparison
- c) Improve communication skills

d) Reduce screen time naturally

5. Fill in the blank: The author states that technology is a tool whose impact depends on (1M)

6. True or False: According to the passage, text-based communication fully preserves all the emotional cues of face-to-face conversation. (1M)

7. Name one positive and one negative effect of technology on relationships mentioned in the passage. (1M)

8. According to the passage, why can the 'efficiency of text-based communication' be problematic for relationships? (1M)

9. What distinction does the passage make between passive and active engagement on social media? (2M)

10. In the passage's conclusion, when does technology 'enrich' versus 'impoverish' human relationships? (2M)

ANSWER KEYS:

1. Answer: b

2. Answer: b

3. Answer: c

4. Answer: b

5. Answer: usage / how it is integrated into our lives

6. Answer: False

7. Answer: Positive – connecting people across geography (e.g., video calls) / Negative – inducing social comparison or envy via curated social media

8. Answer: Because it strips away non-verbal cues such as tone of voice and body language. This can lead to misunderstandings—for example, a sarcastic message may be read as cruel, or a brief condolence may feel hollow and insincere.

9. Answer: Passive engagement (e.g., scrolling through others' posts without interacting) tends to foster isolation and social comparison. Active engagement (e.g., commenting meaningfully or sharing personal vulnerabilities) tends to foster genuine connection and strengthen relationships.

10. Answer: Technology enriches relationships when used as a supplement to, rather than a replacement for, face-to-face interaction. It impoverishes them when it displaces physical presence and real-world emotional intimacy

Read the given passage carefully and answer the questions that follow. (12M)

The relationship between tourism and environmental protection is often framed as a fundamental conflict, a zero-sum game where the gain of one inevitably signifies the loss of the other. This perspective is understandable. The very act of travel, particularly mass tourism facilitated by carbon-intensive aviation and cruise ships, leaves a heavy footprint. Pristine coastlines are transformed into concrete jungles of high-rise resorts, fragile coral reefs are bleached by sunscreen-laden swimmers and rising sea temperatures, and ancient mountain trails suffer erosion under a ceaseless march of trekking boots. The economic promise of tourism can act as a siren song, luring governments and developers into prioritizing short-term gains over the long-term health of the natural assets upon which the industry is ultimately built. From this vantage point, tourism appears less like a benign visitor and more like a voracious predator, consuming the very hand that feeds it.

However, to cast the narrative solely in this binary light is to ignore a more nuanced and evolving reality. A powerful counter-current, often termed ecotourism or sustainable travel, posits that tourism, when architected with integrity and managed with rigour, can be a formidable tool for environmental protection. The central premise is a direct economic link between conservation and livelihood. When a local community derives tangible financial benefit from a standing forest, a thriving population of mountain gorillas, or an intact coral reef, they are powerfully incentivized to become its most dedicated guardians. The animal

that was once a threat to crops or a source of bush meat becomes a living asset worth more alive than dead. This model transforms the perceived conflict between human prosperity and nature preservation into a synergistic partnership.

The operational reality, however, is fraught with challenges. The line between sustainable ecotourism and "greenwashing"—where a superficial environmental veneer masks fundamentally unsustainable practices—is often perilously thin. A remote ecology that markets itself as a sanctuary can still inflict significant harm through improper waste disposal, the introduction of invasive species, or the habituation of wildlife to human presence, which can alter natural behaviours and increase vulnerability to poachers. Furthermore, the very success of a destination can sow the seeds of its destruction. The phenomenon of over tourism, where visitor numbers overwhelm local infrastructure and ecosystems, can degrade the exact attributes tourists come to experience, from the serene silence of a mountain to the biodiversity of a marine sanctuary. The quest for the perfect, untouched "selfie spot" in nature often leads to precisely the kind of destruction that defeats the purpose of the journey.

Ultimately, the future of this intricate relationship does not rest on a simple choice between blanket promotion and absolute prohibition. It demands a sophisticated, multi-pronged approach grounded in stringent governance. This includes hard limits on visitor numbers in ecologically sensitive zones, nationally mandated sustainability certifications with teeth, and a significant reinvestment of tourism revenues into proven conservation and restoration projects. The responsibility, however, does not lie solely with governments and operators. It requires a paradigm shift in the conscience of the traveller, moving from a passive consumer of experiences to an active, informed participant who understands that the privilege of witnessing the planet's wonders comes with a profound duty to protect them. The central question is not whether tourism can coexist with environmental protection, but whether we possess the collective will to enforce that it does.

Questions:

1. The author uses the term "siren song" in the first paragraph to describe: (1M)

a) The beautiful sounds of nature that attract tourists.

- b) The strict environmental regulations that govern tourism.
 - c) The economic promise of tourism that can lead to environmental harm.
 - d) The marketing strategies used by ecotourism companies.
2. According to the passage, what is the central premise of ecotourism? (1M)
- a) Minimizing the number of tourists who can afford to travel.
 - b) Creating a direct economic link between conservation and the livelihoods of local communities.
 - c) Building large, low-cost resorts to make nature accessible to everyone.
 - d) Banning all human activity from ecologically sensitive zones.
3. What does the author identify as a primary risk associated with the success of an ecotourism destination? (1M)
- a) A decrease in global flight connectivity.
 - b) Under-investment in local infrastructure.
 - c) Over-tourism, which can degrade the very environment tourists come to see.
 - d) The introduction of invasive species by the local community.
4. The overall tone of the passage can best be described as: (1M)
- a) Alarmist and pessimistic about the future.
 - b) Wholly optimistic and promotional of ecotourism.
 - c) A balanced and analytical exploration of a complex issue.
 - d) Sarcastic and critical of all forms of tourism.
5. True or False: The passage argues that tourism and environmental protection are a zero-sum game. (1M)
6. Fill in the blank: The passage coins the term "____" to describe an eco-friendly veneer that hides unsustainable practices. (1M)

7. True or False: The author suggests that the duty to protect the environment rests solely with government bodies and tourism operators. (1M)
8. Explain the paradox of a successful ecotourism destination "sowing the seeds of its own destruction," as described in the passage. (1M)
9. What are the three elements of the "sophisticated, multi-pronged approach" the author proposes for the future of tourism? (2M)
10. According to the passage, what are two specific ways a remote ecolodge can cause environmental harm despite its sustainable image? (2M)

ANSWER KEYS:

1. c) The economic promise of tourism that can lead to environmental harm.
2. b) Creating a direct economic link between conservation and the livelihoods of local communities.
3. c) Overtourism, which can degrade the very environment tourists come to see.
4. c) A balanced and analytical exploration of a complex issue.
5. False. The passage explicitly states this binary view is only one perspective and explores a more nuanced reality.
6. Greenwashing.
7. False. The author states it requires a "paradigm shift in the conscience of the traveller," indicating a shared responsibility.
8. The paradox is that attracting many visitors for economic benefit can lead to overtourism, where the sheer volume of people overwhelms the local infrastructure and ecosystem. This directly degrades the natural beauty and biodiversity that made the destination successful in the first place, destroying its own foundation.

9. The three elements are: imposing hard limits on visitor numbers in sensitive areas, establishing nationally mandated sustainability certifications with strict enforcement power ("teeth"), and significantly reinvesting tourism revenues into conservation and restoration projects.

10. A remote ecolodge can cause harm through improper waste disposal, which pollutes the immediate environment, and by habituating wildlife to human presence, which can alter their natural behaviours and make them more vulnerable to poachers. (Other acceptable answers: introducing invasive species, or disrupting local ecology).

ANALYTICAL PARAGRAPH

Features of an Analytical Paragraph Writing-

1. It describes the given **chart, table, data, graph, cues etc.**
2. It should be **brief and comprehensive** (include complete information) at the same time.
3. It should state facts that are provided by the chart.
4. It is necessary to make **use of simple and accurate language.**
5. It should mention **figures and quantities** appropriately.
6. It is appropriate to **use the same tense throughout the analytical paragraph.**
7. **No personal observation** or response should be provided.
8. It would be preferable to **use the passive form of the verb.**

How to Score 5/5 in Analytical Paragraph

If you are curious to know what all should you do to score full marks in analytical paragraph writing, then read further-

1. Do not confuse analytical writing with descriptive writing or summary writing.
2. It requires examining the given elements closely and sharing inputs based on given stimulant.
3. It carries no title or heading.
4. Follow the format and distribute words intelligently.
5. Repetition can be a deterrent so include a variety of observations.
6. Remember to add phrases for describing trends and making comparisons.
7. Please avoid losing marks on account of spelling mistakes and grammatical errors.
8. Presentation matters. So, write neatly.
9. Do not add any personal experiences or information that is not mentioned in the data provided.

10. Adhere to the word limit to avoid wastage of time and a deduction of marks.

Analytical Paragraph Class 10 Marking Scheme

The question of Analytical paragraph writing carries a total weightage of 5 marks. Out of these 5 marks, Content carries 2 marks. Students should add four trends/ points as noticeable in the given data. Organisation of ideas carries another 2 marks for effective style, orderly sequence, single paragraph structure, formal tone and functional vocabulary. Accuracy carries 1 mark and covers spelling, punctuation and grammar.

Analytical Paragraph writing Break up of marks	
Content	2
Organization of ideas	2
Accuracy	1
Total	5

Useful tips for Writing an Analytical Paragraph

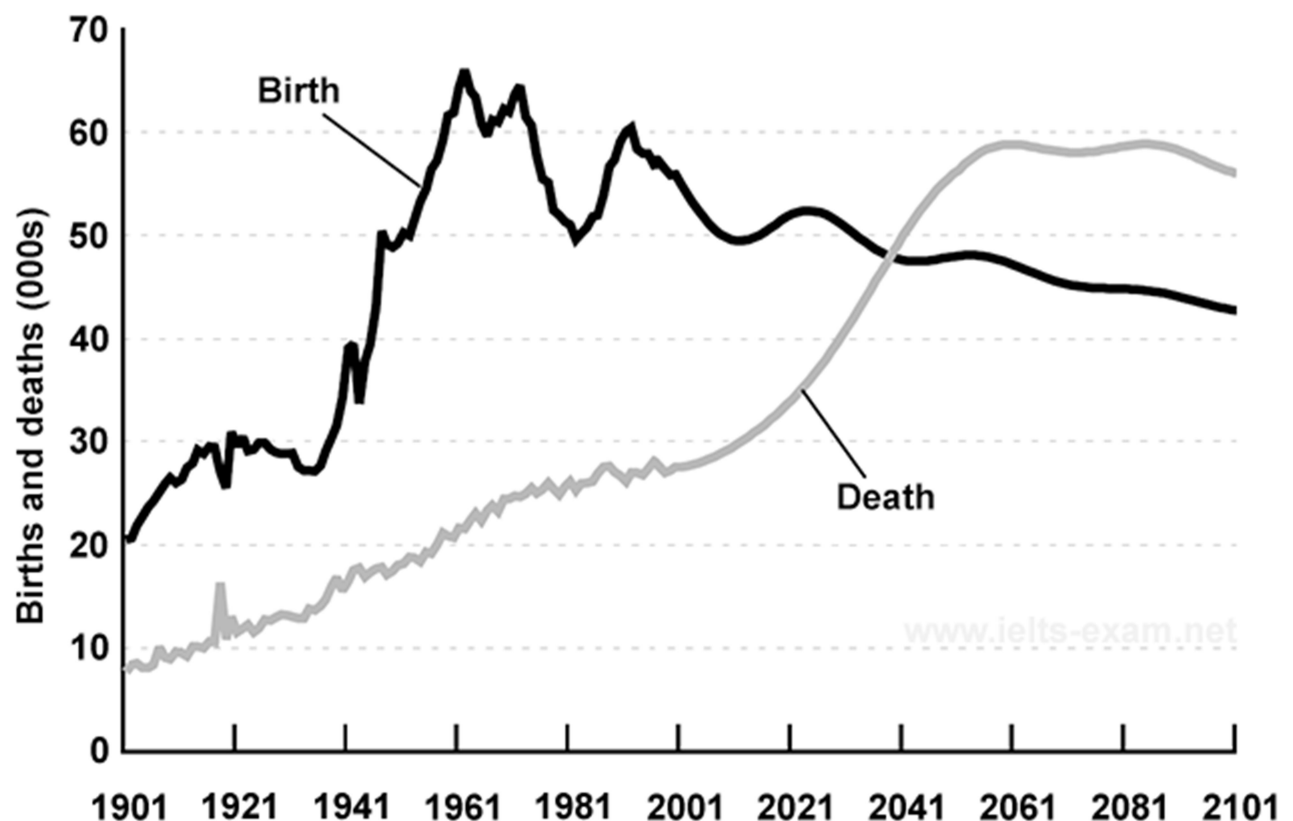
- For an **introduction**, you can start with the following phrases-
 - The chart given above describes
 - The table suggests
 - The line graph shows
 - The data given provides information about
 - The pie chart illustrates, etc.
- For **describing trends**, use phrases and words like- a pattern of growth, rapidly doubled, skyrocketed, striking increase, peaked, soaring rates, declined, plummeted, leveled off, stagnated, fluctuate, starting to rise, starting to fall, drop down, slightly, etc.
- For **describing quantities**, use various styles like- 48% of, one-third of, nearly one-fourth of, almost 80%, majority, on average, twice as much, almost equal, the highest, the lowest, very close to 2%, roughly, approximately 5% of, just under three percent, etc.
- For **establishing a relationship or contrast**, use phrases and words like- relationship between, similarly, in contrast with, in comparison to, but in the opposite case, however,

whereas, when it comes to, as opposed to, while, striking difference, noticeable difference, etc.

5. For the **conclusion and other connecting phrases** use- overall, subsequently, in all, in a nutshell, for the chart given, in short, striking changes, including, therefore, etc.

Class 10 Analytical Paragraph Examples, Samples

Example Question 1: Below is a graph given showing birth and death rates in a country from 1901 to 2101. Write an analytical paragraph (100-150 words).



Answer 1:

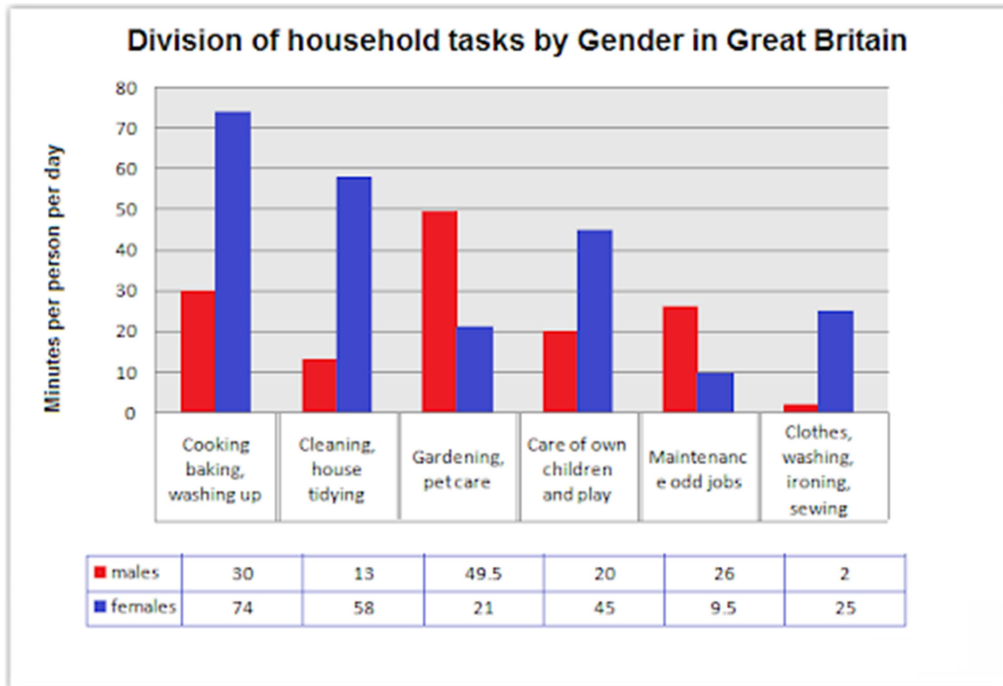
The graph shows birth and death rates starting from 1901 till 2101.

Since 1901, the birth rate has remained more than the death rate until 2041. Birth rate was 20000 in 1901 and started increasing gradually. It peaked in 1961 to around 65000. From 1961, birth rate has fluctuated multiple times between 50000 and 60000. It is expected to decline for the coming years reaching approximately 42000 by 2101.

On the other hand, the death rate stood at around 10000 in 1901 and then has increased steadily. It is expected to rise strikingly from 2021 before levelling off to approximately 60000 between 2061 and 2081. The graph indicates a slight decline in deaths in the year 2101.

The graph shows the huge gap between birth rate and death during 1961 to 2001. However, this gap is expected to reduce in the later years. Overall, as opposed to the prevailing trends, the death rate will be more than the birth rate in the later half of the 21st century.

Example Question 2: The chart shows the division of household tasks by gender in Great Britain. Write an analytical paragraph describing the chart given in not more than 200 words.



Answer 2:

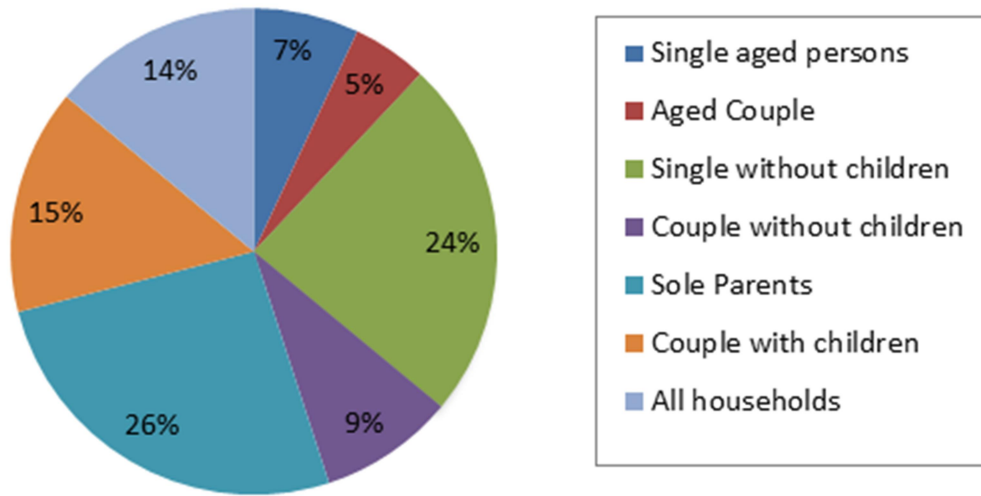
The chart shows the number of minutes per day spent by British men and women in doing household tasks. On an average, the women spend about four hours doing household tasks whereas the men spend less than two and half hours.

The tasks on which women spend more time than men include cooking, cleaning house, taking care of the children and laundry. In doing all these tasks, women spend approximately 200 minutes which is almost three times the time spent by men in these tasks. On the other hand, men spend twice the time than women in doing tasks like gardening and maintenance of odd jobs in the house. Men spend the highest time, almost 50 minutes, in gardening and petcare. While the women spend only 30 minutes for these tasks. The time spent by men in washing, ironing and sewing clothes is as low as 2 minutes per day as opposed to 25 minutes spent by women.

In short, women spend far more time doing household chores than men whilst men prefer to do gardening, petcare and maintaining odd jobs.

Example Question 3: The pie chart shows the proportion of people from different households living in poverty in the UK in 2002. Write an analytical paragraph to describe the information in 100-120 words.

Proportion of people from each household type living in poverty



Answer 3:

The given pie chart illustrates seven different categories of households living in poverty in the UK in 2002.

It is clearly evident from the pie chart that 26% of the total poverty-stricken households are those of sole parents. Single people without children account for the second highest proportion with 24%. In contrast to couples without children that accounts for just 9%, couples with children account for 15% of the poor households. Single aged persons and aged couples proportion for 12% together for poor households.

Overall, 14% of all households in the UK were living under poverty. The younger generation had a greater poor percentage than their aged counterparts. Couples without children had better economic conditions than those with children.

Example Question 4: The following table shows details about the internet activities for six categories for different age groups. Write an analytical paragraph for the table given in around 150-200 words.

Internet Activities by Age Group

	Age group						
Activity%	Teens	20s	30s	40s	50s	60s	70+
Get News	76	73	76	75	71	74	70
Online games	81	54	37	29	25	25	32
Downloads	52	46	27	15	13	8	6
Product research	0	79	80	83	79	74	70
Buying a product	43	68	69	68	67	65	41
Searching for people	5	31	23	23	24	29	27

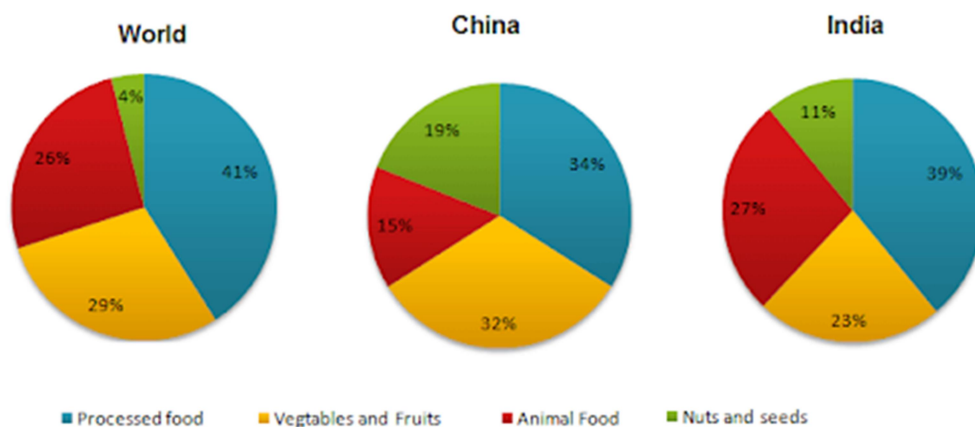
Answer 4:

The given table suggests the internet activities of seven age groups ranging from teens to those in their seventies for six different kinds of activities. The table shows that the younger generation is more interested in online games and news, while the older generation spends time on the internet to research and buy products.

It is evident from the table that teens mainly use the internet for games (as high as 81%), news and downloads and are interested in searching for people or friends or doing any product research. The middle-age group (people in 20s to 60s) is highly interested in getting news, doing product research and buying products, the percentage ranging from 70-80%. The internet activity which gets the least time is searching for people. All the age groups spend less than 30% of their internet time on the same. The amount of time spent on downloads decreases with age and gets as low as 6% (for people in 70s).

Overall, the table suggests that teenagers are most likely to spend time playing games and doing downloads. On the other side, older people are interested in researching and buying products. People spend the least amount of time searching for other people online.

Question 5: Below given are three pie charts showing consumption habits of India, China and World overall in 2008. Write an analytical paragraph describing the pie charts (100-120 words).



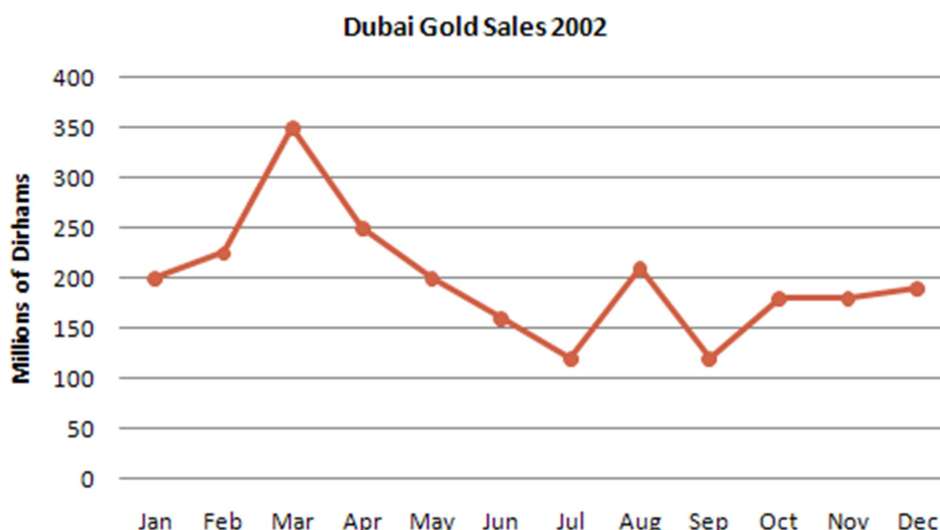
Answer 5:

The three given pie charts depicts types of food consumption in 2008 as compared in two countries- India and China.

In general, processed food is the major type of food eaten. Processed food comprises as high as 41% of the global consumption. In China and India as well, processed foods are consumed the most, the rate of consumption being 34% and 39% respectively. On an average, vegetables and fruits constitute 29% of consumption. In China, vegetables and fruits comprise 32% of food consumption which is 9% more than that of India. For Indians, animal food accounts for 27% of their diet, exceeding Chinese food consumption by a striking 12%. However, nuts and seeds comprise almost one-fifth of Chinese food habits. This is way more than the global consumption of 4% and 11% of India.

Overall, world food consumption largely comprises processed food. Chinese consumption of nuts and seeds is unbelievably higher than the average percentage.

Question 6: The graph given shows estimated sales of gold in Dubai in 2002. Write an analytical paragraph describing the line graph in around 150 words.



Answer 6:

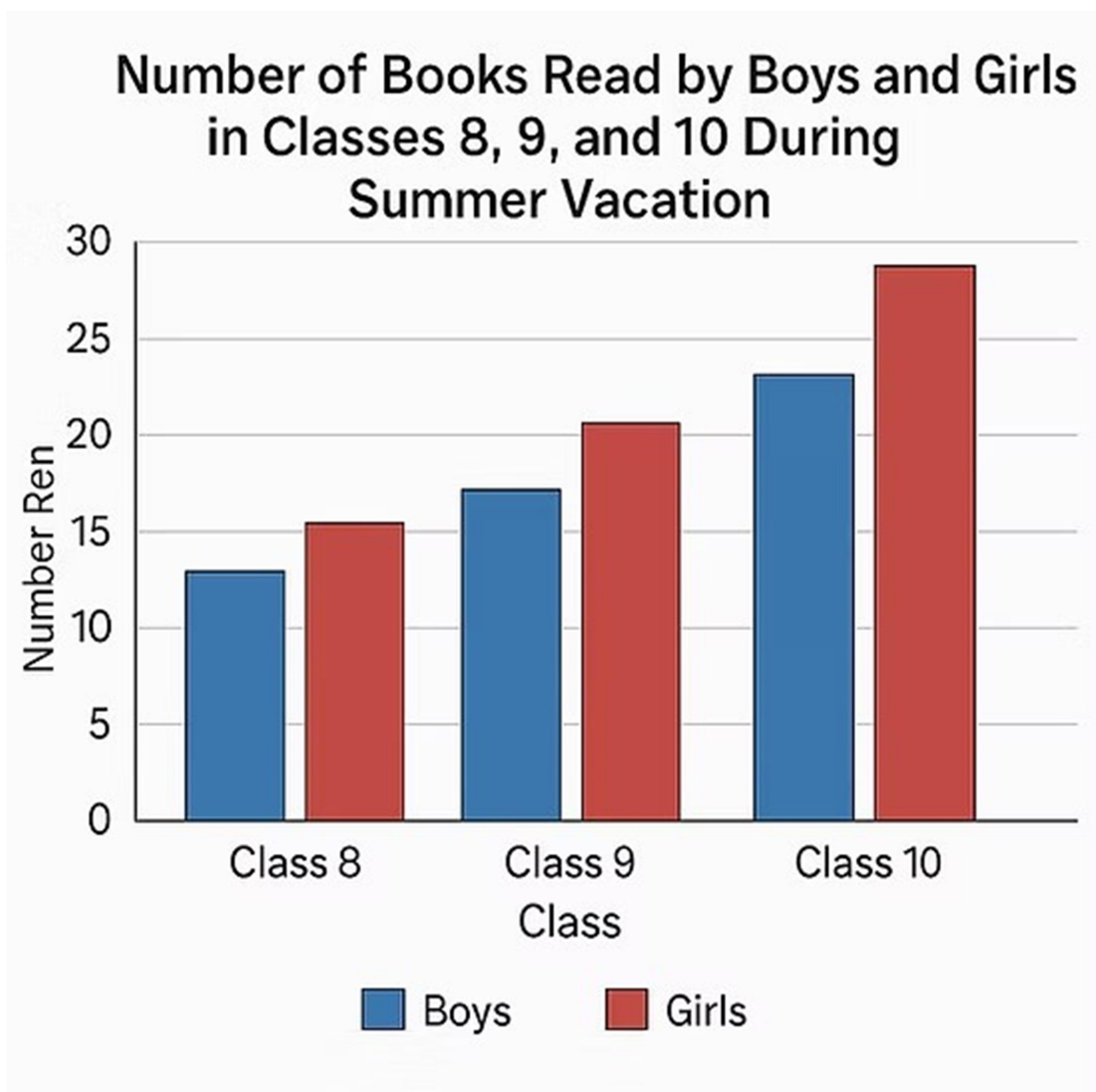
The line graph depicts the estimated sales of gold in Dubai for a period of twelve months in 2002 in millions of Dirhams.

In January 2002, the sales stood at 200 million Dirhams. It steadily increased through the next month and peaked to 350 million Dirhams in the third month of the year. However, the gold sales started to plummet over the next three months and hit 110 million Dirhams in the month of July. Unexpectedly, the sales doubled in August before coming down to the same level as in July for the month of September. For the next two months of the year, the gold sales levelled off to 180 million Dirhams and then slightly increased in December.

Overall, the estimated gold sales fluctuated in 2002. The sales were the highest in the month of March and lowest in the months of July and September. The sales at the end of the year were almost the same as they were in the beginning of the year.

Question. 7. The following bar graph shows the number of books read by boys and girls in Classes 8, 9, and 10 during the summer vacation.

Write an analytical paragraph in about 100–120 words describing the trend. Mention the comparison between boys and girls across the classes and highlight which class showed the maximum reading habit.



Answer 7. The given bar graph illustrates the number of books read by boys and girls in Classes 8, 9, and 10 during the summer vacation.

A comparative analysis reveals that girls consistently outperformed boys across all three classes in terms of reading. In Class 8, girls read slightly more books than boys. The gap widened further in Class 9, with girls again reading a higher number of books. The highest reading habit was observed among Class 10 students, where both boys and girls showed an increase, but girls still maintained the lead.

Overall, Class 10 exhibited the maximum reading habit, which might be attributed to greater academic awareness and reading enthusiasm among the senior-most students.

Question 8. The table below presents the percentage of students opting for different streams (Science, Commerce, Humanities) after Class 10 in three cities: Kolkata, Delhi, and Mumbai. Summarize the data in 100–120 words, making necessary comparisons and observations.

Percentage of Students Opting for Different Streams After Class 10

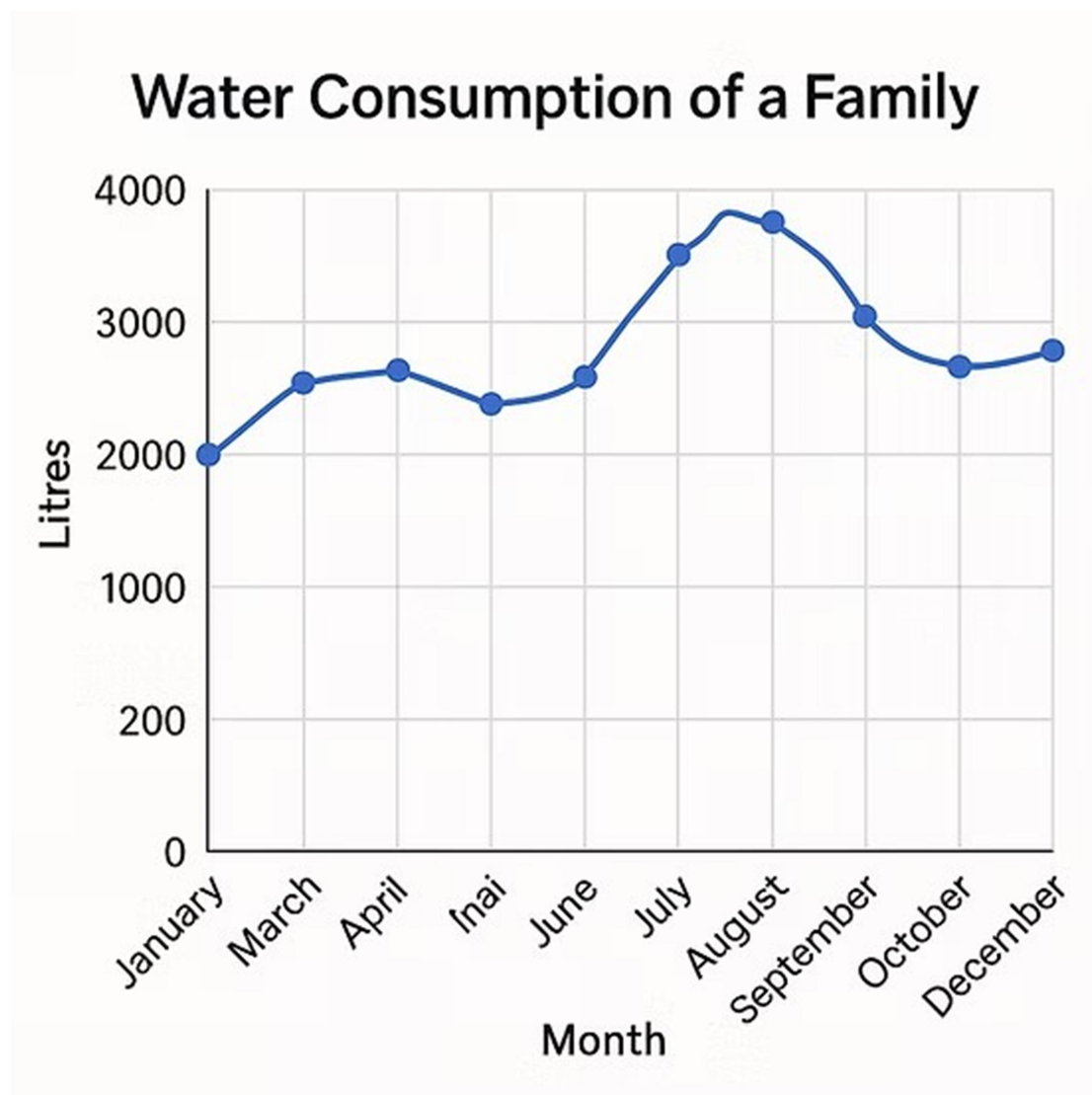
	Science	Commerce	Humanities
Kolkata	45%	30%	25%
Delhi	50%	25%	25%
Mumbai	55%	20%	25%

Answer 8. The given table presents the percentage of students opting for Science, Commerce, and Humanities streams after Class 10 in Kolkata, Delhi, and Mumbai.

The data shows that Science remains the most preferred stream across all three cities, with Mumbai leading at 55%, followed by Delhi at 50%, and Kolkata at 45%. When it comes to Commerce, Kolkata has the highest percentage (30%), while Delhi and Mumbai lag behind at 25% and 20%, respectively. Interestingly, Humanities shows an equal preference of 25% in all three cities. Overall, Mumbai leads in science preference, while Kolkata dominates in Commerce selection. The uniformity in Humanities indicates balanced interest across these urban centres. The data highlights the growing inclination towards science, especially in Mumbai.

Question 9. The given line graph shows the water consumption (in litres) of a family across the months of a year.

Write an analytical paragraph in about 100–120 words describing the trends, highlighting months of high and low consumption, and possible reasons.



Answer 9. The given line graph illustrates the monthly water consumption (in litres) of a family over a one-year period.

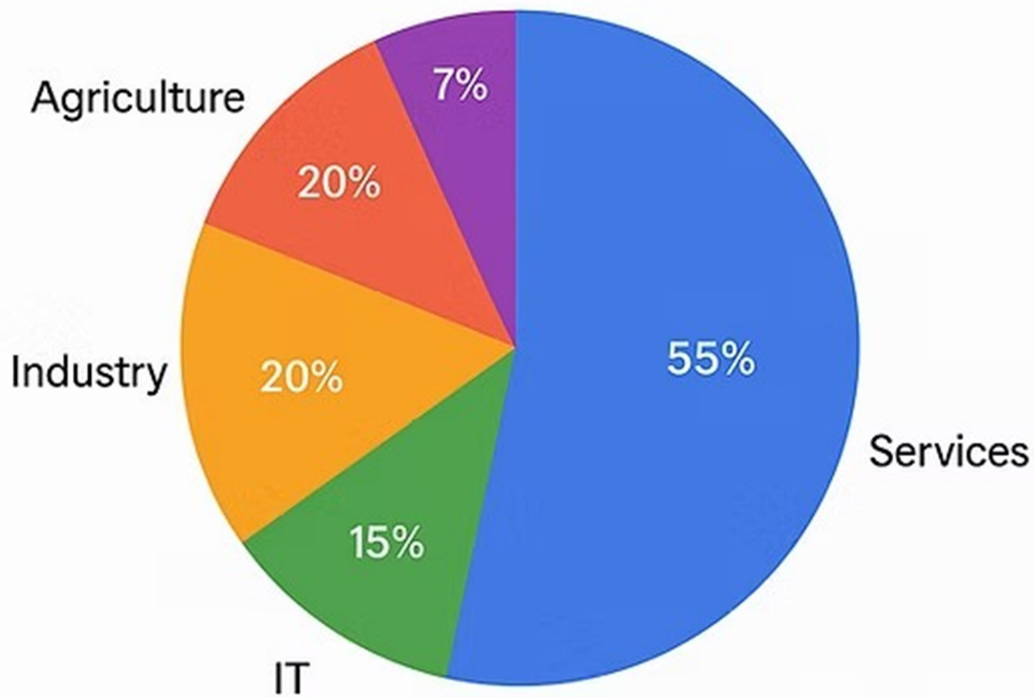
According to the graph, the water usage begins at around 2000 litres in January and shows a steady rise, peaking at approximately 3800 litres during August. This sharp increase in consumption during the summer months could be attributed to higher water usage for cooling, bathing, and gardening needs. A noticeable drop in usage is observed in June, where consumption reaches its lowest point. After August, the consumption gradually decreases but remains fairly consistent from October to December.

Overall, the graph reflects seasonal variations, where warmer months see higher water consumption, likely due to climatic factors and lifestyle patterns.

Question 10. The pie chart shows the contribution of different sectors (Agriculture, Industry, Services, IT, Tourism) to the GDP of India in 2024.

Write a paragraph summarizing the data, explaining which sectors are dominant and comparing their contributions.

Contribution of Different Sectors to GDP of India in 2024



Answer 10. The given pie chart illustrates the contribution of various sectors—Agriculture, Industry, Services, IT, and Tourism—to India's GDP in 2024.

The Services sector holds the dominant position, contributing a significant 55%, highlighting its crucial role in the economy. The Industry sector follows with a contribution of 20%, sharing the second spot with Agriculture, which also stands at 20%. The IT sector accounts for 7%, indicating its growing importance in the modern economic landscape. Tourism, however, contributes the least at just 3%, showing relatively limited influence on the GDP.

Overall, the chart reflects a service-oriented economy where the tertiary sector plays the leading role, while other sectors contribute moderately to the nation's economic output.

Question 11. The table below shows the average daily screen time (in hours) spent on smartphones, laptops, and televisions by teenagers and adults. Write an analytical paragraph in about 100–120 words, comparing the screen time of the two groups and discussing the notable differences.

Average Daily Screen Time (in hours)	Smartphone	Laptop	Television
Teenagers	5	2.5	3
Adults	3	4	2.5

Answer 11. The given table presents the average daily screen time (in hours) spent on smartphones, laptops, and televisions by teenagers and adults.

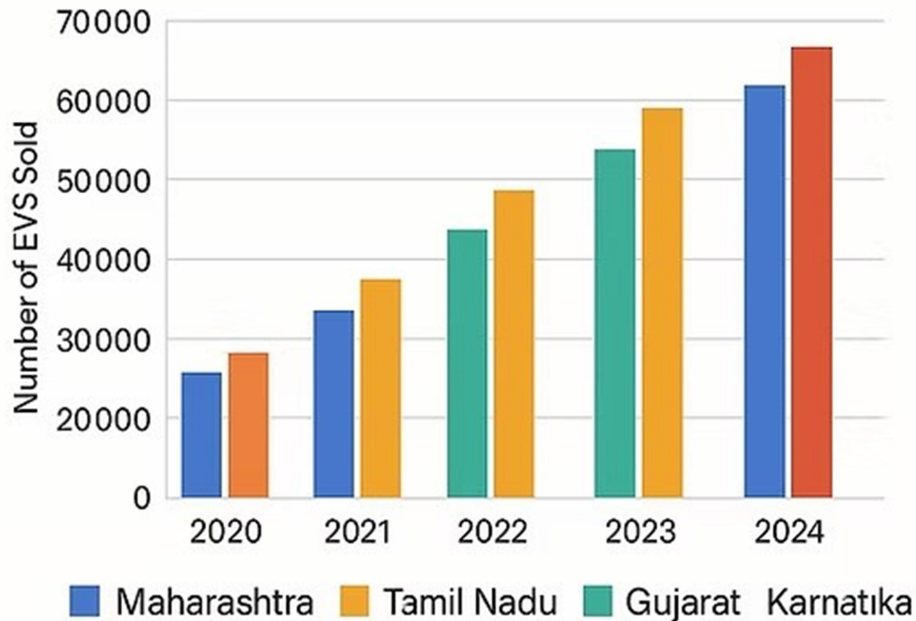
The data reveals that teenagers spend the highest amount of time on smartphones, averaging around 5 hours daily, while adults spend approximately 3 hours on the same device. In contrast, adults show greater engagement with laptops, averaging 4 hours, whereas teenagers spend about 2.5 hours. Television usage appears relatively balanced between both groups, with teenagers watching slightly more than adults. The notable difference lies in smartphone dependency among teenagers and laptop preference among adults, possibly due to work-related demands for the latter.

Overall, the table highlights distinct usage patterns influenced by lifestyle and age group priorities.

Question 12. The bar graph given below illustrates the number of electric vehicles (EVs) sold in four major Indian states: Maharashtra, Tamil Nadu, Gujarat, and Karnataka from 2020 to 2024.

Summarize the data in about 100–120 words, pointing out the growth pattern and comparing the performance of the states.

Electric Vehicle Sales in Major Indian States

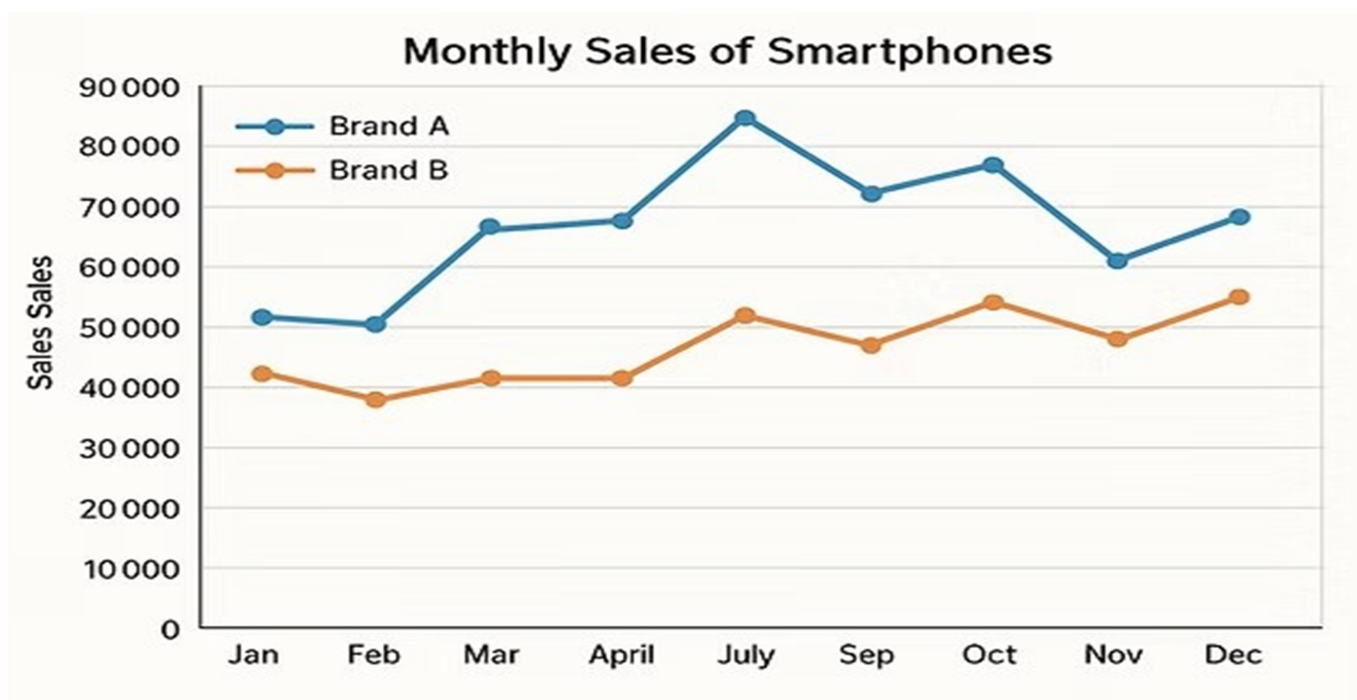


Answer 12. The given bar graph illustrates the sales of electric vehicles (EVs) across four major Indian states—Maharashtra, Tamil Nadu, Gujarat, and Karnataka—from 2020 to 2024.

The data clearly indicates a steady growth in EV sales over the five-year period in all the states. Maharashtra consistently leads in EV sales, showing the highest figures each year, with a sharp rise in 2024. Tamil Nadu and Gujarat follow closely, both demonstrating a positive upward trend. Karnataka, although having the lowest sales initially, exhibits steady growth throughout the years. The graph reflects a growing acceptance and demand for electric vehicles, likely driven by increased environmental awareness, government incentives, and expanding EV infrastructure across these states.

Question 13. The line graph shows the monthly sales of two popular smartphones, Brand A and Brand B, over a period of one year.

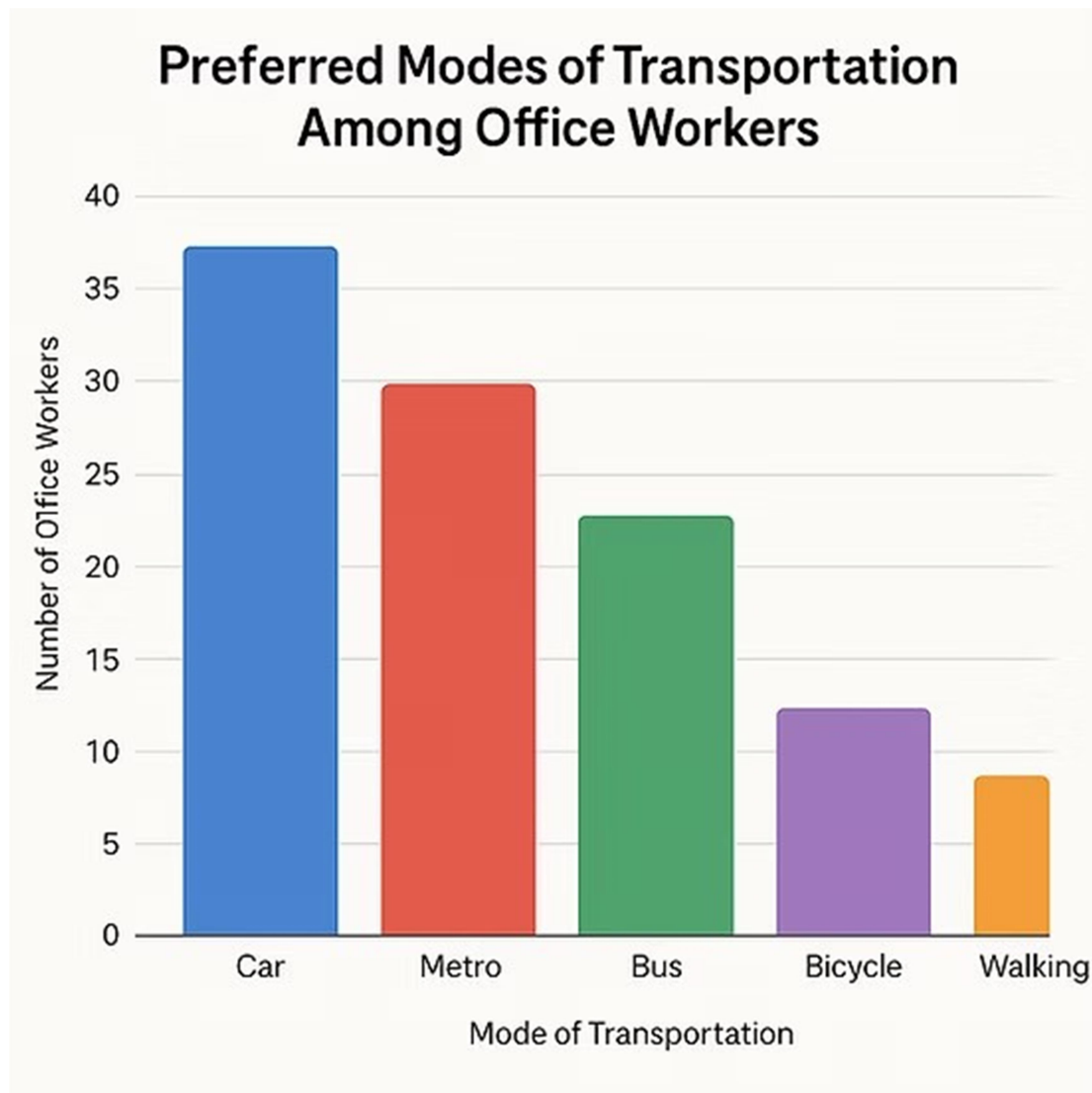
Write an analytical paragraph comparing the sales trends, highlighting peak sales periods and any major fluctuations.



Answer 13. The given line graph presents the monthly sales data of two smartphone brands, Brand A and Brand B, across one year.

The graph reveals that Brand A consistently maintains higher sales than Brand B throughout the year. Brand A experiences its peak sales in July, reaching 85,000 units, which might coincide with seasonal offers or new product launches. However, there is a noticeable dip in sales for Brand A during November, followed by a slight recovery in December. On the other hand, Brand B shows moderate but stable sales, with its highest figures recorded in October at around 55,000 units. The graph highlights significant fluctuations in Brand A's sales, while Brand B shows gradual and steady growth, indicating differing market strategies and customer preferences.

Question 14. **The following bar graph displays the results of a survey on the preferred modes of transportation among office workers: car, metro, bus, bicycle, and walking.** Write a paragraph in about 100–120 words, summarizing the preferences and suggesting possible reasons for the choices



Answer 14. The given bar graph shows the preferred modes of transportation among office workers, comparing five options: car, metro, bus, bicycle, and walking.

According to the data, the car is the most preferred mode, chosen by approximately 45% of workers, likely due to comfort and convenience. The metro stands as the second most popular option with around 35%, indicating its efficiency and cost-effectiveness in urban areas. The bus is preferred by 25%, providing an affordable commuting option. Bicycle usage is around 15%, reflecting an eco-friendly and health-conscious choice, while walking remains the least preferred at just over 10%, probably due to distance and time constraints.

The graph highlights that private vehicles and public transport dominate daily commuting choices among office-goers.

Question 15. The table shows the percentage of waste materials (plastic, paper, glass, food, and metal) recycled in three Indian cities: Chennai, Hyderabad, and Jaipur.

Write an analytical paragraph in 100–120 words, comparing the recycling rates and identifying the leading and lagging cities.

Percentage of Waste Materials Recycled in Three Indian Cities

Waste Material	Chennai	Hyderabad	Jaipur
Plastic	55%	47%	42%
Paper	68%	61%	57%
Glass	45%	39%	34%
Food	60%	54%	50%
Metal	50%	44%	48%

Answer 15. The given table displays the recycling percentages of five waste materials—plastic, paper, glass, food, and metal—in three Indian cities: Chennai, Hyderabad, and Jaipur.

The data highlights that Chennai leads in recycling across most categories, particularly in plastic and paper recycling, where its rates are the highest. Hyderabad follows closely, showing consistent performance, especially in food and glass recycling. Jaipur, however, lags behind in several categories, notably in plastic and metal recycling, reflecting a lower commitment to waste management practices. Among all the materials, paper recycling records the highest percentages across the cities, while metal recycling remains comparatively low.

6

In a nutshell, the table reflects that Chennai demonstrates the most efficient waste management system, while Jaipur requires significant improvement in recycling efforts.

FORMAL LETTERS BASED ON GIVEN SITUATIONS

- LETTER TO EDITOR
- LETTER TO COMPLAINT
- LETTER TO ORDER

LETTER TO COMPLAINT

- 1) You are pained to see that in your city; there is no proper arrangement for cleaning of drains. There are heaps of accumulated garbage and stagnant water. Write a letter to the Municipal Commissioner of your city complaining about the same as there is a fear of outbreak of disease. You are Alka/Ashish. (Word limit 100-120)

12, Model Town
New Delhi

April 14, 2026

The Municipal Commissioner
Municipal Corporation of Delhi
New Delhi

Subject: Complaint regarding blocked drains and poor sanitation.

Sir/Madam,

I am writing this letter to bring to your kind notice the pathetic sanitary conditions in our locality, Model Town. For the past few days, the drains have been completely blocked, causing dirty water to overflow onto the roads.

The situation is worsened by heaps of garbage lying on every corner. This stagnant water and waste have become a breeding ground for mosquitoes and flies. We are deeply concerned about the fear of an outbreak of diseases like malaria and cholera in our neighbourhood.

I request you to take immediate action to clean the drains and remove the garbage. Your prompt help will ensure the health and safety of the residents.

Thank you

Yours faithfully,
Ashish/Alka

- 2) You are Rohit/Riya of Hauz Khas, New Delhi. You bought a pair of shoes from M/s. Shoe Factory, GK-II, New Delhi. On unpacking them, you found to your amazement that both the shoes are meant for your left foot. Write a letter of complaint to the Manager of M/s. Shoe Factory asking for replacement at their cost. (Word limit: 100-120 words)

Hauz Khas
New Delhi

April 14, 2026

The Manager
M/s. Shoe Factory
GK-II, New Delhi

Subject: Complaint regarding the purchase of a defective pair of shoes.

Sir/Madam,

I am writing to express my disappointment regarding a pair of formal shoes I purchased from your showroom on April 10, 2026 (Cash Memo No. 456/SF).

Upon unpacking the box at home, I was surprised to find that both shoes are for the left foot. This is a clear case of oversight during packing. As I live quite far from your store, this error has caused me great inconvenience.

I request you to kindly replace the pair with a correct one at the earliest. I also expect the replacement to be arranged at your cost or through a home delivery service. I have attached a copy of the receipt for your reference.

Thank you

Yours faithfully,
Rohit/Riya

- 3) You are Ajay/Anita of Diwan Public School, Moga, Punjab, who had arranged a trip of forty students to Shimla during the summer vacation for a week with 'Madan Tour And Travels'. 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 the tourists with fake promises.

Diwan Public School
Moga, Punjab

April 14, 2026

The Director
Madan Tour and Travels Moga,
Punjab

Subject: Complaint regarding substandard arrangements during the Shimla trip.

Sir/Madam,

I am writing to express my extreme dissatisfaction with the services provided by your agency during our school trip to Shimla from May 20 to May 27. We had booked a package for forty students, but the arrangements were far below the promised standards.

The accommodation provided was unhygienic and lacked basic facilities like hot water. Furthermore, the quality of food was very poor and inferior, leading to health issues among several students. Despite our repeated complaints to the local guide, no improvements were made.

It is disappointing to see a reputed agency duping tourists with fake promises. I request you to look into this matter and provide a suitable explanation or a partial refund. We expect better professional ethics in the future.

Thank you

Yours faithfully,
Ajay/Anita

4) Your school recently purchased a consignment of laboratory equipment from Rama Suppliers Pvt. Ltd. On opening the packages, you find that several items are either damaged or missing, and the equipment delivered does not match the specifications mentioned in your order. As the Science Club Secretary, write a letter within 120 words, of complaint to the supplier, pointing out the issues, insisting on immediate replacement, and warning them of strict action if they fail to comply.

Science Club Secretary
Diwan Public School,
Moga

April 14, 2026

The Manager
Rama Suppliers Pvt. Ltd.
New Delhi

Subject: Complaint regarding damaged and incorrect supply of laboratory equipment.

Sir/Madam,

I am writing to express our strong dissatisfaction with the consignment of laboratory equipment delivered on April 12 against Order No. DPS/SCI/2026/05.

Upon opening the packages, we discovered that several test tubes and beakers are broken. Furthermore, some essential items like the digital weighing scale are missing, and the microscopes delivered do not match the specifications mentioned in our original order.

This negligence has disrupted our practical sessions. We insist on an immediate replacement of the damaged and incorrect items at your own cost. Please treat this as an urgent matter; failing to comply will force us to take strict action, including cancellation of the contract and blacklisting your firm.

Thank you

Yours faithfully,
Ajay/Anita

LETTER TO ORDER

1. You are Amit/ Amita, the Head boy/ Girl of your school. You, along with your committee members, would like to organize a 'Book Fair' in the school. Hence, you require to purchase some new edition books for the fair. Write a letter to Umesh Book Store, Delhi, placing orders for books you require for the fair. (Word limit 100-120 words)

ABC Public School
Delhi

16 April 2026

The Manager
Umesh Book Store
Delhi

Subject: Placement of order for new edition books for the School Book Fair

Sir/Madam,

I am writing to you on behalf of the Student Council of our school. We are organizing a 'Book Fair' next month and would like to place an order for the latest editions of several books to be displayed and sold at the event.

As a regular customer of your bookstore, we expect the highest quality of service. Please find the list of required books below:

S.No	Book Title	Author/Publisher	Quantity
1.	Wings of Fire	A.P.J. Abdul Kalam	15
2.	The Blue Umbrella	Ruskin Bond	20
3.	Concise Encyclopedia Britannica		10
4.	Modern School Atlas	Oxford	10

We request you to ensure that all books are of the latest editions and in excellent condition. Kindly apply the institutional discount as applicable to schools. The payment will be made

via cheque upon delivery. We expect the books to reach the school premises by the 25th of this month.

Thank you

Yours faithfully,
Amit (Head Boy)

2. You are Vaibhavi Sinha, examination incharge, Goodway Public School, Aurobindo Road, Indore. You require 4 reams of white paper, 2 packets of carbon paper, one dozen registers, blue and red ball point pens (50 each). Place an order with Sunrise Stationary Mart, 12 Mall Road, Indore mentioning terms of payment, discount asked by you and delivery date.(120 words)

Goodway Public School
Aurobindo Road, Indore

17 April 2026

The Manager
Sunrise Stationery Mart
12 Mall Road, Indore

Subject: Placement of order for stationery items

Sir/Madam,

I am writing to place a bulk order for stationery supplies required for the upcoming examinations at Goodway Public School. As we have been sourcing our office supplies from your mart for several years, we expect high-quality products and timely service.

Please supply the following items at the earliest:

S.No	Item Description	Quantity
1.	White Paper (Reams)	4 Reams
2.	Carbon Paper	2 Packets
3.	Registers	1 Dozen
4.	Blue Ball Point Pens	50 Units
5.	Red Ball Point Pens	50 Units

We request an institutional discount of 15% on the total bill. The items should be delivered to the school office by 22 April 2026. Payment will be processed via bank transfer within two days of the receipt and verification of the goods.

Kindly ensure that the pens and paper are of a reputed brand.

Thank you
Yours faithfully,
Vaibhavi Sinha
Examination Incharge

3. You are the Cultural Secretary of your school. The school is organizing its Annual Literary and Cultural Fest, and you need to order customized mementos, certificates, and banners from M/s Creative Prints, Bhopal. Write a letter within 120 words, to the firm placing an order, specifying the quantity, quality, size, and design requirements. Also, request timely delivery within 10 days and mention that the payment will be made only after checking the items.

ABC Public School
Bhopal

18 April, 2026

The Manager
M/s Creative Prints
Bhopal

Subject: Placement of order for customized Fest stationery and mementos

Sir/Madam,

Our school is organizing its Annual Literary and Cultural Fest next month. We wish to place a bulk order for customized items required for the prize distribution ceremony.

Please find the details of the order below:

Item	Specifications	Quantity
Wooden Mementos	Polished wood with school logo	50 units
Certificates	300 GSM ivory paper, A4 size	200 units
Banners	Vinyl, 6ft x 3ft, multicolored	05 units

The design and logo files are attached with this letter for your reference. We request you to ensure high-quality printing and finishing. As the event is approaching, we require the delivery within 10 days. Please note that the final payment will be cleared only after a thorough inspection of the items for any defects.

Thank you

Yours faithfully,
Amit/Amita
Cultural Secretary

4. You are Sarika/Sagar working for an NGO in Raipur. You have observed that a local school does not have sufficient general reading and reference books for primary classes. Write a letter to a book distributor, in not more than 120 words, placing an order for books and also requesting for early delivery.

NGO Sahyog
Civil Lines, Raipur

22 April 2026

The Manager
Raipur Book Distributors
Main Market, Raipur

Subject: Order for primary school reading and reference books

Sir/Madam,

During a recent visit to a local primary school, our NGO observed a significant lack of general reading and reference books for young learners. To support their library, we would like to place an order for the following books:

S.No	Item Description	Quantity
1.	Illustrated Fairy Tales (Set of 10)	05 Sets

S.No	Item Description	Quantity
2.	Children's First Encyclopedia	10 Units
3.	Picture Dictionaries (Hindi/English)	15 Units
4.	Panchatantra Moral Stories	20 Units

Since the new academic session has already begun, we request an early delivery within a week. Please apply the maximum possible charity discount. Payment will be made through a bank draft upon delivery.

Thank you

Yours faithfully,
Sagar/Sarika
NGO Volunteer

LETTER TO EDITOR

1. You have come across an article about the harm to the environment due to e- waste, meaning the electronic waste generated by people throwing away their obsolete, unwanted and non-functional electronic and electrical equipment and appliances like mobiles, laptops, TV sets, radios, old refrigerators etc. Write a letter to the Editor of a national daily making people aware of the problems that rise due to e- waste. You are Samvrutha / Samanyu of H.NO: 123, Street Road, Chennai, TN.

H.No: 123, Street Road
Chennai, Tamil Nadu

16 April 2026

The Editor
The Times of India
Chennai

Subject: Hazards of E-waste on our environment

Sir/Madam,

Through the columns of your famous newspaper, I want to talk about the growing problem of electronic waste (e-waste) and how it hurts our planet.

Nowadays, people change their mobile phones, laptops, and TVs very quickly. When these items stop working, they are often thrown in the dustbin like normal trash. This is very dangerous because electronics contain harmful chemicals like lead and mercury. These poisons mix with the soil and water, causing serious health problems for humans and animals.

We must learn to recycle our old gadgets properly. Instead of throwing them away, we should give them to special recycling centres. I hope people will start taking this seriously to keep our environment clean and safe.

Thank you

Yours sincerely,
Samvrutha / Samanyu

2. You are Sonu/Sonali, living in 43 B, Dilshad Garden, Delhi. You happen to see a news item in the newspaper about the popularity of Indian handicrafts abroad. However, you are unhappy about the lack of recognition given to the artisans by the Government. This is leading to the dying of traditional forms of art and craft. Write a letter to the editor 'The Times of India' in about 100-120 words about the difficulties faced by the artisans and suggest ways to revive and popularize Indian indigenous products. You may use the information given below.

INDIAN HANDICRAFTS SOUGHT AFTER New Delhi: Indian handicrafts are in great demand in the US, Europe and the Gulf countries. However, the artisans feel their products are not given the required publicity. Further, the products are bought from them at very low prices by the middlemen and sold later at much higher prices abroad. The artisans hope that the Government would do something in this regard.

43 B, Dilshad Garden
Delhi

16 April 2026

The Editor

The Times of India
New Delhi

Subject: Need to support artisans and revive Indian handicrafts

Sir/Madam,

Through the columns of your esteemed newspaper, I wish to highlight the pathetic condition of our traditional artisans despite the growing popularity of Indian handicrafts abroad.

It is heartening to see our crafts being sought after in the US and Europe. However, the ground reality for the creators is grim. Most artisans live in poverty because middlemen buy their products at throwaway prices and sell them at huge profits. Lack of government recognition and poor publicity are further pushing these traditional art forms toward extinction.

To revive this sector, the government must provide direct market access to artisans through digital platforms and international exhibitions. Providing easy loans and health insurance will also help. Our indigenous products are our pride, and we must protect the hands that create them.

Thank you

Yours sincerely,
Sonu/Sonali

3. You are Mohit/Mohita of E-46, Shalimar Bagh, Delhi. You came across news articles about neglect of elders in today's society. Disturbed after reading the articles, you decide to write a letter to the editor of The Hindustan Times stressing upon the needs of sensitizing children to the plight and loneliness of the elders and to inculcate in them values of caring and sharing. You can also express your views on strengthening of family values. Write your letter in 100-120 words.

E-46, Shalimar Bagh
Delhi

16 April 2026

The Editor
The Hindustan Times

New Delhi

Subject: Need to sensitize children towards the plight of elders

Sir/Madam,

Through the columns of your respected newspaper, I wish to express my deep concern over the increasing neglect of elderly people in our society. Recent news articles highlighting their loneliness and abandonment are truly heartbreaking.

In today's fast-paced world, traditional family values are weakening. To change this, we must sensitize children to the needs and feelings of their grandparents. Schools and parents should work together to inculcate values of caring and sharing from a young age. Encouraging children to spend quality time with elders will not only reduce the loneliness of the elderly but also teach kids wisdom and patience.

Strengthening our family bonds is the only way to ensure that our elders live a life of dignity and love.

Thank you

Yours sincerely,
Mohit/Mohita

4. Auto rickshaws and vans overcrowded with precariously seated children, is not an uncommon sight in cities today. Write a letter to the editor of a newspaper highlighting this dangerous practice and urging authorities to take steps to curb this. Write the letter in 100- 120 words as Sushant/Sunanda of Rani Bagh, Delhi.

Rani Bagh
Delhi

16 April 2026

The Editor

The Times of India
New Delhi

Subject: Danger of overcrowded school vehicles

Sir/Madam,

Through the columns of your reputed newspaper, I wish to draw the attention of the authorities and parents toward the dangerous practice of overcrowding in school auto-rickshaws and vans.

Every morning, one can see small children precariously seated in these vehicles, often hanging off the edges or squeezed into tiny spaces. These drivers frequently ignore safety rules to carry more passengers and earn extra money. This neglect puts the lives of innocent children at great risk of fatal accidents.

I urge the transport authorities to take strict action against such drivers and cancel their licenses. Schools and parents must also ensure that children travel only in safe, authorized transport. Safety should always come before convenience.

Thank you

Yours sincerely,
Sushant/Sunanda

5. The youngsters today are greatly influenced by social networking sites. They live in the 'reel world' rather than the real world. Write a letter to the editor of The Hindu, expressing your concern. You are Vishal/Vaishnavi of 12 Vikas Nagar, Kolkata.

12 Vikas Nagar
Kolkata

20 August 2026

The Editor
The Hindu
Kolkata

Subject: Influence of social networking sites on youngsters.

Sir,

Through the columns of your esteemed newspaper, I would like to voice my concern over the influence of social networking sites on youngsters. There is no denying the fact that social networking has brought the world closer and has helped people to stay connected. Although the advantages are many, their disadvantages, especially for the youngsters cannot be overlooked. When electronic devices became easily available during the pandemic, every teenager got access to social networking sites. Youngsters are more concerned about the 'reel world'. They try to impress followers on social media almost neglecting the real world.

Many youngsters have become addicted to them which not only affects their studies but has a severe effect on their health as well. Health issues like eye strain, stress, and anxiety are common these days. Many youngsters fall prey to cyberbullying and privacy-related issues which prompts them to take some drastic steps.

This is an important issue to be resolved. Children must be educated about the negative impact of social media and be made aware of cyber laws. Also allotting screen time and following that strictly would avoid the menace to a good level.

Thank you

Yours truly,
Vaishnavi

GRAMMAR

Topics: Modals & Subject–Verb Concord 7

Total Questions: 40

SECTION A: Modals

A - Choose the most suitable modal and fill in the blanks.

1. You _____ wear a helmet while riding a bike. (must/could)
2. _____ I borrow your pen for a minute? (May/Must)
3. We _____ finish the project before Friday. (must/might)
4. She _____ speak three languages fluently. (can/should)
5. You _____ take an umbrella; it is raining heavily. (should/may)
6. Students _____ submit the assignment by tomorrow. (must/would)
7. _____ you help me with this question? (Could/Must)
8. We _____ visit our grandparents this weekend if we get time. (might/must)
9. You _____ not park your vehicle here. (must/can)
10. The train _____ arrive late due to bad weather. (may/shall)

B - Each sentence contains an error related to modals. Identify and correct it

11. You must to obey traffic rules.
12. She can sings very well.
13. May you help me with this task?
14. We should to respect our elders.
15. He must not to enter the laboratory without permission.

C - Rewrite the sentences using the modal given in brackets without changing the meaning.

16. It is necessary for you to complete the work today. (must)
17. Perhaps Riya will join us tomorrow. (might)
18. Is it possible for me to leave early? (may)
19. It is advisable for students to revise regularly. (should)
20. There is a possibility that the match will be cancelled because of rain. (may)

SECTION B: SUBJECT–VERB CONCORD (20 Questions)

A. Choose the correct verb form

21. The boy _____ playing in the park. (is/are)
22. My friends _____ coming today. (is/are)
23. The sun _____ in the east. (rise/rises)
24. Each student _____ a notebook. (has/have)
25. The dogs _____ loudly at night. (bark/barks)
26. Neither the teacher nor the students _____ present. (was/were)
27. Bread and butter _____ my favourite breakfast. (is/are)
28. One of the players _____ injured. (is/are)
29. The news _____ shocking. (is/are)
30. A bouquet of flowers _____ on the table. (was/were)

B. Each sentence contains an error related to subject–verb agreement. Identify and correct it.

31. The list of items are on the desk.
32. Neither of the boys have completed the task.
33. Mathematics are my favourite subject.
34. The quality of the products have improved.
35. Each of the students were given a certificate.

C. Rewrite the sentences using the correct verb form.

36. The teacher, along with the students, (are) going on a trip.
37. Either the principal or the teachers (has) attended the meeting.
38. Ten kilometres (are) a long distance to walk in the heat.
39. Neither the players nor the captain (were) willing to accept defeat.
40. The number of applicants (have) increased significantly this year.

A Change the following dialogues into Reported Speech

1. Helen said to John, "Write a ghost story at once."
2. Lavinia said to John, "Who was that woman?"
3. Helen said, "Do not call Ouija boards again."
4. John said to Helen, "Why have you come here?"
5. Jenkins said to John, "Write something new."
6. The nurse said to Michael, "Do not use the computer too long."
7. Michael said to Sebastian, "Are you really alive?"
8. Michael said to his father, "Please help me repair the computer."
9. Sebastian said to Michael, "Can you save me?"
10. Michael said to Sebastian, "Do not worry."
11. The mother bird said to the young seagull, "Do not be afraid."
12. The pilot said to the woman, "Where is the control room?"
13. The young seagull said to his mother, "Can I fly?"
14. The pilot said to the strange pilot, "Please help me."
15. The woman said to the pilot, "Why did you fly into the storm?"
16. Valli said to the conductor, "Where does this bus go?"
17. The conductor said to Valli, "Sit down and do not stand."
18. Valli said to the conductor, "Am I going to town?"
19. The conductor said to Valli, "Do not lean out of the window."
20. Valli said to her mother, "Where are you going?"

B. Complete the sentences in reported speech.

1. Caesar said, "Cowards die many times before their deaths."
2. Caesar said _____ many times before their deaths.
3. Calpurnia said, "Do not go to the Senate today."
4. Calpurnia told Caesar _____ to the Senate that day.
5. Antony said, "Friends, Romans, countrymen, lend me your ears."
6. Antony requested the people _____ him ⁸ their ears.

7. Brutus said, "I loved Caesar, but I loved Rome more."
8. Brutus said _____ Caesar but he had loved Rome more.
9. Caesar said, "Et tu, Brute?"
10. Caesar exclaimed in grief _____ too had stabbed him.
11. Lencho said, "The rain is really getting heavy."
12. Lencho said _____ really getting heavy.
13. Lencho said, "God will help us."
14. Lencho said _____ help them.
15. The postmaster said, "Lencho has great faith in God."
16. The postmaster said _____ great faith in God.
17. Lencho said, "These are not raindrops."
18. Lencho said _____ not raindrops.
19. Lencho said, "God could not have made a mistake."
20. Lencho said _____ not have made a mistake.
21. Mrs Packletide said, "I want to shoot a tiger."
22. Mrs Packletide said _____ to shoot a tiger.
23. Louisa said, "I shall help you."
24. Louisa said _____ help her.
25. Miss Mebbin said, "You must pay me well."
26. Miss Mebbin said _____ pay her well.
27. Mrs Packletide said, "I am not afraid of the tiger."
28. Mrs Packletide said _____ not afraid of the tiger.
29. Louisa said, "Did you really shoot it?"
30. Louisa asked _____ really shot it.
31. The young seagull said, "I cannot fly."
32. The young seagull said _____ fly.
33. His mother said, "Do not be afraid."
34. His mother told him _____ afraid.
35. The pilot said, "I am lost in the storm."
36. The pilot said _____ lost in the storm.
37. The strange pilot said, "Follow me."
38. The strange pilot told him _____ him.

39. The pilot said, "Where is the airport?"
40. The pilot asked _____
41. Rajvir said, "Tea is very popular in India."
42. Rajvir said _____ very popular in India.
43. Pranjol said, "We are going to Assam."
44. Pranjol said _____ going to Assam.
45. Rajvir said, "I have read much about tea."
46. Rajvir said _____ read much about tea.
47. Pranjol said, "This is a tea garden."
48. Pranjol said _____ a tea garden.
49. Rajvir said, "Can I see the tea pluckers?"

Rajvir asked _____ the tea pluckers. Reported Speech Editing Exercise

Correct the incorrect indirect speech statement

1. Direct: Mandela said, "Freedom is indivisible."

Indirect: Mandela said that freedom was indivisible.

Correct statement: _____

2. Direct: Mandela said, "I am prepared to fight for freedom."

Indirect: Mandela said that I was prepared to fight for freedom.

Correct statement: _____

3. Direct: He said, "I have cherished the ideal of a democratic society."

Indirect: He said that he has cherished the ideal of a democratic society.

Correct statement: _____

4. Direct: Mandela said, "We are not yet free."

Indirect: Mandela said that they were not yet free.

Correct statement: _____

5. Direct: He said, "The oppressor is not free either."⁸

Indirect: He said that the oppressor was not free too.

Correct statement: _____

6.Direct: Mrs Pumphrey said, "Tricki is not eating anything."

Indirect: Mrs Pumphrey said that Tricki was not eating nothing.

Correct statement: _____

7.Direct: Herriot said, "You must cut down on sweets."

Indirect: Herriot told that she must cut down on sweets.

Correct statement: _____

8.Direct: Mrs Pumphrey said, "I shall call the doctor."

Indirect: Mrs Pumphrey said that she will call the doctor.

Correct statement: _____

9.Direct: Herriot said, "Tricki needs exercise."

Indirect: Herriot said that Tricki need exercise.

Correct statement: _____

10.Direct: Mrs Pumphrey said, "Is Tricki seriously ill?"

Indirect: Mrs Pumphrey asked that if Tricki was seriously ill.

Correct statement: _____

11.Direct: Michael said, "I bought the computer game yesterday."

Indirect: Michael said that he had bought the computer game yesterday.

Correct statement: _____

12.Direct: Sebastian said, "I am not dead."

Indirect: Sebastian said that I was not dead.

Correct statement: _____

13.Direct: Michael said, "Can I save Sebastian?"

Indirect: Michael asked if he can save Sebastian.

Correct statement: _____

14.Direct: The doctor said, "He has been in coma."

Indirect: The doctor said that he had been in coma.

Correct statement: _____

15.Direct: Michael said, "I will try again."

Indirect: Michael said that he will try again.

Correct statement: _____

16.Direct: Mandela said, "No one is born hating another person."

Indirect: Mandela said that no one was born hating another person.

Correct statement: _____

17.Direct: Herriot said, "Tricki has become very fat."

Indirect: Herriot said that Tricki had become very fat.

Correct statement: _____

18.Direct: Michael said, "Sebastian wants my help."

Indirect: Michael said that Sebastian wanted my help.

Correct statement: _____

19.Direct: Mrs Pumphrey said, "Will Tricki recover soon?"

Indirect: Mrs Pumphrey asked if Tricki will recover soon.

Correct statement: _____

_20. Direct: Sebastian said, "Help me get out of this game."

Indirect: Sebastian told Michael help him get out of that game.

Correct statement _____

LITERATURE

A LETTER TO GOD

Short Answer Questions (2–3 Marks)

- Q1. Why was Lencho eagerly waiting for rain?
- Q2. Why did the rain become a cause of sorrow for Lencho?
- Q3. What did Lencho compare the raindrops and hailstones to?
- Q4. Why did Lencho write a letter to God?
- Q5. Why was the postmaster impressed by Lencho's letter?
- Q6. How did the postmaster arrange the money?
- Q7. Why was Lencho not surprised after receiving the envelope?
- Q8. Why did Lencho become angry after counting the money?
- Q9. Why did Lencho call the post office employees "a bunch of crooks"?
- Q10. What message does the story give?

Long Answer Questions (5–6 Marks)

- Q1. Describe Lencho's character.
- Q2. Describe the character of the postmaster.

- Q3. Explain the irony in A Letter to God.
- Q4. Why is the title A Letter to God appropriate?
- Q5. What are the major themes of the story?

Important Extract-Based Questions

Extract 1

“All through the night, Lencho thought only of his one hope: the help of God.”

Questions

- Q1. What was Lencho’s only hope?
- Q2. Why did Lencho need God’s help?
- Q3. What does this line tell us about Lencho?

Extract 2

“It said: God, of the money that I asked for, only seventy pesos reached me.”

Questions

- Q1. Who wrote these words?
- Q2. Why did he write another letter?
- Q3. Why did he ask God not to send the money through the mail?

DUST OF SNOW (POEM)

Extract 1-

The way a crow

Shook down on me

The dust of snow

From a hemlock tree

1. How does the poet use contrast in the extract to create meaning?
2. The falling of snow can best be interpreted as:
 - a) A disturbance
 - b) A punishment
 - c) A refreshing interruption
 - d) A dangerous event
3. The crow and hemlock tree together create a mood of _____ which later shifts.
4. Identify and name the sound device used in “The way a crow” and explain briefly.

Extract-2

The way a crow

Shook down on me

The dust of snow

From a hemlock tree

1. Why might the poet have chosen a “hemlock tree”?
 - a) It is beautiful
 - b) It symbolizes poison and negativity
 - c) It gives shade
 - d) It is very common
2. What is the **initial tone** of the extract? Support with one word from the text.
3. How does this moment challenge the idea that only pleasant experiences bring joy?
4. Give a synonym of “dust” in this context and an antonym of “shook.”

Extract-3

The way a crow

Shook down on me

The dust of snow

From a hemlock tree

1. What does the crow's action most likely symbolize?
 - a) Bad luck
 - b) Sudden fear
 - c) Unexpected positive change
 - d) Carelessness
2. The phrase "dust of snow" suggests something _____ and _____ (two qualities).
3. How does the poet transform traditionally negative symbols into something meaningful?
4. **True/False (Justify)**

The extract shows that nature always behaves gently with humans.
(False – justify briefly)

Extract-4

The way a crow

Shook down on me

The dust of snow

From a hemlock tree

1. Identify the figure of speech in "The way a crow." (Hint: repetition of sound)
2. What does "dust of snow" refer to?
3. Use the word "**dust**" in your own sentence.
4. How does this small incident begin to change the poet's mood?

Extract-5

The way a crow

Shook down on me

The dust of snow

From a hemlock tree

1. What is the tone of the line “**Shook down on me**”?
 - a) Angry
 - b) Surprised
 - c) Fearful
 - d) Sad
2. The extract suggests that negative experiences cannot lead to positive outcomes.
(False – justify with reasoning)
3. Why does the poet choose a crow and a hemlock tree instead of pleasant images?
4. Crow: Omen of bad luck: Hemlock: _____

Extract-6

Has given my heart

A change of mood

And saved some part

Of a day I had rued.

1. What is the tone of the line “And saved some part”?
 - a) Regretful
 - b) Hopeful
 - c) Angry
 - d) Fearful
2. The poet suggests that even a _____ moment can improve a bad day.
3. Why does the poet say “some part” of the day was saved and not the whole day?

4. **True/False:**

The poet remains sad even after the incident.

Extract-7

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

1. **What is the underline message of the poem for readers in a hectic life?**
2. Write the antonym of “**change.**”
3. Identify and explain the figure of speech in “my heart”.
4. The poet’s ‘**heart**’ here refers to:
 - a) His physical organ
 - b) His emotions and feelings
 - c) His thoughts only
 - d) His health

Extract-8

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

1. True/False (with correction):

The poet completely forgot his regretful day.
2. Rued : Regretted :: Saved : _____
3. How does the poet describe the impact of the incident on his day?

4. Which of the following describes the poet's mind while he was standing under the Hemlock tree?

- a) Cheerful
- b) Joyful
- c) Gloomy
- d) Indifferent

Extract-9

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

1. What does "a change of mood" suggest?
 - a) Anger turning into fear
 - b) Sadness turning into happiness
 - c) Happiness turning into sorrow
 - d) Fear turning into anger
2. Identify the figure of speech in "Has given my heart a change of mood."
3. What caused the poet's mood to change?
4. **True/False (with justification):**
The poet's entire day was completely ruined.

Extract-10

*Has given my heart
A change of mood*

And saved some part

Of a day I had rued.

1. What is the central idea of these lines?

- a) Nature can change feelings
- b) Nature is harmful
- c) Life is always sad
- d) Snow is dangerous

2. What deeper idea about life is conveyed through “saved some part”?

3. The poet suggests that _____ moments can have a big impact on life.

4. Why is the phrase “change of mood” significant in the context of the poem?

Nelson Mandela -Long Walk To Freedom

Nelson Mandela – Question Set (Class 10)

Q 1. Read the extract given and answer the questions in brief:

"On the day of the inauguration, I was overwhelmed with a sense of history..."

Questions:

- i) Which occasion is Mandela describing?
- ii) Why was the day historically significant?
- iii) What emotions did Mandela experience?
- iv) What does this reveal about his personality?

Q 2. "We have, at last, achieved our political emancipation..."

Questions:

- i) What does "political emancipation" mean here?
- ii) What was still lacking despite this achievement?
- iii) What vision does Mandela express for the future?
- iv) Identify the tone of the passage.

Q 3. "A system that imprisoned my people in poverty..."

Questions:

- i) Which system is Mandela referring to?
- ii) How did it affect the people?
- iii) What was Mandela's response to this system?
- iv) What values are reflected in this extract?

Q 4. "Freedom is indivisible; the chains on any ⁹one of my people were the chains on all of them..."

Questions:

- i) What does “freedom is indivisible” mean?
- ii) How does Mandela connect individual freedom to collective freedom?
- iii) What kind of leadership quality is shown here?
- iv) Why is this idea important in a democracy?

Q 5. "I was not born with a hunger to be free..."

Questions:

- i) What does Mandela say about his childhood understanding of freedom?
- ii) How did his idea of freedom evolve over time?
- iii) What sacrifices did he make for freedom?
- iv) What message does this convey to readers?

B. Short Answer Questions (10)

(Answer in 30–50 words)

- i) Why was 10 May 1994 important for South Africa?
- ii) What does Mandela mean by “an extraordinary human disaster”?
- iii) Describe the scene at the inauguration ceremony.
- iv) What ideals does Mandela set for the new nation?
- v) How did apartheid affect South African society?
- vii) What does Mandela say about courage?
- viii) How does Mandela define true freedom?
- ix) What role did the international community play?

x) Why did Mandela join the African National Congress?

xi) What does Mandela say about the oppressor and the oppressed?

C. Long Answer Questions

(Answer in 100–150 words)

i) Discuss Mandela's concept of freedom.

ii) How does it change from personal to collective freedom?

iii) Describe the significance of the inauguration ceremony.

iv) Why was it more than just a political event?

v) "Oppression creates both the oppressor and the oppressed."

Explain this idea with reference to the chapter.

vi) What lessons does the chapter teach about courage, sacrifice, and justice?

Support your answer with examples from the text.

TWO STORIES ABOUT FLYING

SHORT ANSWER TYPE QUESTIONS:

1. What happened when the young seagull dived at the fish picked up by his mother?

2. How did the seagull feel when his belly touched the green sea?

3. Why was the young seagull afraid to fly?

4. What did the young seagull do to attract his mother's attention?

5. Describe the sky when 'Dakota' took off from Paris.

6. 'I'll take the risk? What is the risk? Why does the pilot of the old Dakota take it?

7. What difficulties did the narrator face while flying in the storm?

8. When did the seagull's flight begin? And where did it end?

9. What happened when the author turned the aeroplane twelve degrees

west towards England?

10. What made the woman in the control centre look at the narrator strangely?

LONG ANSWER TYPE QUESTIONS:

1. Fear and lack of confidence stop one from learning new things. Do you agree? How did these two traits of the young seagull make him coward?

How did he overcome these shortcomings?

2. Describe the methods used by the seagull's family to help the young seagull overcome his fear and fly.

3. The narrator had two options of avoiding the terrible storm clouds. Why didn't he use them? Was his decision of flying straight into storm clouds a sound decision?

4. Overcoming fear is the first step to success. how does this say stand true in context of the story 'his first flight'?

5. Was the mother successful in helping the seagull overcome his fear and teach him the art of flying?

A TIGER IN THE ZOO

By Leslie Norris

EXTRACT BASED QUESTIONS: (5 Marks each)

Extract 1

"He stalks in his vivid stripes

The few steps of his cage,"

i. The phrase "few steps" primarily suggests: 1

- a) laziness of the tiger
- b) physical weakness
- c) restriction and confinement
- d) short attention span

ii. **Fill in the blank):** 1

The poet highlights the tiger's _____ versus his confinement.

iii. What irony is suggested by the tiger's "vivid stripes"? 1

iv. How does the contrast between "vivid stripes" and "few steps of his cage" deepen the theme of captivity and lost freedom? 2

Extract 2

**"On pads of velvet quiet,
In his quiet rage."**

i. "Velvet" metaphorically suggests: 1

- a) suppressed strength
- b) helplessness
- c) decorative beauty
- d) artificial life

ii. **Fill in the blank:** 1

The tiger's anger is intense yet _____.

iii. Why is the tiger's rage described as "quiet"? 1

iv. Explain how the oxymoron "quiet rage" reflects the psychological state of the tiger. 2

Extract 3

**"He should be lurking in shadow,
Sliding through long grass"**

i. The tone in "should be lurking" is: 1

- a) celebratory
- b) regretful
- c) fearful
- d) humorous

ii. What does “lurking” reveal about the tiger’s natural instinct? 1

iii. Fill in the blank:

The poet emphasizes the tiger’s _____ habitat. 1

iv. How does the use of “should be” contribute to the poem’s central idea about natural order and disruption? 2

Extract 4

“Near the water hole

Where plump deer pass.”

i. “Plump deer” symbolizes:

- a) abundance of prey
- b) danger
- c) weakness of animals
- d) human interference

ii. **Fill in the blank):** 1

The scene reflects a _____ ecosystem.

iii. What ecological role does the tiger play here? 1

iv. What does this imagery suggest about the balance of the ecosystem and the tiger’s role in it? 2

Extract 5

“He should be snarling around houses

At the jungle’s edge,”

i. “Snarling” indicates: 1 9

- a) friendliness

- b) submission
- c) aggression
- d) fear

ii. **Fill in the blank):** **1**

The poet suggests a _____ between humans and wildlife.

iii. What tension is implied in this scene? **1**

iv. How does the tiger's presence near human settlements highlight the conflict between civilization and wildlife? **2**

Extract 6

**“Baring his white fangs, his claws,
Terrorising the village!”**

i. The tone here is: **1**

- a) admiring
- b) fearful
- c) sympathetic
- d) indifferent

ii. **Fill in the blank:** **1**

The tiger represents both power and _____.

iii. What dual image of the tiger is created in the poem? **1**

iv. Why does the poet present the tiger as terrifying in the wild but pitiable in captivity? **1**

Extract 7

**“But he's locked in a concrete cell,
His strength behind bars,”**

Q1 (2 marks – Analytical):

How does the imagery of “concrete cell” and “bars”¹ reinforce the theme of human

dominance over nature?

i. "Concrete cell" symbolizes: 1

a) safety

b) artificial confinement

c) comfort

d) freedom

ii. Fill in the blank: 1

The tiger's strength is rendered _____.

iii. What is implied by "strength behind bars"? 1

iv. How does the imagery of "concrete cell" and "bars" reinforce the theme of human dominance over nature? 2

Extract 8

"Ignoring visitors."

i. The tiger ignores visitors because he feels: 1

a) excited

b) angry and detached

c) curious

d) playful

ii. What human trait is reflected in the tiger's behaviour? 1

iii. Fill in the blank: 1

The tiger shows _____ towards humans.

iv. What does the tiger's indifference toward visitors reveal about his emotional and psychological state? 2

Extract 9

1

**“He hears the last voice at night,
The patrolling cars,”**

i. “Last voice” suggests: 1

- a) noise
- b) silence approaching
- c) happiness
- d) excitement

ii. **Fill in the blank:** 1

The atmosphere is filled with _____ and isolation.

iii. What kind of world does the tiger inhabit at night?

iv. How does the night setting intensify the sense of loneliness and isolation in the poem?

2

Extract 10

**“And stares with his brilliant eyes
At the brilliant stars.”**

I. The stars symbolize: 1

- a) fear
- b) hope and freedom
- c) darkness
- d) danger

ii. **Fill in the blank:** 1

The tiger silently yearns for _____.

iii. Why is the tiger’s gaze significant? 1

iv. How do the “brilliant stars” symbolize freedom, and what contrast do they create with the tiger’s condition? 2

SHORT ANSWER QUESTIONS:

1

1. How does the tiger feel in the zoo?
2. How does the tiger walk in the cage?
3. How does the tiger act in the cage?
4. What would the tiger do in a forest?
5. What does the poet want to convey through this poem?
6. Freedom is a birth right. It is the most beautiful gift of God. It is valuable for all human beings as well as for creatures,” Discuss with reference to the poem “A Tiger in the Zoo.”.
7. Tigers are becoming extinct due to deforestation and poaching. How can people be sensitized about the need of tiger?
8. How does the poet use contrast to highlight the theme of freedom vs captivity?
9. How does the tiger’s “quiet rage” reflect human emotions?
10. Analyse the significance of the tiger staring at the stars?

HOW TO TELL WILD ANIMALS

EXTRACT 1:

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...

Q1: What does ‘tawny’ mean?

- A. Striped
- B. Black
- C. Brownish-yellow

D. White

Q2: When will you identify the Asian Lion?

A. When it sleeps

B. When it roars at you as you're dying

C. When it runs

D. When it hides

Q3: Where are you likely to meet the Asian Lion?

Q4: How does the poet use humour in this extract?

Extract 2:

Or if some time when roaming round,

A noble wild beast greets you,

With black stripes on a yellow ground,

Just notice if he eats you.

This simple rule may help you learn

The Bengal Tiger to discern.

Q: Calling the tiger 'noble' is an example of:

A. Simile

B. Irony

C. Personification

D. Alliteration

Q: What does 'discern' mean?

A. To kill

B. To recognize

C. To feed

D. To hide

Q: What is the colour of the tiger's stripes?

Q: Is the poet's method to identify a tiger practical? Why?

Extract 3:

If strolling forth, a beast you view,

Whose hide with spots is peppered,

As soon as he has left on you,

You'll know it is the Leopard.

will do no good to roar with pain,

He'll only lep and lep again.

MCQ

Q: 'Hide with spots is peppered' means the skin is:

- A. Smooth
- B. Covered with spots
- C. Black
- D. Hairless

Q: What will the leopard do if you cry in pain?

- A. Run away
- B. Stop attacking
- C. Leap again
- D. Roar back

Q: How will you know it is a leopard?

Q: What does the repetition 'lep and lep again' suggest about the leopard?

Extract 4:

when you're walking round your yard

You meet a creature there,

Who hugs you very, very hard,

Be sure it is a Bear.

If you have any doubts, I guess

He'll give you just one more caress.

Q: What does 'hugs you very, very hard' actually mean?

- A. Shows love
- B. Attacks and squeezes
- C. Plays with you
- D. Greet you

Q: 'Caress' is used here to mean:

- A. Gentle touch
- B. Fatal hug

C. Kiss

D. Pat

Q: Where might you meet a bear according to the poet?

Q: Comment on the poet's use of 'hugs' and 'caress' for a bear's attack.

Extract 5:

Hyena Though to distinguish beasts of prey

A novice might nonplus,

The Crocodile you always may

Tell from the Hyena thus:

Hyenas come with merry smiles

Q: A 'novice' is:

A. An expert

B. A beginner

C. A hunter

D. A teacher

Q: How does a hyena appear according to the poet?

A. Weeping

B. With merry smiles

C. Angry

D. Sleeping

Q: Who can get confused while identifying beasts of prey?

Q: Why does the poet say hyenas come with 'merry smiles'?

Extract 6:

But if they weep, they're Crocodiles.

Q: 'Weep' here refers to:

A. Real tears

B. Crocodile tears / fake crying

C. Laughing

D. Sleeping

Q: The phrase 'crocodile tears' means:

- A. Tears of joy
- B. Insincere sorrow
- C. Painful tears
- D. Angry tears

Q: Which animal weeps according to the poet?

Q: What message does the poet give through 'crocodiles weep'?

Extract 7:

The true Chameleon is small,
 A lizard sort of thing;
 He hasn't any ears at all,
 And not a single wing.
 If there is nothing on the tree,
 is the chameleon you see.

Q: A chameleon is a type of:

- A. Bird
- B. Lizard
- C. Mammal
- D. Fish

Q: How can you identify a chameleon on a tree?

- A. By its wings
- B. By its ears
- C. When you see nothing
- D. By its roar

Q: What is special about a chameleon's ears?

Q: Explain the humour in identifying a chameleon.

Extract 8:

Poet's Tone – Lion

If he roars at you as you're dyin
 You'll know it is the Asian Lion...

Q: The tone of this line is:

1

- A. Serious

B. Humorous

C. Sad

D. Angry

Q: The poet's purpose in this line is to:

A. Warn people

B. Educate about lions

C. Entertain through exaggeration

D. Scare children

Q: What sound does the Asian Lion make?

Q: Why is the identification method of the lion humorous?

Extract 9:

Tiger Just notice if he eats you.

This simple rule may help you learn

The Bengal Tiger to discern.

Q: 'Simple rule' here is actually:

A. Easy

B. Useful

C. Impossible

D. Scientific

Q: The poet uses 'simple rule' to show:

A. Sarcasm

B. Respect

C. Fear

D. Sympathy

Q: What will happen if a tiger greets you?

Q: What does this extract tell us about the poet's style?

Extract 10:

Overall Theme: This humorous poem suggests some dangerous ways to identify for 'tell' wild animals!

Q: The main purpose of the poem is to:

A. Teach safety rules

- B. Give scientific facts
- C. Entertain through humour
- D. Describe animal habitats

Q: 'Dangerous ways' in the note means the methods are:

- A. Safe
- B. Risky and funny
- C. Scientific
- D. Recommended

Q: What kind of poem is this?

Q: How does the poet make a dangerous topic light-hearted?

The Ball Poem (Extract-Based Questions)

Extract 1

"What is the boy now, who has lost his ball,
What, what is he to do?"

MCQ: What has the boy lost?

- a) His toy
- b) His ball
- c) His book
- d) His bat

Ans: b) His ball

VSA: Why is the boy worried?

Ans: Because he has lost his ball.

SA: What does the repetition of "What" show?

Ans: It shows the boy's confusion and helplessness.

Extract 2

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

MCQ: Where did the ball go?

- a) Into a garden

- b) Into water
 - c) Into a house
 - d) Into a shop
- Ans: b) Into water

VSA: How was the ball moving?

Ans: It was bouncing merrily.

SA: What is ironic about the word “merrily”?

Ans: It contrasts with the boy’s sadness.

Extract 3

“No use to say ‘O there are other balls’:
An ultimate shaking grief fixes the boy”

MCQ: Why is it useless to say there are other balls?

- a) Balls are expensive
- b) The boy wants that particular ball
- c) He doesn’t like balls
- d) He is angry

Ans: b) The boy wants that particular ball

VSA: What does “ultimate shaking grief” mean?

Ans: Deep emotional sorrow.

SA: Why is the boy so attached to the ball?

Ans: It holds emotional value and memories.

Extract 4

“As he stands rigid, trembling, staring down
All his young days into the harbour where
His ball went.”

MCQ: Where did the ball fall?

- a) River
- b) Sea/harbour
- c) Pond
- d) Lake

Ans: b) Sea/harbour

VSA: What is the boy doing?

Ans: He is staring at the water.

SA: What does “all his young days” suggest?

Ans: His childhood memories.

Extract 5

"I would not intrude on him,
A dime, another ball, is worthless."

MCQ: Why does the poet not give him money?

- a) He has no money
 - b) He wants the boy to learn
 - c) He doesn't care
 - d) He is busy
- Ans: b) He wants the boy to learn

VSA: What does "intrude" mean?

Ans: To interfere.

SA: Why is another ball worthless?

Ans: It cannot replace emotional value.

Extract 6

"Now he senses first responsibility
In a world of possessions."

MCQ: What is the boy learning?

- a) Playing
 - b) Responsibility
 - c) Anger
 - d) Fighting
- Ans: b) Responsibility

VSA: What is "world of possessions"?

Ans: A world of owned things.

SA: How does loss teach responsibility?

Ans: He learns to take care of belongings.

Extract 7

"People will take balls,
Balls will be lost always, little boy."

MCQ: What is the poet explaining?

- a) Life is unfair
 - b) Loss is part of life
 - c) Balls are cheap
 - d) People are careless
- Ans: b) Loss is part of life

VSA: Tone of poet?

Ans: Philosophical.

SA: Meaning of “balls will be lost”?

Ans: Loss is inevitable.

Extract 8

“And no one buys a ball back. Money is external.”

MCQ: Meaning of “money is external”?

- a) Money is outside
- b) Money cannot replace emotions
- c) Money is useless
- d) Money is important

Ans: b) Money cannot replace emotions

VSA: Can money bring back ball?

Ans: No.

SA: Why is money external?

Ans: It cannot heal emotional loss.

Extract 9

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

MCQ: What is the boy learning?

- a) Science
- b) Knowledge of loss
- c) Games
- d) Math

Ans: b) Knowledge of loss

VSA: Meaning of epistemology?

Ans: Study of knowledge.

SA: Explain phrase.

Ans: Understanding loss.

Extract 10

“How to stand up
Knowing what every man must one day know
And most know many days, how to stand up.”

MCQ: What must everyone learn?

- a) To play
- b) To accept loss
- c) To earn
- d) To study

Ans: b) To accept loss

VSA: Meaning of “stand up”?

Ans: To recover.

SA: Central idea?

Ans: Accept loss and move on.

FROM THE DIARY OF ANNE FRANK

Extract 1

“Writing in a diary is a really strange experience for someone like me. I’ve never written anything before, and it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl. Oh well, it doesn’t matter.”

1. Fill _____ in _____ the _____ Blank:

Anne finds diary writing a _____ experience.

2. Diary: Writing: Friend: _____

3. Why does Anne think no one will read her diary?

4. Give Meaning of “musings”.

5. Anne had never:

a) studied b) written before c) spoken d) read books

EXTRACT 2

“Paper has more patience than people. I thought of this saying one day when I was feeling depressed and was sitting at home, bored and listless, wondering whether to go out or stay in. I finally stayed, brooding and thinking deeply about everything.”

1. Why did Anne stay at home?

2. Paper has more _____ than people. 1

3. Paper : Patience :: People : _____

4. Give Meaning of “listless”:

5. Anne was feeling:

a) excited b) depressed c) angry d) proud

Extract 3

“I don’t have a true friend. I have loving parents and a sister, and about thirty people I can call friends. But I can’t talk about my real feelings with them. We only talk about ordinary things, and we don’t seem to get closer.”

1. Fill _____ in _____ the _____ blank:
Anne has everything except a _____ friend.

2. Family : Support :: Friend : _____

3. Why does Anne feel lonely?

4. Give meaning of “confide”:

5. How many friends does Anne mention?

a) 10 b) 20 c) 30 d) 50

Extract 4

“I don’t want to write only facts in my diary like others do. I want the diary to be my friend. I will call this friend ‘Kitty’. I want to share all my thoughts and feelings with it, just like I would with a real friend.”

1. Fill _____ in _____ the _____ blank:
Anne calls her diary _____.

2. Diary : Kitty :: Person : _____

3. Why does Anne name her diary?
4. Give Meaning of “jot”:
5. Anne wants her diary to be a:
 - a) notebook b) record c) friend d) teacher

Extract 5

“Mr Keesing, my maths teacher, was annoyed with me because I talked too much. After several warnings, he gave me extra homework. I had to write an essay on ‘A Chatterbox’. I thought about it carefully and wrote arguments to justify my habit.”

1. Fill _____ in _____ the _____ blank:
Teacher : Assignment :: Student : _____

2. Why did Anne get extra homework?
3. Give Meaning of “argument”:
4. What was the essay topic?
 - a) Discipline b) A Chatterbox c) School life d) Friendship

SHORT ANSWER TYPE QUESTIONS

1. Why did Anne find writing a diary strange?
2. Why did Anne decide to keep a diary?
3. Explain the line “Paper has more patience than people.”
4. Why did Anne feel she had no real friend?
5. Why did Anne name her diary ‘Kitty’?
6. Why was Mr Keesing annoyed with Anne?
7. What punishment did Mr Keesing give Anne?

8. How did Anne justify her habit of talking?
9. How did Mr Keesing's attitude towards Anne change?
10. If you were in Anne's place, how would you handle loneliness?

Long Answer TYPE Questions

1. Describe Anne Frank's personality as revealed in the chapter.
2. Why did Anne feel lonely despite having family and friends?
3. Explain how Anne used her diary as a friend.
4. Describe the episode of Anne and Mr Keesing. What does it show?
5. What message do we get from Anne Frank's diary?
6. What values can we learn from Anne's life and writing?
7. How can Anne's experience help students deal with criticism or punishment?

EXTRACT-BASED QUESTIONS, AMANDA (Poem)– CLASS 10

Extract 1

"Don't bite your nails, Amanda!

Don't hunch your shoulders, Amanda!

Stop that slouching and sit up straight, Amanda!"

Questions:

1. What habit is Amanda told to stop? 1mark
 - a) Singing
 - b) Nail biting
 - c) Reading
 - d) Sleeping
2. What tone does the speaker use? 1mark
 - a) Loving 1
 - b) Instructive

c) Humorous

d) Casual

3. Why is Amanda asked to sit straight? (One sentence) 1mark

4. What does this extract reveal about Amanda's environment? 2 marks

Extract 2

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

Questions:

1. What does "languid" mean? 1mark

a) Slow

b) Angry

c) Busy

d) Noisy

2. What does "sole inhabitant" suggest? 1mark

3. Why does Amanda imagine such a place? 1mark

4. What feeling is expressed in "blissfully"? 2marks

Extract 3

"Did you finish your homework, Amanda?

Did you tidy your room, Amanda?"

Questions:

1. What type of sentences are these? 1mark

a) Declarative

b) Interrogative

c) Imperative

d) Exclamatory

2. What kind of pressure is Amanda facing? 1mark
3. How might Amanda feel hearing these repeatedly? 1mark
4. What theme is highlighted here? 2marks

Extract 4

"I am an orphan, roaming the street,

I pattern soft dust with my hushed, bare feet."

Questions:

1. What does "roaming" suggest? 1mark
 - a) Restriction
 - b) Freedom
 - c) Fear
 - d) Sadness
2. Why does Amanda imagine this situation? 1mark
3. What contrast is created in the extract? 1mark
4. What does "hushed" indicate about her movement? 2 marks

Extract 5 (Moderate)

"Don't eat that chocolate, Amanda!

Remember your acne, Amanda!"

Questions:

1. Why is Amanda stopped from eating chocolate? 1mark
 - a) It is expensive
 - b) Causes acne
 - c) It is bitter
 - d) It is unhealthy
2. What does this instruction reflect about society? 1 1mark
3. How does this affect Amanda's freedom? 1mark

4. What theme is highlighted? 2marks

Extract 6

**"I am Rapunzel, I have not a care;
life in a tower is tranquil and rare."**

Questions:

1. What does "tranquil" mean? 1mark
 - a) Noisy
 - b) Peaceful
 - c) Dark
 - d) Lonely
2. Why does Amanda choose this fantasy? 1mark
3. What does the tower symbolize? 1mark
4. What feeling is expressed in this extract? 2 marks

Extract 7

**"Stop that sulking at once, Amanda!
You're always so moody, Amanda!"**

Questions:

1. What is Amanda accused of? 1mark
 - a) Being happy
 - b) Being moody
 - c) Being active
 - d) Being lazy
2. How does the speaker judge Amanda? 1mark
3. What effect can such labeling have? 1mark
4. What does this reveal about adult expectations? 2 marks

Extract 8

“Anybody would think that I nagged at you, Amanda!”

Questions:

1. What does “nagged” mean? 1mark
2. Identify the tone of the speaker. 1mark
 - a) Defensive
 - b) Angry
 - c) Loving
 - d) Sad
3. What irony is present here? 1mark
4. What does this line reveal about self-awareness? 2marks

Extract 9

**“I am an orphan, roaming freely,
making patterns in dust.”**

Questions:

1. What does “roaming freely” suggest? 1mark
 - a) Fear
 - b) Freedom
 - c) Discipline
 - d) Sadness
2. What does this reveal about her desires? 1 mark
3. How is imagination different from reality here? 1mark
4. What theme is highlighted? 2 marks

Extract 10

“Don’t hunch your shoulders, Amanda!”

Questions:

1. What does “hunch” mean? 1 1mark
2. What does this show about the speaker? 1 mark
3. How does Amanda respond internally? 1 mark

4. What central idea of the poem is reflected?

2 mark

Glimpses of India (First Flight)

Extract 1 (A Baker from Goa)

“During our childhood in Goa, the baker used to be our friend, companion and guide. He used to come at least twice a day...”

i. The extract suggests that the baker was

- a) a stranger
- b) a respected community member
- c) a strict businessman
- d) an occasional visitor

ii. The tone of the narrator in this extract is

- a) critical
- b) humorous
- c) nostalgic
- d) indifferent

iii. Choose the option that best describes the relationship between the baker and children.

- a) Formal and distant
- b) Fearful and strict
- c) Friendly and affectionate
- d) Competitive

iv. The frequent visits of the baker indicate

- a) lack of demand
- b) strong cultural dependence

c) poor business

d) irregular routine

v. Which situation reflects a similar feeling as expressed in the extract?

a) Ignoring a delivery person

b) Waiting eagerly for a familiar street vendor

c) Complaining about services

d) Avoiding neighbours

Extract 2 (A Baker from Goa)

“Marriage gifts are meaningless without the sweet bread known as bol...”

i. The word ‘meaningless’ suggests

a) unnecessary

b) incomplete without tradition

c) expensive

d) unwanted

ii. This line highlights

a) economic condition

b) cultural significance of food

c) modern lifestyle

d) lack of variety

iii. The use of ‘bol’ in marriages shows

a) changing traditions

b) cultural continuity

c) foreign influence

d) decline of customs

iv. Which value is reflected here?

a) Materialism

b) Respect for tradition

c) Individualism

d) Competition

v. Identify the literary device in “marriage gifts are meaningless”.

a) Metaphor

b) Hyperbole

c) Alliteration

d) Irony

Extract 3 (Coorg)

“Coorg, or Kodagu, the smallest district of Karnataka, is home to evergreen rainforests, spices and coffee plantations.”

i. Coorg is mainly known for its

a) industries

b) deserts

c) natural beauty

d) urban life

ii. The phrase ‘home to’ suggests

a) temporary stay

b) origin and abundance

c) migration

d) scarcity

iii. Which factor contributes most to Coorg’s economy?

a) Technology

b) Agriculture

c) Transport

d) Tourism only

iv. The description creates a sense of

a) fear

b) excitement

c) admiration

d) confusion

v. Choose the option that best promotes environmental awareness.

a) Increase industrialization

b) Preserve natural habitats

c) Cut forests for growth

d) Ignore biodiversity

Extract 4 (Coorg)

“They are possibly of Greek or Arabic descent...”

i. The word ‘descent’ refers to

a) fall

b) origin

c) movement

d) culture

ii. This statement suggests that Coorg people

a) have unknown roots

b) belong only to India

c) are foreigners

d) migrated recently

iii. This adds to Coorg’s

- a) economy
- b) mystery and uniqueness
- c) population
- d) geography

iv. Which idea is highlighted here?

- a) Unity in diversity
- b) Cultural isolation
- c) Economic growth
- d) Political influence

v. Which situation reflects cultural diversity?

- a) Same traditions everywhere
- b) Different customs coexisting peacefully
- c) Ignoring other cultures
- d) One dominant culture

Extract 5 (Tea from Assam)

“‘Chai-Garam... garam chai,’ a vendor called out in a high-pitched voice.”

i. The setting of this extract is most likely

- a) school
- b) railway station/train
- c) office
- d) home

ii. The repetition in “chai-garam” creates

- a) confusion
- b) rhythm and realism
- c) sadness
- d) silence

iii. The tone of the vendor is

- a) dull
 - b) energetic
 - c) angry
 - d) serious
- iv. This line reflects
- a) modern technology
 - b) Indian travel culture
 - c) village life
 - d) foreign lifestyle
- v. Choose the correct inference:
- a) Tea is rarely consumed
 - b) Tea is popular among people
 - c) Vendors are silent
 - d) Travel is boring

SECTION B: SHORT ANSWER QUESTIONS

- Q1. Why did the baker hold a special place in Goan society?
- Q2. Describe the narrator's childhood memories of the baker.
- Q3. What makes Coorg a unique tourist destination?
- Q4. How are the people of Coorg different?
- Q5. What did Rajvir tell about the origin of tea?
- Q6. Describe the tea gardens of Assam.
- Q7. Why is tea important in India?
- Q8. What cultural value is reflected in Goan traditions?
- Q9. How does Coorg reflect harmony with nature?
- Q10. What does the extract "Chai-Garam" reveal about Indian life?

LONG ANSWER QUESTIONS

(Word Limit: 120–150 words)

- Q1. Explain the cultural importance of the baker in Goa.
- Q2. Describe Coorg as a blend of nature and culture.
- Q3. Trace the journey of tea from its origin to India.
- Q4. What values does “Glimpses of India” teach us?
- Q5. Compare the three parts of the lesson.

MIJBIL THE OTTER

EXTRACT

"When I put the lid on the box, Mijbil at once went frantic. He hurled himself at the sides of the box, and in a short time had torn the lining to shreds."

COMPETENCY-BASED QUESTIONS (5)

Easy

- Q1. What does Mijbil's reaction tell you about his feelings?
 - Q2. Why do you think animals react strongly when confined in small spaces?
 - Q3. If you were in Maxwell's place, how would you handle this situation better?
 - Q4. What does this incident teach us about human responsibility towards pets?
 - Q5. Compare Mijbil's reaction with how a human might react in a similar situation. What conclusion can you draw?
-
- Q1. What can we learn from Mijbil's playful nature?
 - Q2. How does Mijbil show adaptability?
 - Q3. Why is it important to observe a pet's behavior?
 - Q4. How would you ensure your pet feels safe during travel?
 - Q5. What does Mijbil's intelligence teach us about animals?

- Q6. How can humans build a strong bond with animals?
- Q7. Why do people misunderstand unusual pets like Mijbil?
- Q8. What would you do if your pet behaves restlessly like Mijbil?
- Q9. How does the story promote empathy towards animals?
- Q10. What decision-making skills does Maxwell show in handling Mijbil?
- Q1. How would you take care of a pet like Mijbil in daily life?
- Q2. Imagine you are Maxwell. How would you manage Mijbil during the flight?
- Q3. How does the story highlight the importance of understanding animal behavior?
- Q4. What challenges can arise while keeping an unusual pet? How would you handle them?
- Q5. "Animals deserve the same empathy as humans." Justify with reference to the story.

"Fog"

Extract 1

"The fog comes / on little cat feet."

1: The literary device used in "little cat feet" is:

(a) Simile (b) Metaphor (c) Oxymoron (d) Alliteration

2: How does the fog arrive?

3: Why does the poet use the word "little" to describe the cat's feet?

Extract 2

"It sits looking / over harbor and city"

1: What is "it" in these lines?

(a) The cat (b) The harbor (c) The fog (d) The poet

2: Where does the fog sit?

3: What does the act of "looking" suggest about the fog?

Extract 3

"on silent haunches / and then moves on."

1. The word 'haunches' is associated with:

(a) Trees (b) Buildings (c) Animals (d) Ships

2. What does "moves on" indicate about the fog?

3. Explain the significance of the fog moving on.

Extract 4 (Complete Poem)

"The fog comes... and then moves on."

1. The rhyme scheme of the poem is:

(a) abcb (b) aabb (c) abab (d) Free verse

2. What animal is the fog compared to?

3. How does the poet create a sense of mystery in the poem?

Extract 5

"The fog comes / on little cat feet. / It sits looking"

1. MCQ: Which word best describes the movement of the fog?

(a) Aggressive (b) Stealthy (c) Clumsy (d) Rapid

2. Find a word from the extract that means 'to rest on back legs'.

3. What is the "harbor" mentioned in the poem?

Extract 6

"on silent haunches / and then moves on."

1. The tone of the poet in these lines is:

(a) Angry (b) Reflective (c) Fearful (d) Exciting

2. Is the fog's departure noisy?

3. Why is the cat a perfect metaphor for fog?

Extract 7

"The fog comes / on little cat feet."

1. Identify the figure of speech in "cat feet".

(a) Metaphor (b) Personification (c) Enjambment (d) Both a & b

2. Who is the poet of 'Fog'?

3. How does the poet use enjambment in the poem?

Extract 8

"It sits looking / over harbor and city"

1. What does the fog do while sitting?

1

(a) Makes noise (b) Watches (c) Destroys (d) Sleeps

2. Which two places are specifically mentioned?
3. What does the "sitting" posture symbolize?

Extract 9

"on silent haunches / and then moves on."

1. The phrase "silent haunches" implies:
(a) Noise (b) Stillness (c) Danger (d) Speed
2. Does the fog stay forever?
3. What is the central idea of the poem?

Extract 10

"The fog comes... on silent haunches"

1. MCQ: The poet compares the fog to a cat to show its:
(a) Color (b) Size (c) Manner of movement (d) Hunting skills
2. VSAQ: What is the "city" a symbol of in this poem?
3. SAQ: Compare the fog's arrival and departure.

– Long Answer Type Questions (100-120 words)

Q1. Both 'Fog' and 'The Trees' deal with nature but in different ways. Compare and contrast the depiction of nature in Carl Sandburg's 'Fog' and Adrienne Rich's 'The Trees'

Q2. Nature can be unpredictable and mysterious. Compare how this theme is explored in 'Fog' and Robert Frost's 'Dust of Snow'.

Short Answer Type Questions (30-40 words) 1

- Q1. How does the poet use the metaphor of a cat to describe the fog's arrival?
- Q2. What is the significance of the fog sitting on its "silent haunches"?
- Q3. Does the poet think the fog is a permanent or temporary phenomenon? How do you know?
- Q4. Why does Sandburg choose the "harbor and city" as the setting for the fog?
- Q5. How does the "Free Verse" style contribute to the mood of the poem?

Madam Rides the Bus

Extract 1

"Valli was an eight-year-old girl who was very curious about things. Her favourite pastime was standing in the front doorway of her house, watching what was happening in the street outside."

Q1. How did Valli spend her free time and what does it reveal about her?

Q2. What was Valli's favourite pastime? 1

- (A) Playing games
- (B) Watching the street
- (C) Reading books
- (D) Talking to friends

Q3. What does this behaviour indicate? 1

- (A) Laziness
- (B) Curiosity
- (C) Fear
- (D) Anger

Q4. Assertion: Valli learned about the world from her doorway. 1

Reason: She carefully observed the street activities.

- (A) Both true and Reason explains Assertion
- (B) Both true but not explanation 1

(C) Assertion true, Reason false

(D) Assertion false, Reason true

Extract 2

"Over many days and months, Valli listened carefully to conversations between her neighbours and people who regularly used the bus. Gradually, she picked up various details about the bus journey."

Q1. How did Valli gather information about the bus journey?

Q2. How did Valli learn about the bus? 1

(A) Books

(B) Internet

(C) Conversations

(D) School

Q 3. What does "gradually" suggest? 1

(A) Quickly

(B) Slowly over time

(C) Suddenly

(D) Carelessly

Q4. Assertion: Valli planned her journey carefully. 1

Reason: She collected information over time.

(A) Both true and Reason explains Assertion

(B) Both true but not explanation

(C) Assertion true, Reason false

(D) Assertion false, Reason true

Extract 3

"The bus was a new one, it's outside painted a gleaming white with some green stripes along the sides. The inside of the bus was filled with soft and luxurious seats."

Q1. Why did the bus appeal so much to Valli?

Q2. What kind of seats were in the bus? 1

(A) Hard 1

(B) Broken

(C) Soft and luxurious

(D) Wooden

Q3. What does “gleaming” mean? 1

(A) Dirty

(B) Shining

(C) Broken

(D) Old

Q4. Assertion: Valli was excited to travel by bus. 1

Reason: The bus looked attractive and comfortable.

(A) Both true and Reason explains Assertion

(B) Both true but not explanation

(C) Assertion true, Reason false

(D) Assertion false, Reason true

Extract 4

"‘Listen, child,’ said the conductor, ‘you shouldn’t stand like that. Sit down.’ Valli laughed and replied, ‘I’m not a child. I’ve paid my fare like everyone else.’"

Q1. What does Valli’s reply reveal about her personality?

Q. 2. How did Valli respond to the conductor? 1

(A) Rudely

(B) Confidently

(C) Fearful

(D) Silently

Q 3. Why did she say she was not a child? 1

(A) She was older

(B) She paid fare

(C) She was angry

(D) She was joking

Q4. Assertion: Valli wanted respect from others. 1

Reason: She insisted she was not a child.

- (A) Both true and Reason explains Assertion
- (B) Both true but not explanation
- (C) Assertion true, Reason false
- (D) Assertion false, Reason true

Extract 5

"On the way back, Valli saw the same cow lying dead by the roadside. The memory of the beautiful scene she had enjoyed earlier was now replaced by a feeling of sadness."

Q1. How did the return journey affect Valli's mood?

Q2. What did Valli see on her return journey? 1

- (A) A dog
- (B) A cow
- (C) A cat
- (D) A bird

Q3. How did she feel? 1

- (A) Happy
- (B) Excited
- (C) Sad
- (D) Angry

Q 4. Assertion: Valli's mood changed during the return journey. 1

Reason: She saw a dead cow on the road.

- (A) Both true and Reason explains Assertion
- (B) Both true but not explanation
- (C) Assertion true, Reason false
- (D) Assertion false, Reason true

Short answer type questions

1. What does Valli's planning for the trip tell you about her decision-making skills?
2. How does the conductor's behavior reflect social attitudes towards children?
3. Why is the cow episode significant in the story?

4. How does Valli demonstrate financial awareness?
5. What can we learn from Valli's refusal to accept treats from the conductor?
6. How does the story show the contrast between imagination and reality?
7. In what way does Valli act like an adult during the journey?
8. Why didn't Valli share her plans with anyone? What does this reveal?
9. How does the story highlight the importance of observation?
10. What life lesson does Valli learn from her journey?

Long answer type 5 questions

- Q1. Describe Valli's character as shown in the story.
- Q2. How does Valli's planning for the journey reflect her intelligence and maturity?
- Q3. Explain how the bus journey changes Valli's understanding of life.
- Q4. Analyse the significance of the bus conductor in shaping Valli's experience.
- Q5. "Valli's journey is a journey of self-discovery." Justify this statement.

(The Tale of Custard the Dragon)

1. Read the given extract and answer the following questions:

*Belinda lived in a little white house,
With a little black kitten and a little grey mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.
Now the name of the little black kitten was Ink,
And the little grey mouse, she called her Blink,
And the little yellow dog was sharp as Mustard,
But the dragon was a coward, and she called him Custard.*

Questions

I. What does the word "coward" most nearly mean?

- a) Brave
- b) Fearless
- c) Easily scared
- d) Strong

II. Why is Custard called “realio, trulio”?

- a) He is imaginary
- b) He is a real dragon among pets
- c) He is very small
- d) He is very funny

III. What was the name of the dog?

IV. How is Custard different from the other animals?

V. Do you think calling Custard a coward is fair? Give a reason based on the extract.

2. Read the given extract and answer the following questions:

*Belinda giggled till she shook the house,
 And Blink said Wee!, which is giggling for a mouse,
 Ink and Mustard rudely asked his age,
 When Custard cried for a nice safe cage.
 Belinda tickled him, she tickled him unmerciful,
 Ink, Blink and Mustard, they rudely called him Percival,
 They all sat laughing in the little red wagon,
 At the realio, trulio, cowardly dragon.*

Questions

I. What does the word “unmerciful” most nearly mean?

- a) Kind
- b) Without mercy
- c) Funny

d) Gentle

II. Why did Custard cry for a “nice safe cage”?

a) He liked cages

b) He was playful

c) He felt scared and wanted safety

d) He wanted attention

III. Who giggled till the house shook?

IV. How do the other pets treat Custard?

**V. What does this extract suggest about the behaviour of the other pets towards Custard?
Is it appropriate?**

3. Read the given extract and answer the following questions:

*Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.
Meowch! cried Ink, and Ooh! cried Belinda,
For there was a pirate, climbing in the winda.
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.*

Questions

I. What does the phrase “meant no good” suggest about the pirate?

a) He was friendly

b) He had bad intentions

c) He was lost

d) He was funny

II. What is a “cutlass”?

a) A type of hat

b) A short sword

c) A gun

d) A bag

III. The pirate held a cutlass in his ____.

IV. How did Belinda react on seeing the pirate?

V. How does the poet create a sense of fear and danger in this extract?

4. Read the given extract and answer the following questions:

*But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm,
He went at the pirate like a robin at a worm.
The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets but they didn't hit,
And Custard gobbled him, every bit.*

I. What does Custard's action show about him?

- a) He is still a coward
- b) He is brave in danger
- c) He is lazy
- d) He is funny

II. What does the word "gaped" mean?

- a) Smiled
- b) Stared in surprise
- c) Shouted loudly
- d) Ran away

III. What did the pirate drink?

IV. How did the pirate react when he saw Custard?

V. How does this extract change our opinion about Custard?

5. Read the given extract and answer the following questions:

*"Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim.
Ink and Blink in glee did gyrate
Around the dragon that ate the pirate.
But presently up spoke little dog Mustard,
"I'd have been twice as brave if I hadn't been flustered."
And up spoke Ink and up spoke Blink,
"We'd have been three times as brave, we think."*

I. Why do Ink, Blink, and Mustard claim they would have been braver?

- a) They truly fought the pirate
- b) They are trying to hide their fear
- c) They dislike Custard
- d) They want to leave the house

II. What does the word "flustered" most nearly mean?

- a) Calm and relaxed
- b) Confused and nervous
- c) Angry
- d) Excited

III. Belinda _____ Custard after the danger was over.

IV. Who licked Custard?

V. What does the reaction of the other pets after the incident show about them?

6. Read the given extract and answer the following questions:

"Belinda still lives in her little white house,

*With her little black kitten and her little grey mouse,
And her little yellow dog and her little red wagon,
And her realio, trulio little pet dragon.
Belinda is as brave as a barrel full of bears,
And Ink and Blink chase lions down the stairs,
Mustard is as brave as a tiger in a rage,
But Custard keeps crying for a nice safe cage."*

I. What is the poet trying to suggest through the repeated exaggeration of bravery?

- a) The characters are truly fearless
- b) The bravery of others may be exaggerated or superficial
- c) Custard is the weakest character
- d) The poet admires only Belinda

II. What is the effect of the phrase "a barrel full of bears"?

- a) It creates humour through exaggeration
- b) It shows fear
- c) It describes a real situation
- d) It creates sadness

III. Custard keeps crying for a nice safe _____.

IV. What literary device is used in "as brave as a tiger"?

V. How does the poet use contrast and irony in this extract to convey the theme of true courage?

7. Read the given extract and answer the following questions:

*"Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim.
Ink and Blink in glee did gyrate
Around the dragon that ate the pirate."
(The Tale of Custard the Dragon)*

(I) Complete the following suitably: 1

Belinda's and Mustard's reaction reflected a sense of _____.

(II) 'Embraced' in this context means:

- (A) to accept
- (B) to feel awkward and sheepish
- (C) to put your arms around someone
- (D) to show disagreement

(III) Select the option that applies the same rhyme scheme as the lines of the given extract.

(A) I have a cat

I have a house

I have a mouse

I have a hat.

(B) She went there

The house was bare

Not a sound was heard

Except the tweet of a bird.

(C) People along the sand

all turn to look one way.

The wetter ground like glass

swept their gaze away.

(D) The bird flew

to the sky blue

It was beauty true

I have to say

(IV) What is the irony in the behaviour of the characters in the given extract?

(V) What does the reaction of Ink and Blink "in glee did gyrate" most strongly suggest?

- (A) They were unaware of the danger

- (B) They were celebrating Custard's bravery without acknowledging their earlier fear
- (C) They wanted to challenge Custard
- (D) They were still frightened of the pirate

8. Read the given extract and answer the following questions:

*"Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath'
Mouth like a fire place, chimney for a nose
And realio, trulio daggers on his toes"*

(I) What sort of teeth did Custard the dragon have?

II) What was on the top of the dragon's body?

(III) How does the poet describe the dragon's mouth and nose?

(IV) Find out the poetic device applied in - "chimney for a nose"

(V) Fill in the Blank (Analysis + Vocabulary)

The description "realio, trulio daggers on his toes" emphasises the dragon's _____ appearance through exaggerated imagery.

9. Read the given extract and answer the following questions:

*"The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon
He fired two bullets, but they didn't hit,
And Custard gobbled him, every bit."*

Questions

(I) What does the word "gaped" suggest about the pirate's reaction?

- A. Anger
- B. Fear and astonishment
- C. Confidence
- D. Indifference

(II) Why did the pirate gulp "grog"?

- A. To celebrate victory

- B. To gather courage in fear
- C. To quench thirst
- D. To insult Custard

(III)What is the significance of “they didn’t hit”?

- A. The pirate was careless
- B. Custard was invisible
- C. The pirate failed despite trying to attack
- D. The bullets were fake

(IV)What did the pirate carry grog in?

(V) How does this extract overturn earlier perceptions of Custard, and what message does the poet convey through this contrast?

10.Read the given extract and answer the following questions:

*The pirate gaped at Belinda’s dragon,
And gulped some grog from his pocket flagon,
He fired two bullets, but they didn’t hit,
And Custard gobbled him, every bit.
Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim,
Ink and Blink in glee did gyrate
Around the dragon that ate the pirate.*

(I)What does the pirate’s reaction reveal about Custard?

- a) Custard is weak and harmless
- b) Custard appears unexpectedly powerful and terrifying
- c) Custard is playful
- d) Custard is imaginary

(II)What is the meaning of the word “gyrate” in the context of the extract?

- a) To cry loudly
- b) To move in a circular or excited manner
- c) To fight bravely

d) To hide quickly

(III) Fill in the Blank (Analysis + Vocabulary):

The word “gaped” in the line “The pirate gaped at Belinda’s dragon” suggests that the pirate was filled with _____ at the sight of Custard.

(IV) What figure of speech is used in “Custard gobbled him, every bit”?

(V) What does the reaction of Belinda and the other pets after the pirate’s death suggest?

TOPIC- THE SERMON OF BENARES

Read the extract carefully and answer the questions that follow:

Extract 1

“Kisa Gotami went from house to house... but there was no house where someone had not died.”

- a) What was Kisa Gotami searching for?
- b) Why did Buddha give her such a condition? (inference)
- c) What realization did she arrive at?
- d) What theme of human life is highlighted here?

SECTION B: SHORT ANSWER QUESTIONS (10 × 2 = 20 marks)

1. Who was Kisa Gotami?
2. What did she do after her son’s death?
3. Who was Gautama Buddha?
4. Why did Buddha ask her to bring mustard seeds?
5. What did Kisa Gotami learn from her search?
6. What were the four sights seen by Buddha?
7. What is the central message of the lesson?
8. How does attachment lead to suffering?
9. Why do the wise remain calm in difficult situations?
10. How can Buddha’s teachings help students today?

LONG ANSWER QUESTIONS (5 × 6 = 30 marks)

(Answer in about 120–150 words each)

1. Describe the transformation of Kisa Gotami from grief to understanding. How does her journey reflect universal human experience?
2. Explain the lesson taught by Buddha through the story of Kisa Gotami. How is this lesson relevant in today's world?
3. Describe Gautama Buddha's journey from a prince to an enlightened teacher. What factors influenced his decision?
4. "Grief can be overcome through wisdom and acceptance." Discuss this statement with reference to the lesson.
5. Analyse the philosophical message of The Sermon at Benares. How does it guide individuals to live a balanced life?

ANNE GREGORY (POEM)

Extract 1 (5 Marks)

*"Never shall a young man
Thrown into despair
By those great honey-coloured
Ramparts at your ear,"*

Q1. MCQ (1 mark)

What does "ramparts" refer to?

- a) Walls
- b) Hair
- c) Eyes
- d) Lips

Q2. MCQ (1 mark)

What is suggested by "thrown into despair"?

- a) Fear
- b) Deep attraction
- c) Anger
- d) Jealousy

Q3. VSAQ (1 mark)

What does the phrase "honey-coloured" suggest about Anne Gregory's appearance?

1

Q4. SAQ (2 marks, 30–40 words)

How does the extract highlight the idea of superficial attraction?

Extract 2 (5 Marks)

***“But I can get a hair-dye
And set such colour there,
Brown, or black, or carrot,”***

Q1. MCQ (1 mark)

What does Anne plan to change?

- a) Voice
- b) Hair colour
- c) Clothes
- d) Personality

Q2. MCQ (1 mark)

“Carrot” refers to:

- a) Vegetable
- b) Orange shade
- c) Red cloth
- d) Food

Q3. VSAQ (1 mark)

What does Anne’s idea of changing her hair colour suggest about physical appearance?

Q4. SAQ (2 marks, 30–40 words)

Why does Anne want to dye her hair?

Extract 3 (5 Marks)

***“May love me for myself alone
And not my yellow hair.”***

Q1. MCQ (1 mark)

What does Anne desire?

- a) Wealth
- b) Fame
- c) True love
- d) Power

Q2. MCQ (1 mark)

“Myself alone” refers to:

- a) Physical beauty
- b) Inner qualities
- c) Clothes
- d) Status

Q3. VSAQ (1 mark)

What does “yellow hair” symbolize?

Q4. SAQ (2 marks, 30–40 words)

What theme is expressed in this extract?

Extract 4 (5 Marks)

*“I heard an old religious man
But yesternight declare
That only God, my dear,
Could love you for yourself alone”*

Q1. MCQ (1 mark)

Who is speaking here?

- a) Anne
- b) Poet
- c) Old religious man
- d) Young man

Q2. MCQ (1 mark)

What does the old man imply about human love?

- a) It is always true
- b) It is based on wealth
- c) It is often influenced by appearance
- d) It is very strong

Q3. VSAQ (1 mark)

What kind of love does the old man say is rare?

Q4. SAQ (2 marks, 30–40 words)

What is the importance of introducing the old religious man?

Extract 5 (5 Marks)

*“That only God, my dear,
Could love you for yourself alone
And not your yellow hair.”*

Q1. MCQ (1 mark)

Who can love Anne for herself alone?

- a) Young men
- b) Friends
- c) God
- d) Family

Q2. MCQ (1 mark)

The tone of this statement is:

- a) Humorous

- b) Philosophical
- c) Angry
- d) Fearful

Q3. VSAQ (1 mark)

What kind of love is referred to here?

Q4. SAQ (2 marks, 30–40 words)

Do you agree with the old man's view? Give a reason.?

Extract 6 (5 Marks)

***“But I can get a hair-dye
And set such colour there,
Brown, or black, or carrot,”***

Q1. Assertion–Reason (1 mark)

Assertion (A): Anne Gregory believes outer appearance can be changed easily.

Reason (R): She suggests different colours to dye her hair.

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

Q2. MCQ (1 mark)

What does Anne's statement mainly highlight?

- a) Importance of fashion
- b) Flexibility of physical appearance
- c) Love for colours
- d) Anger towards society

Q3. VSAQ (1 mark)

What does the word “carrot” refer to in the extract?

Q4. CBQ – Competency-Based Question (2 marks, 30–40 words)

How does this extract challenge the idea that beauty is permanent?

Extract 7 (5 Marks)

***“That young men in despair
May love me for myself alone”***

Q1. MCQ (1 mark)

What does Anne wish to test?

- a) Wealth
- b) True love
- c) Friendship
- d) Power

Q2. MCQ (1 mark)

The word “despair” here suggests:

- a) Happiness
- b) Attraction
- c) Fear
- d) Anger

Q3. VSAQ (1 mark)

What does Anne want people to love?

Q4. SAQ (2 marks, 30–40 words)

What does this extract reveal about Anne’s thinking?

Extract 8

*“That only God, my dear,
Could love you for yourself alone
And not your yellow hair.”*

Q1. MCQ (1 mark)

What does the old man imply about human love?

- a) It is always unconditional
- b) It is often influenced by appearance
- c) It is based on wealth
- d) It is very strong

Q2. MCQ (1 mark)

The tone of the speaker in these lines is:

- a) Humorous
- b) Philosophical
- c) Angry
- d) Playful

Q3. VSAQ (1 mark)

Who alone can love without being influenced by appearance.

Q4. SAQ (2 marks, 30–40 words)

What message about true love is conveyed in this extract?

Extract 9

*“Never shall a young man
Thrown into despair
By those great honey-coloured...”*

Q1. MCQ (1 mark)

What does the word “Never” emphasize in the extract?

- a) Doubt
- b) Certainty
- c) Fear
- d) Possibility

Q2. MCQ (1 mark)

What is the effect of Anne’s beauty on young men?

- a) It makes them ignore her
- b) It strongly influences their feelings
- c) It makes them angry
- d) It confuses them

Q3. VSAQ (1 mark)

What idea about attraction is suggested in this extract?

Q4. CBQ (2 marks, 30–40 words)

How does this extract reflect the speaker’s view about human nature?

Extract 10 (5 Marks)

*“That young men in despair
May love me for myself alone
And not my yellow hair.”*

Q1. Assertion–Reason (1 mark)

Assertion (A): Anne Gregory wants to be loved for her inner self.

Reason (R): She believes her hair colour is the main reason for attraction.

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

Q2. MCQ (1 mark)

What effect does Anne Gregory's beauty have on young men?

- a) It frightens them
- b) It strongly attracts them
- c) It makes them angry
- d) It confuses them

Q3. VSAQ (1 mark)

What does "yellow hair" symbolize?

Q4. SAQ (2 marks, 30–40 words)

How does this extract reflect Anne's concern about identity and love?

The Proposal – Anton Chekhov

1. Read the extract given below and answer the questions that follow:

[5 Marks]

EXTRACT 1

"The Oxen Meadows are mine!

They belong to our family.

We have had them for nearly three hundred years.

Everyone knows that they are ours.

You are simply trying to take our land!"

QUESTIONS:

- a) Who says these lines? (1)
- b) Why does he want them to marry quickly?
- c) What does this show about his personality? (1)
- d) How does this moment contribute to the humorous ending? (2)

EXTRACT 2

"My dog Guess is better than your Squeezer.

Guess is a first-rate dog.

He has a strong jaw and excellent speed.

Everyone admires him.

Your dog cannot compare with him."

QUESTIONS:

- a) Who says these lines? (1)
- b) What new argument starts here? (1)
- c) What does "admire" mean in the passage? (1)
- d) Why does the speaker think Guess is better than the other dog? (2)

EXTRACT 3:

"She's a good housekeeper, not bad-looking, and well-educated.

What more do I want?

I'm not looking for love.

I only want a suitable partner.

That is why I decided to propose."

QUESTIONS:

- a) What qualities does the speaker look for in a partner? (1)
- b) What is the speaker not looking for?
- c) What does the word "suitable" mean in the context?
- d) What does this extract reveal about the speaker's attitude towards marriage? (2)

EXTRACT 4

"Look! They're quarrelling again!

What a pair they are!

They have just got engaged.

Yet they are still arguing.

Such a life they will have!"

QUESTIONS:

- a) Who makes this observation? (1)
- b) Why are the characters still quarrelling? (1)
- c) What does this reveal about their future relationship? (1)
- d) What message does the playwright convey through this ending? (2)

2.SHORT ANSWER QUESTIONS: [40-50 WORD LIMIT] [3 MARKS EACH]

Note:

Content – 2 Expression – 1 Accuracy – Deduct up to 1 mark from overall

- Q2.1 Why does Lomov decide to get married?
- Q2.2 What does Lomov say about his health? What does it reveal about him?
- Q2.3 How does the argument over Oxen Meadows create humour in the play?
- Q2.4 How does Lomov's personality contribute to the conflict in the play?
- Q2.5 What impression do you form of Natalya from her behaviour?
- Q2.6 Why does Chubukov suspect that Lomov has come with a proposal?
- Q2.7 How does the argument over Oxen Meadows reflect the characters' priorities?
- Q2.8 What role does pride play in the conflict between Lomov and Natalya?
- Q2.9 How does the playwright use irony in the play?
- Q2.10 What role does misunderstanding play in the plot of the play- THE PROPOSAL?

3. LONG ANSWER QUESTION [100-120 WORDS] [6 MARKS]

Note- Content – 3 Expression – 2 Accuracy – 1

- Q3.1 How does the play show that marriage can be based on practicality rather than love?
- Q3.2 How does Anton Chekhov create humour in *The Proposal*?
- Q3.3 How is the theme of materialism shown in *The Proposal* and *A Triumph of Surgery*?
- Q3.4 How does the play end and what does it signify?
- Q3.5 What does the play reveal about the institution of marriage?

A TRIUMPH OF SURGERY

I- EXTRACT BASED QUESTIONS-

1)Extract 1

"Mrs Pumphrey was distraught. 'Oh, Mr Herriot, Tricki will eat nothing! He refuses even his favourite dishes, and besides, he has bouts of vomiting.' I took a deep breath. This was the problem."

Q1--Why was Mrs Pumphrey worried?

- a) Tricki was missing.
- b) Tricki was not eating and vomiting.
- c) Tricki was injured.

d) Tricki was barking.

Q2-Who is "I" in the extract?

a) Mrs Pumphrey

b) Tricki

c) Dr Herriot

d) Gardener

Q3-The tone of Mrs Pumphrey is:

a) Happy

b) Angry

c) Worried and anxious

d) Careless

Q4-What symptoms was Tricki showing?

Q5. Why did the speaker say, "This was the problem"?

2) Extract 2

"He had become hugely fat, like a bloated sausage with a leg at each corner. His eyes were bloodshot and rheumy."

Q1-Who is being described?

a) Cat

b) Tricki

c) Horse

d) Doctor

Q2-The figure of speech used is:

- a) Metaphor
- b) Simile
- c) Alliteration
- d) Irony

Q3-Tricki's condition shows he was:

- a) Healthy
- b) Active
- c) Overfed and unhealthy
- d) Injured

Q4. How is Tricki's appearance described?

Q5. What does this description tell about his health?

3) Extract 3

"If you don't cut his food right down and give him ¹more exercise, he's going to be really ill. You must harden your heart and keep him on a very strict diet."

Q1-Who is giving this advice?

- a) Mrs Pumphrey
- b) Dr Herriot
- c) Nurse
- d) Gardener

Q2-What is suggested as treatment?

- a) Medicines
- b) Surgery
- c) Diet control and exercise
- d) Rest

Q3-“Harden your heart” means:

- a) Be kind
- b) Be strict
- c) Be angry
- d) Be emotional

Q4. What warning is given in this extract?

Q5. Why was it difficult for Mrs Pumphrey to follow this advice?

4)Extract 4

“The entire staff was roused. There was a great deal of excitement. Tricki was rushed out to the car. He had never been more excited in his life.”

Q1-Why was there excitement?

- a) A celebration
- b) Tricki being taken for treatment

c) Guests arrived

d) A party

Q2-Tricki's feeling was:

a) Fear

b) Excitement

c) Anger

d) Sadness

Q3-The tone of the passage is:

a) Serious

b) Humorous and dramatic

c) Sad

d) Angry

Q4-Why was Tricki taken out?

Q5- How did Tricki react to the situation?

5) Extract 5

"The household dogs surged round him, sniffing and examining him. Tricki was running about like a puppy."

Q1-Where is Tricki now?

a) At home

b) At clinic

c) In park

d) On road

Q2-The comparison “like a puppy” shows:

a) Weakness

b) Laziness

c) Energy and playfulness

d) Fear

Q3-What helped Tricki recover?

a) Medicines

b) Rich food

c) Exercise and simple diet

d) Sleep

Q4-How did other dogs react to Tricki?

Q5-What change is seen in Tricki’s behaviour?

II-SHORT ANSWER QUESTIONS

Q1-Mrs Pumphrey overfed Tricki out of love. What¹ does this tell you about the difference between care and overindulgence? Explain briefly.

Q2-Why did Dr.Herriot decide not to give any medicine to Tricki at the beginning? What can you infer about his approach to treatment?

Q3-Tricki recovered quickly at the surgery without rich food. What lesson does this give about healthy lifestyle habits?

Q4-How did Tricki's behaviour change at the surgery? What does this change suggest about his earlier condition?

Q5-Mrs Pumphrey thought Tricki's recovery was due to the doctor's treatment. What irony do you observe in this situation? Explain briefly.

III-LONG ANSWER QUESTIONS

Q1-Mrs. Pumphrey loved Tricki deeply, yet her care harmed him. Do you think love without understanding can be dangerous? Explain with reference to the story and real-life situations.

Q2-How did Dr. Herriot's treatment of Tricki reflect his practical wisdom and understanding of animal behaviour? Analyse his methods and justify whether they were more effective than Mrs. Pumphrey's care.

Q3-Tricki's recovery was not due to medicines but due to a change in lifestyle. Discuss how the story highlights the importance of discipline, exercise, and balanced diet.

Q4-Compare and contrast the attitudes of Mrs. Pumphrey and Dr. Herriot towards Tricki. What does this contrast tell us about responsible pet ownership?

Q5-“Overindulgence can be as harmful as neglect.” Explain this statement in the context of the story A Triumph of Surgery. Support your answer with examples from the text.

THE THIEF’S STORY

“I made up my mind to go away that night. I slipped out of the room and down the stairs. I opened the door quietly and stepped out into the chilly night. I ran down to the station. The train was just about to leave. I could jump into one of the carriages, but I hesitated.”

Q1. Why did Hari decide to go away that night?

Q2. What does “slipped out of the room” suggest about Hari’s state of mind?

Q3. Where did Hari go after leaving the house?

Q4. Why did Hari hesitate to jump into the train?

Q5. What does this moment reveal about Hari’s character?

Short Answer Questions

1. Why did Hari Singh approach Anil?

2. What work did Hari do for Anil?

3. What kind of person was Anil?

4. Why did Hari want to learn reading and writing?

5. What happened the next morning after Hari returned?

Long Answer Questions

1. How did Hari Singh’s life change after meeting Anil?

2. Describe Anil’s character.

3. What role does trust play in the story?

4. Why did Hari return the stolen money?

5. What is the message of “The Thief’s Story”?

THE MIDNIGHT¹ VISITOR

Q.1 Read the following extracts carefully and answer the questions that follow.

(5 Marks)

1. And then there was his accent. Though he spoke French and German passably, he had never altogether lost the American accent he had brought to Paris from Boston twenty years ago.

(i) 'He' in the extract refers to whom? 1

(ii) Where did Fowler meet 'him'? 2

(iii) Choose the options that correctly describes Fowler's reaction on meeting 'he'? 1

(a) He felt Lucky

(b) He felt excited

(c) He felt let down

(d) He did not show any reaction

(iv) The word 'passably' in the extract means

2. "You are disillusioned", Ausable told him. "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 that thought is drama, is there not?"

(i) Who is 'my young friend' in the extract? 1

(ii) What does 'my young friend' do for a living? 1

(iii) What is the 'important paper' referred to in the extract? 2

1

(iv) 'my young friend' was disillusioned because 1

- (a) he found Ausable sleeping.
- (b) Ausable did not give him appropriate time
- (c) Ausable was not like a stereotypical secret agent.
- (d) he had lost his wallet.

3. And as the light came on, Fowler had his first authentic thrill of the day. For halfway across the room, a small automatic pistol in his hand, stood a man.

Ausable blinked a few times.

- (i) The 'man' referred to in the extract is_____ 1
- (ii) Which option properly describes the reaction of Ausable on seeing the 'man'? 1
- (iii) How is the appearance of the 'man'? 2
- (iv) Ausable thought that the 'man' was in 1
 - (a) Paris
 - (b) Berlin
 - (c) Frankfurt
 - (d) New York

4. You can get onto it from the empty room two doors down and somebody did, last month. The management promised to block it off. But they haven't."

- (i) Who is speaking these words to whom? 1
 - (a) Max to Fowler
 - (b) Ausable to Fowler
 - (c) Fowler to Max
 - (d) Ausable to Max

ii) 'It' in the extract refers to

1

(a) a staircase

(b) a corridor

(c) a balcony

(d) a non-existent balcony

(iii) Which of the following does not use the phrase 'block off' properly in the sentences? 1

(a) The road has been blocked off to prevent the entry of the miscreants.

(b) Why are you looking so blocked off today?

(c) I don't know why Shrishti was blocking off my way?

(d) You can block anyone off on your phone who is irritating you.

(iv) Why Max had entered into Ausable's room?

5. I thought that such an important paper as the one we are waiting for should have a little extra protection. I told them to check on me to make sure everything was alright.

(i) Who is the speaker of these lines?

1

(ii) Which papers is the speaker talking about?

1

(iii) Why the extra protection was needed?

1

(iv) What was the real purpose of Ausable saying this to listener?

2

Long Answer Questions (6 Marks each | 100-120 words)

Q.1. Ausable has the ability to think quickly, act calmly and wisely in a situation of danger and surprise. These are some values and skills that save us from danger. How did Ausable use the above skills in the story, "The Midnight Visitor"?

6 Marks

Q.2 What is superior, physical strength or intelligence in a difficult situation? Which one of these qualities and skills would you stress upon? Why? Elaborate with reference to the story, 'The Midnight Visitor'.

Q.3 How does Ausable convince Max that there is a balcony in his room? How does his intelligence and presence of mind help him?

Q.4 Max was a cunning spy but his carelessness and foolishness proved fatal for him. Do you agree? How do casual carelessness and foolishness spoil our life?

Q.5. Sometimes appearances can be deceptive. Elaborate with reference to "The Midnight Visitor".

Short Answer Questions (3 Marks each : 40-50 words)

Q. 1. Why did Max's face turn black with anger? What did he want Ausable to do?

Q.2. Who actually had knocked at the door of Ausable's room? Why did he come there?

Q.3. Describe Ausable's reaction after finding Max in his room.

Q.4. Why did Ausable frame the story of the balcony?

Q.5. How did Max enter the room? Why did he do so?

A QUESTION OF TRUST

Extract 1

"He robbed a safe every year. Each year he planned carefully just what he would do, stole enough to last for twelve months, and secretly bought the books he loved through an agent. 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."

Q.1.What was Horace Danby's primary motivation for his annual robberies? (1)

Q.2.State one precaution Horace took to ensure his identity remained hidden during his transactions for books. (1)

Q.3.Why did Horace feel "sure" that this year's robbery would be successful? (1)

Q.4.Find a word in the extract that means 'meticulously'. (1)

Q.5.Which month did the Shotover Grange robbery take place in? (1)

Extract 2 (Competency-Based: Inference-driven)

"The voice was kindly, but there was a thickness in it. 'Anyone would think I'd been away for a month.' She smiled at Horace. 'I came back just in time, though I didn't expect to meet a burglar.'"

- Q.1. What does the "kindly" voice suggest about the lady's strategy to handle Horace? (1)
- Q.2. How did the lady in red manage to convince Horace that she was the owner of the house? (1)
- Q.3. Explain the irony in the lady's statement: "I didn't expect to meet a burglar." (1)
- Q.4. Based on this extract, what trait does the lady possess? (1)
- (a) Arrogance (b) Confidence (c) Fear (d) Honesty
- Q.5. What was the "thickness" in her voice actually caused by? (1)

Extract 3

"'I'll let you go,' she said, 'only if you do something for me.'... 'I've forgotten the numbers to open the safe. I want to wear the jewels to a party tonight, but I've left them in the safe.'"

- Q.1. Evaluate why Horace agreed to the lady's condition so readily. (1)
- Q.2. What does this interaction reveal about Horace's psychological state at that moment? (1)
- Q.3. How does this request serve as a turning point for the story's plot? (1)
- Q.4. True or False: The lady actually needed the jewels for a party. (1)
- Q.5. What does the phrase "let you go" imply about the power dynamic in this scene? (1)

Extract 4

"By noon a policeman had arrested him for the jewel robbery at Shotover Grange. His fingerprints, for he had opened the safe without gloves, were all over the room..."

- Q.1. Why was Horace's claim that the "wife of the owner" asked him to open the safe rejected? (1)
- Q.2. Analyze the mistake Horace made that he usually avoided in his previous robberies. (1)
- Q.3. What role did "trust" play in Horace's arrest? (1)
- Q.4. Identify the figure of speech: "The fingerprints... were all over the room." (1)
- (a) Metaphor (b) Hyperbole (c) Imagery (d) Simile
- Q.5. Who actually provided the information that led to Horace's arrest? (1)

Extract 5

"He is now the assistant librarian in the prison. He often thinks of the charming, clever young lady who was in the same profession as he was, and who tricked him. He gets very angry when anyone talks about 'honour among thieves'."

- Q.1. How has Horace's view of "honour among thieves" changed by the end of the story? (1)
- Q.2. Why is the profession of "assistant librarian" appropriate for Horace? (1)
- Q.3. What does the word 'charming' indicate about Horace's current feelings toward the woman? (1)
- Q.4. In your opinion, was the lady in red a "better" thief than Horace? Why? (1)
- Q.5. What is the central theme of the story as highlighted by this extract? (1)

Short Answer Questions (3 Marks each | 40-50 words)

- 1. Horace Danby was a "meticulous planner" but he still faltered. Mention two instances where his planning failed him.
- 2. How did the lady in red manage to convince Horace that she was the mistress of the house?
- 3. "Honour among thieves" is a central theme. How does the lady in red violate this code?
- 4. Why did Horace Danby feel the need to rob a safe every year?
- 5. Horace was a "good, honest citizen—but not completely." Justify this statement.

Section C: Long Answer Questions (6 Marks each | 100-120 words)

- 1. "Appearances can be deceptive." Prove this statement with reference to the character of the lady in red.
- 2. Describe the meeting between Horace Danby and the lady in red. How did it lead to Horace's ultimate downfall? (Recall/Analytical)
- 3. Compare and contrast the characters of Horace Danby and the young woman in red. Who according to you was the "better" thief?

4. Imagine you are Horace Danby in prison. Write a diary entry expressing your feelings about being tricked and your current job as an assistant librarian.
5. What precautions did Horace take before the robbery at Shotover Grange? Why did these precautions prove insufficient?

FOOTPRINTS WITHOUT FEET – QUESTIONS & ANSWERS

Part-A: Extract-based competency MCQs from "Footprints Without Feet"

(I) "Two boys were walking along a London street when they noticed fresh muddy footprints on the steps of a house. The footprints were those of bare feet, and what was more remarkable was that the footprints appeared suddenly, out of nowhere."

Q1. What made the footprints "remarkable"?

- A) They were very large
- B) They appeared suddenly without any visible person making them
- C) They were made by shoes
- D) They disappeared quickly

Q2. What does the word "remarkable" mean in this context?

- A) Common
- B) Frightening
- C) Extraordinary/unusual
- D) Dirty

Q3. Where were the footprints found?

- A) On a muddy road

B) On the steps of a house in London

C) On a beach

D) In a garden

(II) "Griffin was a brilliant scientist who had carried out experiment after experiment to prove that the human body could become invisible. Finally, he had succeeded."

Q1. What was Griffin's greatest achievement?

A) Discovering a new medicine

B) Making the human body invisible

C) Winning a Nobel Prize

D) Creating a new chemical element

Q2. The word "brilliant" suggests Griffin was:

A) Physically strong

B) Exceptionally intelligent

C) Very wealthy

D) Morally good

Q3. What does "experiment after experiment" tell us about Griffin?

A) He was careless

B) He was persistent and dedicated

C) He had many assistants

D) He gave up easily

(III) "His landlord had tried to eject him, and in revenge Griffin had set fire to the house. To get away without being seen he had to take off his clothes."

Q1. Why did Griffin set the house on fire?

- A) As an experiment
- B) To keep himself warm
- C) Out of revenge against his landlord
- D) To destroy his research papers

Q2. What does the word "eject" mean?

- A) Welcome
- B) Force out/evict
- C) Promote
- D) Reward

Q3. What does Griffin's act of setting fire to the house reveal about his character?

- A) He was courageous
- B) He was lawless and revengeful
- C) He was protective of others
- D) He was a responsible citizen

(IV) "He had spent the night in a large store. When the store was opened in the morning, he had to take off the clothes he was wearing to remain invisible. He then wandered in the cold, a homeless wanderer."

Q1. Why did Griffin take off his clothes in the store?

- A) The clothes were torn
- B) To remain invisible and avoid being seen

C) He found better clothes

D) He was feeling hot

Q2. What does "homeless wanderer" suggest about Griffin's condition?

A) He was rich and carefree

B) He was in a miserable and helpless state

C) He was on a vacation

D) He was exploring the city

Q3. Which literary device is used in "homeless wanderer"?

A) Simile

B) Alliteration

C) Metaphor

D) Personification

(V) "Mrs. Hall found the scientist in his room. His shoulders seemed hunched up, he seemed to have no head. She was frightened and ran downstairs."

Q1. Why did Mrs. Hall think Griffin had no head?

A) He was under a blanket

B) He was invisible from the neck up

C) He was bending down

D) He was hiding behind the door

Q2. What does "hunched up" mean?

- A) Standing straight
- B) Bent forward with shoulders raised
- C) Jumping up
- D) Lying down

Q3. How does Mrs. Hall's reaction reflect the mood of the scene?

- A) Comic and lighthearted
- B) Mysterious and frightening
- C) Dull and boring
- D) Romantic and gentle

(VI) "Griffin now decided to try the village of Iping, where he booked two rooms at the local inn. His arrival in the middle of winter was in itself a curious thing."

Q1. Why was Griffin's arrival in Iping "curious"?

- A) He arrived at midnight
- B) Visitors rarely came to Iping in winter
- C) He came without any luggage
- D) He spoke a foreign language

Q2. What does the word "curious" mean here?

- A) Interested
- B) Strange/unusual

C) Exciting

D) Dangerous

Q3. Why did Griffin choose a village rather than staying in London?

A) He liked village life

B) To hide from the police and avoid attention

C) The village had better facilities

D) His family lived there

Short Questions & Answers

content 1 expression 1 Accuracy 1

Q1. Griffin could walk into any shop and take what he wanted. Yet he lived miserably. What does this suggest about the relationship between power and happiness?

Q2. If you were a villager in Iping who noticed Griffin's strange behaviour, what responsible action should you have taken and why?

Q3. Griffin used science for personal revenge and theft. Identify one value he completely lacked and explain its importance.

Q4. What lesson about problem-solving can be drawn from the way Griffin handled every difficult situation he faced?

Q5. Invisibility made Griffin feel he was above the law. How does this connect to the real-world concept of accountability?

others can see us.

Long answer Questions

content 3 expression 2 accuracy 1

Q1. Griffin's invisibility gave him great power, yet he ended up cold, hungry, and hunted. What does this tell us about the relationship between power and responsibility?

Q2. Mrs. Hall's furniture appeared to move on its own, and she believed it was the work of spirits. What does her reaction reveal about how people respond to things they cannot explain?

Q3. Griffin repeatedly chose theft and destruction instead of seeking legitimate help or employment. What can we infer about his state of mind and the psychological impact of invisibility on him?

Q4. The title "Footprints Without Feet" is symbolic. Applying your understanding of the chapter, what deeper meaning can you draw from this title beyond the literal muddy footprints?

Q5. Griffin is a scientist, yet the story presents him as a threat rather than a hero. Applying this to real life, what does the chapter suggest about the ethical boundaries of scientific discovery?

THE MAKING OF A SCIENTIST

At the age of twenty-two, Richard Ebright finally won the highest honor for science students. He had grown from a child fascinated by butterflies into a serious scientist. As a young boy, Ebright had been interested in collecting butterflies. His mother encouraged his interest by buying him a book titled *The Travels of Monarch X*. The book opened the world of science for him and taught him the importance of real experiments. Later, Ebright began conducting experiments on butterflies and other insects. He learned that real science is not just about reading but about doing things. Over the years, he worked hard, faced failures, and gradually became successful. His curiosity, hard work, and determination helped him achieve great success in the field of science.

Q1. What was Richard Ebright interested in as a child?

Q2. Which book influenced Ebright's interest in science?

Q3. What important lesson did Ebright learn from the book?

Q4. How did Ebright achieve success?

Q5. What does the extract suggest about the nature of science?

Short Answer Questions (SAQs)

Q1. Who was Richard Ebright?

Q2. How did Ebright's mother help him?

Q3. What was Ebright's first achievement?

Q4. What is the importance of curiosity in Ebright's success?

Q5. What did Ebright learn from failures?

Long Answer Questions (LAQs)

Q1. Describe the role of Ebright's mother in shaping his¹ career.

Q2. How did Richard Ebright develop into a successful scientist?

Q3. What qualities made Ebright a successful scientist?

Q4. "Curiosity is the key to success." Explain with reference to Ebright's life.

Q5. What message do you get from the chapter "The Making of a Scientist"?

The Necklace

Multiple Choice Questions

1. Why was Matilda Loisel unhappy with her life?

- A. She had no friends
- B. She felt she deserved a luxurious life
- C. She wanted to travel abroad
- D. She disliked her husband

2. Why did Mme Loisel borrow a necklace from her friend?

- A. To sell it later
- B. To wear it at a party
- C. To gift it to her husband
- D. To show it to neighbours

3. What happened to the necklace after the party?

- A. It was stolen at the party
- B. It broke into pieces
- C. It was lost
- D. It was returned late

4. How did the Loiseles replace the lost necklace?

- A. They borrowed money and bought a new one
- B. They confessed the truth
- C. They found the original necklace
- D. They ignored the problem

5. What was the final twist in the story?

- A. The necklace was found
- B. The friend forgave them
- C. The necklace was fake
- D. The husband became rich

Short Question Answers

1. Who was Matilda Loisel?
2. Why was Matilda unhappy despite having a decent life?
3. Why did Monsieur Loisel give the invitation to his wife?
4. From whom did Matilda borrow the necklace and why?
5. What was the shocking truth about the necklace?

Long Question Answers

1. Describe the character of Matilda Loisel. How is she responsible for her own downfall?
2. How does the theme of appearance vs reality play an important role in the story?
3. Explain the role of Monsieur Loisel in the story.
4. What message does the story convey about greed and contentment?
5. Discuss the significance of the ending of the story.

BHOLI

EXTRACT BASED QUESTIONS

Read the following extracts carefully and answer the questions that follow. (5marks)

EXTRACT 1

At birth, the child was very fair and pretty. But when she was two years old, she had an attack of small-pox. Only the eyes were saved, but the entire body was permanently disfigured by deep black pock-marks. Little Sulekha could not speak till she was five, and when at last she learnt to speak, she stammered. The other children often made fun of her and mimicked her. As a result, she talked very little.

1. State the condition of the child at birth. 1
2. Confirm if the child's body was permanently disfigured. 1
3. State the consequence of other children making fun of her. 1
4. Give a synonym for the word "marred" that has been used in the passage. 1
5. Provide the antonym of the word "shallow" that has been used in this passage. .1

EXTRACT 2.

Ramlal had seven children — three sons and four daughters, and the youngest of them was Bholi. It was a prosperous farmer's household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters, Radha, the eldest, had already been married. The second daughter Mangla's marriage had also been settled, and when that was done, Ramlal would think of the third, Champa. They were good-looking, healthy girls, and it was not difficult to find bridegrooms for them.

1. State the condition of all Ramlal's children except Bholi. 1
2. Describe the education plan for Ramlal's sons. 2
3. Name the first daughter of Ramlal to be married. 1
4. Define the term "good-looking" as used in the context of Ramlal's daughters.1

EXTRACT 3.

"Garland the bride," one of his friends prompted Bishamber Nath. The bridegroom lifted the garland of yellow marigolds. A woman slipped back the silken veil from the bride's face. Bishamber took a quick glance. The garland remained poised in his hands. The bride slowly pulled down the veil over her face.

1. Why did Bishamber hesitate to garland the bride after seeing her face? 2
- 2.State True or False. 1

None of the terms (a)-(d) can be applied to the statement — "The garland remained poised in his hands. The bride slowly pulled down the veil over her face."

- (a) A hesitation – **the action of pausing before saying or doing something**
- (b) An action – **something done or performed**

(c) An admiration – **a feeling of wonder or approval**

(d) A surprise – **an unexpected event or fact**

3. The information in the extract suggests that Bishamber felt _____. 1

4. Why did the bride pull down her veil after Bishamber hesitated?1

EXTRACT 4.

Once again, the veil was slipped back from the bride's face, but this time her eyes were not downcast. She was looking up, looking straight at her prospective husband, and in her eyes there was neither anger nor hate, only cold contempt.

1. Why do you think the bride looked at her prospective husband with cold contempt?2

2. State True or False. 1

None of the terms (a)-(d) can be applied to the statement — “in her eyes there was neither anger nor hate, only cold contempt.”

(a) A realisation – becoming fully aware of something as a fact

(b) A judgement – an opinion or conclusion about someone or something

(c) An admiration – a feeling of respect or approval

(d) A resentment – a feeling of deep and bitter anger and ill-will

3. The information in the extract suggests that the bride felt _____.1

4. What does the bride's cold contempt indicate about her feelings?1

EXTRACT 5.

And in her smiling eyes was the light of a deep satisfaction that an artist feels when contemplating the completing of her masterpiece.

(a) What satisfaction did the teacher have?2

(b) Who was the 'masterpiece'?1

(c) Find a word from the extract which means 'thinking deeply'.1

(d) What is the opposite of 'deep'?1

SHORT ANSWER QUESTIONS

Answer the following questions, in about 40- 50 words (5 X 3 =15 marks)

1.Question: Describe Bholi's initial personality and how it was shaped by her circumstances.

2.Question: Why did Bholi's father decide to send her to school?

3.Question: How did Bholi's teacher influence her¹life?

4. Question: Why did Bholi refuse to marry Bishamber?
5. Question: What message does the story 'Bholi' convey?

LONG ANSWER QUESTIONS

Answer the following questions, in about 100-120 words (5X 6=30 marks)

1. Question: Discuss the transformation of Bholi from a timid girl to a confident woman. What factors contributed to this transformation?
2. Question: Explain the role of Bholi's teacher in shaping her personality and her life. How does this reflect on the importance of a good teacher in a student's life?
- 3. Question: What made Bholi refuse Bishamber's marriage proposal?**
- 4. Question: What social issues are highlighted in the story 'Bholi'?**
- 5. Question: Explain the significance of the ending of the story 'Bholi'.**

LESSON: THE BOOK THAT SAVED THE EARTH

EXTRACT WISE QUESTIONS

EXTRACT - I. Read the extract below and answer the questions that follow.

1 x 5 = 5

LIEUTENANT IOTA: I can't figure it out, Captain. (holding up a book) I've counted two thousand of these peculiar items. This place must be some sort of storage barn. What do you think, Sergeant Oop?

OOP: I haven't a clue. I've been to seven galaxies, but I've never seen anything like this. Maybe they're hats. (He opens a book and puts it on his head.) Say, maybe this is a haberdashery!

OMEGA: Perhaps the Great and Mighty Think-Tank will give us the benefit of his thought on the matter.

THINK-TANK: Elementary, my dear Omega. Hold one of the items up so that I may view it closely. (Omega holds a book on the palm of her hand.) Yes, yes, I understand now."

Question-1:

Why was the team unable to figure out 'this place'?

- A) They had never seen such a place before.
- B) They thought it was the control room of Earth's armed forces.
- C) They wanted to investigate further before answering.
- D) They did not like the place.

Question-2:

'Perhaps the Great and Mighty Think-Tank will give us the benefit of his thought on the matter.' Choose the option that DOES NOT display what 'benefit of his thought' means.

- A) Think-Tank's ideas
- B) Think-Tank's opinions
- C) Think-Tank's suggestions
- D) Think-Tank's doubts

Question-3:

Which of these words is a synonym for 'peculiar'?

- A) Unusual
- B) Ordinary

C) Abnormal

D) Distinct

Question-4:

How would you describe the mood in this extract?

A) Scared

B) Confused

C) Bored

D) Furious

Question-5:

Why did Lieutenant Iota think that the place could be a storage barn?

A) The place was a storage barn in reality.

B) The place was muddy and dusty.

C) The place was full of 'peculiar items.

D) There was an image of a storage barn in a book.

EXTRACT - II. Read the extract below and answer the questions that follow.

1 x 5 = 5

“OMEGA: Yes, sir. (She reads with great seriousness.) Mistress Mary, quite contrary, how does your garden grow? With cockle shells and silver bells and pretty maids all in a row.

OOP: Ha, ha, ha. Imagine that. Pretty maids growing in a garden.

THINK-TANK: (alarmed) Stop! This is no time for levity. Don't you realise the seriousness of this discovery? The Earthlings have discovered how to combine agriculture and mining. They can actually grow crops of rare metals such as silver. And cockle shells. They can grow high explosives, too. Noodle, contact our invasion fleet.¹

NOODLE: They are ready to go down and take over Earth, sir.

THINK-TANK: Tell them to hold. Tell them new information has come to us about Earth. Iota, transcribe."

Question-1:

'Don't you realise the seriousness of this discovery?' What event led to this statement?

- A) The space crew read a book.
- B) The space crew found Earth's secret research labs.
- C) The space crew found plans to a Mars invasion.
- D) The space crew discovered a secret code.

Question-2:

Why did Think-Tank order Noodle to contact the invasion fleet?

- A) Think-Tank was alarmed at the Earthlings superior technology.
- B) Think-Tank wanted to invade some other planet.
- C) They could not understand the nursery rhyme.
- D) They wanted help from other Martians to understand the code.

Question-3:

'Don't you realise the seriousness of this discovery?' This is an example of irony as

- A) Lieutenant Oop was making fun of Think-Tank.
- B) Think-Tank misinterpreted a simple nursery rhyme as a secret code.
- C) Think-Tank discovered the reality of the Earthlings.
- D) Think-Tank discovered a secret book about the Martians.

Question-4:

What is the meaning of the word 'levity'?

1

- A) Wittiness

- B) Absurdity
- C) Light-heartedness
- D) Happiness

Question-5:

Which of these titles best suits this extract?

- A) A Smooth Journey
- B) A Beautiful Dream
- C) Journey and Freedom
- D) Reversal of Expectations

EXTRACT - III. Read the extract and answer the questions given below.

1 x 5 = 5

“THINK-TANK: Mirror, mirror, in my hand. Who is the most fantastically intellectually gifted being in the land?

OFFSTAGE VOICE: (after a pause) You, sir.

THINK-TANK: (smacking mirror) Quicker. Answer quicker next time.

I hate a slow mirror. (He admires himself in the mirror.) Ah, there I am. Are we Martians not a handsome race? So much more attractive than those ugly Earthlings with their tiny heads. Noodle, you keep on exercising your mind, and someday you'll have a balloon brain just like mine.”

Question-1:

To which question was Think-Tank expecting an answer from the mirror?

- A) Will he become the supreme ruler of Earth?
- B) Will the space probe team achieve success in their mission?
- C) Who is the most intellectually gifted being in the land?

D) Are we Martians not a handsome race?

Question-2:

What word would you use to describe Think-Tank's character?

- A) Brave
- B) Reckless
- C) Vain
- D) Humble

Question-3:

Which of these statements is not true about the given extract?

- A) Think-Tank considers himself superior to the Earthlings.
- B) Noodle had a tinier head than Think-Tank.
- C) Think-Tank believes that Earthlings looked ugly with their little heads.
- D) The mirror is honest about Think-Tank's question of intelligence.

Question-4:

Why does Think-Tank believe that the Earthlings are ugly?

- A) Earthlings have no brains.
- B) Earthlings have colourful heads.
- C) Earthlings have bigger heads than the Martians.
- D) Earthlings have tiny heads.

Question-5:

Think-Tank asks Noodle to 'exercise' his mind. The word 'exercise' suggests that_____.

- A) Noodle should meditate to become intelligent ¹

- B) Noodle should exercise to become stronger
- C) Noodle should learn ways to become more intelligent
- D) Noodle should contact the Earthlings

EXTRACT - IV. Read the extract and answer the questions given below.

1 x 5 =

5

“THINK-TANK: (screaming and holding his head) It’s me! It’s my Great and Mighty Balloon Brain. The Earthlings have seen me, and they’re after me. “Had a great fall!” — That means they plan to capture Mars Central Control and me! It’s an invasion of Mars! Noodle, prepare a space capsule for me. I must escape without delay. Space people, you must leave Earth at once, but be sure to remove all traces of your visit. The Earthlings must not know that I know. (Omega, Iota, and Oop rush about, putting.

NOODLE: Where shall we go, sir?

THINK-TANK: A hundred million miles away from Mars. Order the invasion fleet to evacuate the entire planet of Mars.”

Question-1:

“Had a great fall!” Which of the following options signifies the meaning of ‘fall’ as used in this extract?

- A) Think-Tank believes the Earthlings will defeat him in the invasion on Mars.
- B) It refers to the fall of his space capsule.
- C) Think-Tank’s great invasion plan will defeat the Earthlings.
- D) It indicates the autumn season.

Question-2:

Based on the extract, which of these actions indicates a response to the command “remove all traces of your visit”?

- A) Think-Tank’s escape to Alpha Centauri

- B) Evacuation of planet Mars
- C) Keeping the books back into the shelf
- D) Preparation of space capsule for Think-Tank

Question-3:

Which of the following is not a synonym of 'invasion'?

- A) Attack
- B) Withdrawal
- C) Seizure
- D) Capture

Question-4:

Why do you think Think Tank uses "A hundred million miles away" in the extract?

- A) To indicate his happiness of leaving Mars.
- B) To emphasise his desperation to leave the planet Mars.
- C) To emphasize his victory over planet Earth.
- D) To show his excitement for invading another planet.

Question-5:

Which of the following indicates the mood of the extract?

- A) Tense
- B) Sarcastic
- C) Humorous
- D) Violent

EXTRACT - V. Read the extract and answer the questions given below.

1 x 5 =

5

Think-Tank, the ruler of Mars, was extremely proud of his intelligence. He expected everyone to praise him constantly. When Noodle addressed him without using full praise, he became irritated. He believed himself to be the most intelligent being in the universe.

Question-1:

Think-Tank is the ruler of:

- A) Earth
- B) Mars
- C) Venus
- D) Moon

Question-2:

Think-Tank expected others to:

- A) Fear him

- B) Ignore him
- C) Praise him
- D) Challenge him

Question-3

Why did he become irritated?

- A) He was hungry
- B) Noodle disobeyed him
- C) He was not fully praised
- D) He lost a battle

Question-4:

Think-Tank considers himself:

- A) Weak
- B) Average
- C) Most intelligent
- D) Unimportant

Question-5:

His personality can best be described as:

- A) Humble
- B) Arrogant
- C) Generous
- D) Honest

Short Answer Questions: (Word Limit 40 - 50 words)

Marks: 5 x 3 = 15

Question - 1. Who was Think-Tank?

Question - 2. Who were Noodle, Oop, Iota and Omega?

Question - 3. Why did Think-Tank want to invade Earth?

Question - 4. What mistake did the Martians make about books?

Question - 5. What did they think about the library?

Long Answer Questions: (Word Limit 100 - 120 words)

Marks: 5 x 6 = 30

Question - 1. Describe Think-Tank's character.

Question - 2. How did a simple nursery rhyme book save the Earth?

Question - 3. Explain the humorous elements in the play.

Question - 4. How do the Martians misunderstand Earth and its objects?

Question - 5. What message does the play convey?

ANSWER KEY

SECTION A: MODALS

1. must

2. May
3. must
4. can
5. should
6. must
7. Could
8. might
9. must
10. may
11. must obey
12. can sing
13. Could you help me with this task?
14. should respect
15. must not enter
16. You must complete the work today.
17. Riya might join us tomorrow.
18. May I leave early?
19. Students should revise regularly.
20. The match may be cancelled because of rain

SECTION B: SUBJECT–VERB CONCORD

21. is
22. are
23. rises
24. has
25. bark
26. were
27. is

- 28. is
- 29. is
- 30. was
- 31. are → is
- 32. have → has
- 33. are → is
- 34. have → has
- 35. were → was
- 36. The teacher, along with the students, is going on a trip.
- 37. Either the principal or the teachers have attended the meeting.
- 38. Ten kilometers is a long distance to walk in the heat.
- 39. Neither the players nor the captain was willing to accept defeat.
- 40. The number of applicants has increased significantly this year.

Answer Key: Reported Speech

- 1. Helen told John to write a ghost story at once.
- 2. Lavinia asked John who that woman had been.
- 3. Helen told John not to call Ouija boards again.
- 4. John asked Helen why she had come there.
- 5. Jenkins advised John to write something new.
- 6. The nurse told Michael not to use the computer too long.
- 7. Michael asked Sebastian if he was really alive.
- 8. Michael requested his father to help him repair the computer.
- 9. Sebastian asked Michael if he could save him.
- 10. Michael told Sebastian not to worry.
- 11. The mother bird told the young seagull not to be afraid.
- 12. The pilot asked the woman where the control room was.
- 13. The young seagull asked his mother if he could fly.
- 14. The pilot requested the strange pilot to help¹ him.

15. The woman asked the pilot why he had flown into the storm.
16. Valli asked the conductor where that bus went.
17. The conductor told Valli to sit down and not to stand.
18. Valli asked the conductor if she was going to town.
19. The conductor told Valli not to lean out of the window.
20. Valli asked her mother where she was going.

Answer Key: Reported speech

1. That coward died
2. not to go
3. to lend
4. that he had loved
5. that Brutus
6. that the rain was
7. that God would
8. that Lencho had
9. that those were
10. that God could
11. that she wanted
12. that she would
13. that she must
14. that she was
15. if she had
16. that he could not
17. not to be
18. that he was
19. to follow
20. were
21. that tea was
22. that they were
23. that he had
24. that that was

25. if he could

Answers

1. Mandela said that freedom is indivisible.
2. Mandela said that he was prepared to fight for freedom.
3. He said that he had cherished the ideal of a democratic society.
4. Mandela said that they were not yet free.
5. He said that the oppressor was not free either.
6. Mrs Pumphrey said that Tricki was not eating anything.
7. Herriot told her that she must cut down on sweets.
8. Mrs Pumphrey said that she would call the doctor.
9. Herriot said that Tricki needed exercise.
10. Mrs Pumphrey asked if Tricki was seriously ill.
11. Michael said that he had bought the computer game the previous day.
12. Sebastian said that he was not dead.
13. Michael asked if he could save Sebastian.
14. The doctor said that he had been in coma.
15. Michael said that he would try again.
16. Mandela said that no one is born hating another person.
17. Herriot said that Tricki had become very fat.
18. Michael said that Sebastian wanted his help.
19. Mrs Pumphrey asked if Tricki would recover soon.
20. Sebastian told Michael to help him get out of that game

Answers: A LETTER TO GOD

Answer: 1

Lencho's crops depended entirely on rainfall. He expected a good harvest if it rained well because farming was his only source of income.

1

Answer:2

The rain soon turned into a hailstorm that completely destroyed his crops. As a result, Lencho lost all hope of harvesting anything.

Answer:3

Lencho compared the raindrops to new coins—the large drops to ten-cent coins and the small drops to five-cent coins. Later, the hailstones destroyed his crops.

Answer:4

After losing his crops in the hailstorm, Lencho needed money to buy food and seeds. Since he had complete faith in God, he wrote a letter asking for 100 pesos.

Answer:5

The postmaster was amazed by Lencho's strong faith in God. He wanted to keep that faith alive and decided to help him.

Answer:6

The postmaster donated part of his salary and collected contributions from his colleagues. Together they managed to collect 70 pesos.

Answer:7

Lencho firmly believed that God would answer his prayer. Therefore, he was not surprised to receive the money.

Answer:8

He received only 70 pesos instead of 100 pesos. Believing that God could never make a mistake, he assumed the post office employees had stolen the remaining money.

Answer:9

Lencho thought that the employees had stolen 30 pesos from the money sent by God.

Answer:10

The story teaches us to have faith, help others selflessly, and appreciate kindness. It also warns us against judging people without knowing the truth.

Long answers

Answer:1

Lencho was a poor but hardworking farmer who depended completely on his fields. He was honest and deeply religious. His greatest quality was his unshakable faith in God. Even after losing his crops in the hailstorm, he believed that God would help him. This faith gave him the courage to write a letter asking for 100 pesos. However, Lencho was also innocent and somewhat naïve¹. When he received only 70 pesos, he believed that God had sent the full amount and that the post office employees had

stolen the rest. Thus, Lencho was hardworking, faithful, hopeful, honest, and innocent.

Answer:2

The postmaster was a kind, generous, and compassionate man. He admired Lencho's faith in God and wanted to preserve it. Instead of laughing at the letter, he decided to help Lencho. He donated part of his salary and encouraged the post office employees to contribute. Although they could collect only 70 pesos, they sent the money in an envelope signed "God." Even though Lencho misunderstood their kindness and called them crooks, the postmaster remained a symbol of humanity and selfless service.

Answer:3

Irony is the most important literary device in this story. Lencho believed that only God could help him, but it was actually the postmaster and the post office employees who collected and sent the money. Instead of thanking them, Lencho accused them of stealing 30 pesos. The readers know that the employees were honest and generous, but Lencho does not. This difference between the readers' knowledge and the character's belief creates dramatic irony.

Answer:4

The title is appropriate because the entire story revolves around Lencho's letter to God. His letter shows his complete faith and trust in God's help. Although God does not send the money directly, help reaches Lencho through kind human beings. Thus, the title reflects both Lencho's faith and the message that God often helps people through others.

Answer:5

The story highlights several important themes:

- * Faith: Lencho's complete trust in God.
- * Hope: He never loses hope despite his losses.
- * Humanity: The postmaster and his employees help Lencho selflessly.
- * Irony: Lencho wrongly accuses those who actually helped him.
- * Kindness and Generosity: The postmaster's actions show compassion and selfless service.

Extract based questions

1

Answer: 1 The help of God.

Answer: 2 His crops had been destroyed by a hailstorm, and he needed money to survive.

Answer: 3 It shows his deep faith and trust in God.

Answer: 1 Lencho.

Answer: 2 To ask God for the remaining 30 pesos.

Answer: 3 He believed the post office employees had stolen part of the money.

ANSWER KEYS: DUST OF SNOW

Extract 1 – Answers

1. The poet uses **contrast** by showing negative images (crow, hemlock) creating a positive effect. This highlights how unexpected things can bring happiness.
2. **Answer:** c) A refreshing interruption
3. The crow and hemlock tree together create a mood of **gloom or negativity** which later shifts.
4. **Sound Device:** Alliteration
Repetition of the ‘**w**’ **sound** in “way” gives a smooth and rhythmic effect.

Extract 2 – Answers

1. **Answer:** b) It symbolizes poison and negativity
2. The initial tone is **gloomy** (word: *hemlock* or *crow*).
3. This moment shows that even unpleasant or unexpected events can bring happiness, not only pleasant experiences.
4. Synonym of “dust”: **sprinkle / fine particles**
Antonym of “shook”: **held / steadied**

Extract 3 – Answers

1. **Answer:** c) Unexpected positive change 1
2. The phrase “dust of snow” suggests something **light** and **gentle**.

3. The poet uses negative symbols (crow, hemlock) but turns them into a positive experience, showing that negativity can lead to positivity.
4. **Answer:** False
Nature is not always gentle, but even its harsh or sudden actions can have positive effects.

Extract 4 – Answers

1. **Figure of Speech:** Alliteration (repetition of ‘w’ sound)
2. “Dust of snow” refers to **fine particles of snow falling lightly from the tree**.
3. Sentence: The wind blew a **dust** of sand into the air.
4. This small incident surprises the poet and begins to **lift his mood**, making him feel better.

Extract 5 – Answers

1. **Answer:** b) Surprised
2. **Answer:** False
The extract shows that even negative experiences can lead to positive outcomes.
3. The poet chooses a crow and hemlock to show that even negative or unpleasant things can bring a positive change in life.
4. **Answer:** Poison / Negativity

Extract 6 – Answers

1. **Answer:** b) Hopeful
2. The poet suggests that even a **small** moment can improve a bad day.
3. The poet says “some part” because the whole day was not perfect, but the incident made it better.
4. **Answer:** False
The poet feels happier after the incident.

Extract 7 – Answers

1. The message is that **small moments of nature can bring peace and improve our mood even in a busy life.**
2. Antonym of “change”: **remain / stay the same**
3. **Figure of Speech:** Metaphor
“My heart” represents the poet’s **feelings and emotions**, not the physical organ.
4. **Answer:** b) His emotions and feelings

Extract 8 – Answers

1. **Answer:** False
Correction: The poet did not completely forget his bad day; only part of it improved.
2. **Answer:** Improved / preserved
3. The poet describes that the small incident **improved his mood and made his day better.**
4. **Answer:** c) Gloomy

Extract 9 – Answers

1. **Answer:** b) Sadness turning into happiness
2. **Figure of Speech:** Metaphor (“heart” represents emotions)
3. The falling of the dust of snow from the tree caused the poet’s mood to change.
4. **Answer:** False
The poet’s day was not completely ruined; part of it was saved.

Extract 10 – Answers

1. **Answer:** a) Nature can change feelings
2. It shows that even small positive moments can reduce negativity and improve life.
3. The poet suggests that **small** moments can have a big impact on life.
4. The phrase “change of mood” is significant because it shows how a simple natural event can transform negative feelings into positive ones.

FIRE AND ICE: EXTRACT BASED QUESTIONS(ANSWERS)

Q1.

i. hatred/ indifference / bitterness / apathy / detachment / rigidity

ii. The speaker's alignment with those who favour ice suggests that they have seen the destructive consequences of a lack of empathy and emotional connection.

iii D. Respectful

[The speaker acknowledges the destructive power of ice in the lines "To say that for destruction ice / Is also great." The use of the word "great" implies a sense of awe or respect for the power of ice to cause destruction.]

iv The language used in these lines is simple and straightforward. The words and phrases are easy to understand and the poem is written in a conversational tone. Despite its simplicity, however, the poem carries a profound message about the destructive power of both fire and ice, and the inevitability of destruction. The use of simple language in this context makes the message more accessible to a wider audience and adds to the poem's overall impact.

Q2.

1

i. Perish

ii. Disintegrate

iii. True

iv. Ice is symbolic of hatred, coldness, rigidity, insensitivity, and the destructive power of human indifference.

Q3. (i) The speaker says, *“From what I’ve tasted of desire, I hold with those who favour fire.”* This means his personal experience with desire (which burns like fire) convinces him that fire could destroy the world.

(ii) Robert Frost predicts that the world will end either in fire or in ice. He associates fire with human desire and passion, and ice with hatred and indifference. Both are destructive forces, and either could bring about the world’s end.

(iii) (B) metaphors. They symbolize human emotions—fire for desire and ice for hatred.

(iv) The mood is contemplative and ominous. The poet reflects on the destructive potential of human emotions, presenting a calm yet unsettling vision of how desire and hatred could ultimately lead to the world’s destruction.

Q4. (i) ‘It’ refers to → the world.

(ii) False

(iii) a) Ice

(iv) serious.

Q5.(i) hatred, coldness, indifference, and cruelty in human nature.

(ii) c) advocates love and kindness to combat the spread of hate among all.

(The poet does not advocate love here; he only reflects on destructive forces like desire and hatred.)

(iii) Fire (symbolizing desire/greed) and Ice (symbolizing hatred/indifference).

(iv) to die, be destroyed, or come to an end.

Q6. (i) Fire (desire/greed) and Ice (hatred/indifference).

(ii) To agree with

(iii) The poet has personally experienced the consuming nature of desire and greed, so he agrees with those who believe that fire (symbolizing desire) could bring about the end of the world.

(iv) 'hold'.

Q7. (i) Foreboding, as it suggests a potentially chilling and destructive outcome.

(ii) (b) Only 3

(iii) The line is significant as it adds a personal touch to the poem. It shows that the poet has experienced desire firsthand, making his preference for fire more meaningful. This contributes to the poet's contemplative mood, making the readers more curious.

(iv) An image of opposing yet equally destructive powers, setting the stage for the poet's exploration of these conflicting forces and their potential to cause destruction.

Q8. (i) Familiarity/experience with emotions

(ii) The stanza makes readers pause and consider how destructive emotions like hatred and cold indifference can be. By connecting universal feelings to the fate of the world, Frost encourages readers to reflect on their own encounters with desire and hate, and how these emotions can damage relationships, societies, or even humanity itself.

(iii) ABABA

(iv) To introduce a contrast or alternative possibility. In the first stanza, fire (desire) is presented as a destructive force. By beginning with "but," Frost shifts focus to another equally destructive force—ice (hatred)—showing that both extremes can lead to the world's end.

Q9. (i) **b) Fire – 2, 5; Ice – 1, 3, 4**

- Fire connotes **violence** and **greed**.
- Ice connotes **rage, indifference, and hate**.

(ii) **a) powerful warning**

(iii) **b) serious:** The poet is contemplative and grave, acknowledging the destructive power of hatred.

(iv) Both are equally destructive forces. Fire (desire, greed, passion) consumes quickly, while Ice (hatred, indifference, cruelty) destroys slowly and coldly. Despite their opposite qualities, both can ultimately lead to the end of the world.

Q10 (i) The repetition of the consonant sound 'w' in *world* and *will* creates alliteration, adding rhythm and emphasis to the line.

(ii) **(b) support**

(iii) He was a victim of the fiery aspect of desire.

By his own admission, (From what I've tasted) he had experienced its destructive effects in his life.

(iv) Anaphora

S A Q ANSWERS

1. The words perish and destruction evoke a sense of finality and intense damage. Perish implies a complete end, while destruction emphasizes severe ruin. These words heighten the imagery of both fire and ice as powerful forces of destruction.

2. Fire stands for fury, desire, lust, anger, avarice, cruelty and greed. Ice is symbolic of hatred, coldness, rigidity, insensitivity and intolerance. The general opinion regarding the world is that the world will end in fire and some say ice. Both the two reasons contrast each other and are equally opposite to each other. People who favour fire believe that it will be the heat and passion which will end the world. On the other hand, some people think that it will be the ice which will freeze the world.

3. Our unending desires and hatred would be enough to destroy the world. According to the poet, 'fire' represents 'desire' and 'ice' represents 'hatred'. Desires like fire spread rapidly and swallow up one's whole life. Similarly, 'hatred' fills life with poison.

4. The poet equates fire with 'desire' and ice with 'hatred'. Both of these are growing with enormous speed. If we don't keep a check on these the world will soon perish.

5. Fire stands for desire, greed, avarice - Ice – hatred, insensitivity-coldness etc.

6. The poem revolves around the age-old question of whether the world will end in fire or in ice. People are divided in this issue. Some believe that fire will become the cause of the end and others think that ice will end the world. Here, fire symbolizes human desire and ice symbolizes hatred.

7. In Robert Frost's *Fire and Ice*, **fire** symbolizes uncontrolled desire and greed, while **ice** represents hatred and indifference. Both extremes can destroy humanity—desire through chaos and broken relationships, and hatred through division, racism, and war—thus hastening the end of the world.

8. Robert Frost's "Fire and Ice" projects a deeply pessimistic outlook by equating the end of the world with destructive human emotions—desire (fire) and hatred (ice). The poem implies that humanity is doomed by its own intense, unchecked passions and cold indifference, suggesting that destruction is inevitable.

9. The message is a warning about the catastrophic² potential of extremes in human behavior. Both extremes are equally dangerous; humanity's downfall could come from

either. Frost emphasizes that it is not natural disasters alone but *human emotions* that threaten civilization.

10. Ice symbolizes hatred. Hate is just as powerful as desire. While desire consumes quickly, hate can occur and linger in people 's minds and hearts for years and sometimes even life time. Hate can, thus, be very destructive and sufficient to bring destruction.

Answer Key – Nelson Mandela

Q1

1. The inauguration of Nelson Mandela as President (10 May 1994).
2. It marked the end of apartheid and the beginning of a democratic South Africa.
3. He felt overwhelmed, proud, and deeply conscious of history.
4. It shows his humility, emotional depth, and sense of responsibility.

Q2

1. Freedom from political oppression and apartheid rule.
2. Social and economic equality were still missing.
3. A vision of equality, dignity, and justice for all citizens.
4. Hopeful and determined.

Q3

1. The apartheid system.
2. It caused poverty, racial discrimination, and inequality.
3. He resisted it through struggle and leadership.
4. Justice, equality, and resilience.

Q4

1. Freedom cannot exist partially; it must be for everyone.
2. One person's lack of freedom affects the whole society.
3. Inclusive and empathetic leadership.
4. Because democracy depends on equality and shared rights.

Q5

1. As a child, he thought freedom meant personal liberty.
2. It grew into a broader idea of collective freedom for all people.
3. He sacrificed personal life, comfort, and spent years in prison.
4. Freedom requires awareness, struggle, and sacrifice.

Short Answer Key

1. It was the day Mandela became the first Black President, ending apartheid.
2. Apartheid caused immense suffering, inequality, and injustice.
3. It included dignitaries, military displays, and a celebration of democracy.
4. Equality, justice, peace, and dignity for all.
5. It divided people by race and denied basic human rights.
6. Courage is not absence of fear but triumph over it.
7. True freedom means living with dignity and respecting others' freedom.
8. It supported the anti-apartheid movement and pressured the regime.
9. To fight against racial injustice and apartheid.
10. Both are trapped—one by hatred, the other by suffering.

C. Long Answer Key

1. Mandela's Concept of Freedom

Mandela's idea of freedom evolves from personal to collective. As a child, he believed freedom meant doing what he wanted. Later, he realized that true freedom includes equality and dignity for all people. He understood that his freedom was incomplete if others

were oppressed. This led him to fight against apartheid, sacrificing his personal life for the larger good. His concept highlights that freedom is interconnected and cannot exist in isolation.

2. Significance of the Inauguration

The inauguration was not just a political event but a symbol of victory over oppression. It marked the end of apartheid and the birth of a democratic nation. Leaders from across the world attended, recognizing this historic transformation. The presence of both former oppressors and the oppressed symbolized reconciliation. It represented hope, unity, and a new beginning for South Africa.

3. Oppressor and Oppressed

Mandela believed that oppression damages both sides. The oppressed suffer injustice and loss of dignity, while the oppressor loses humanity by practicing cruelty and discrimination. Hatred and prejudice imprison the oppressor morally. Thus, both need liberation—one from suffering, the other from hatred. This idea emphasizes forgiveness and rebuilding society on equality.

4. Mandela as a Leader

Mandela displayed courage, resilience, and vision. He remained committed despite 27 years of imprisonment. His ability to forgive and promote reconciliation set him apart. He believed in equality and led with empathy. His leadership united a divided nation and inspired the world, making him a global symbol of peace and justice.

5. Lessons from the Chapter

The chapter teaches that courage means overcoming fear, not avoiding it. Sacrifice is essential for achieving justice, as seen in Mandela's life. It also shows that true leadership involves empathy and inclusiveness. Justice requires persistence and moral strength. The story encourages standing up against injustice while promoting peace and unity.

A TIGER IN THE ZOO

ANSWERS: MCQs:

EXTRACT 1:

i. c) restriction and confinement

ii. grandeur

iii. The tiger's beauty contrasts sharply with his restricted and unnatural environment.

iv. The contrast highlights the tragic shift from a majestic predator to a helpless prisoner.

"Vivid stripes" symbolize the tiger's natural majesty, strength, and brilliance—traits meant for the vast, open wild. However, being limited to a **"few steps"** emphasizes how his immense power has been rendered useless by the physical boundaries of the cage. This juxtaposition makes the loss of freedom feel more profound, as the tiger's grand nature is physically and metaphorically stifled by his confined environment.

EXTRACT 2:

i. a) suppressed strength

ii. controlled

iii. Because he is unable to express his anger due to captivity.

iv. The oxymoron "quiet rage" perfectly captures the tiger's intense inner conflict. "Rage" signifies his natural ferocity and the burning anger he feels toward his imprisonment.

"Quiet" indicates that this anger is suppressed and impotent; he cannot lash out or roar because there is no escape and no one to challenge. Psychologically, it suggests a state of suppressed frustration and forced helplessness—his spirit is still fierce, but he has been silenced by his circumstances.

EXTRACT 3:

i. b) regretful

ii. natural

iii. It shows his instinct to hunt stealthily.

iv. The phrase "should be" emphasizes the **stark contrast** between the tiger's current reality and its natural state. It highlights the **disruption of natural order** caused by captivity. By using "should be," the poet suggests that the tiger's confinement in a cage is an unnatural deviation, whereas "lurking in shadow" and hunting in the wild is the rightful, divinely intended order of its life.

EXTRACT 4:

i. a) abundance of prey

ii. balanced

iii. He acts as a predator maintaining ecological balance.

iv. The imagery of "plump deer" passing a "water hole" suggests a **thriving, healthy ecosystem** where the food chain is intact. The tiger's role as an apex predator—waiting to hunt the deer—is essential for maintaining this balance. It illustrates that in the wild, the tiger is a powerful, active participant in the cycle of life, rather than a helpless exhibit for human entertainment.

EXTRACT 5:

i. c) aggression

ii.: conflict

iii.: The tension between human expansion and wildlife territory.

iv. The tiger's presence at the "jungle's edge" serves as a literal and metaphorical boundary where human civilization meets the wild. The conflict is highlighted by the tiger's natural

instinct to roar and "snarl," which terrifies the villagers. It suggests that while humans continue to expand their settlements into natural habitats, the wild remains a force that demands respect and space, creating an inherent tension between human safety and the tiger's right to roam.

EXTRACT 6:

i. b) fearful

ii. helplessness

iii. The tiger is both powerful in the wild and helpless in captivity.

iv. The poet uses this contrast to critique the cruelty of captivity. In the wild, the tiger is in his natural element—powerful, majestic, and a source of awe-inspiring fear ("terrorising"). This is his true strength. In captivity, however, that same majestic creature is reduced to a helpless "pitiable" figure locked behind bars, ignored by visitors. By showing both sides, the poet emphasizes that a wild animal's dignity and power are stripped away when it is removed from its natural environment.

EXTRACT 7:

i. : b) artificial confinement

ii. : ineffective

iii. The tiger's power is useless due to captivity

iv. The "concrete cell" and "bars" represent the man-made constructs used to subjugate a powerful, wild being. This imagery reinforces human dominance by showing how humanity

uses technology and physical barriers to cage nature's most fierce creatures for entertainment. It suggests that human civilization has the power to restrict and "lock up" the raw strength of the natural world, stripping it of its dignity.

EXTRACT 8:

i. b) angry and detached

ii. indifference

iii. Emotional withdrawal due to suffering.

iv. The tiger's indifference reveals a state of profound resignation and psychological withdrawal. By ignoring the visitors, he shows that he no longer finds them worthy of his attention or his anger; he has realized that his strength is "behind bars" and therefore, any display of natural ferocity is futile. It reflects a loss of spirit and a detachment from a world that has confined him.

EXTRACT 9:

i. b) silence approaching

ii. silence

iii. : A controlled and artificial human-dominated world.

iv. The night setting creates a stark contrast between the natural world (the stars) and the man-made world (the patrolling cars). The "last voice" of the cars represents a final reminder of his captivity before the silence of the night sets in. This silence forces the tiger to confront his own isolation, with only the "brilliant stars" to look at, which remind him of the freedom of the wild that he can no longer access.

EXTRACT 10:

i. : b) hope and freedom

ii. freedom

iii. It reflects his longing for freedom and connection with nature.

iv. The "brilliant stars" symbolize the vast, limitless, and untamed nature of the universe, representing a world where there are no cages or boundaries. They create a poignant contrast with the tiger's condition because, while the stars are free and shining in the open sky, the tiger is "brilliant" in his own right but remains confined within a concrete cell. His gaze toward the stars signifies a silent longing for the natural wild—a place where he truly belongs.

SAQs:

Answer1: The poet describes the feelings of the tiger in the zoo. He keeps on moving from one corner to another. "He stalks in his vivid stripes moving the few steps of his cage". He is not happy. He expresses his silent anger.

Answer2: In the cage, the tiger walks stately and furiously. From this poem, we come to know that animals like to live freely in the forest. The animals do not want to live in the zoo. Their life is pitiable in it.

Answer3: The tiger is in the cage. He is powerless and helpless. He longs for freedom. His velvet pads do not make any noise. He is in the silent anger roaring and ignoring the visitors.

Answer 4: In the forest, the tiger can enjoy complete freedom. He would walk around freely without any fear. He would terrorize the villagers by growling. He would show his teeth and claws.

Answer 5: The poet wants to convey that like human beings, animals also like freedom. They do not want to be caged; they cannot live a miserable life. If their habitat is destroyed by human beings, these animals cannot survive.

Answer 6: Freedom is the most beautiful gift of God. Freedom is a birth right; without freedom all is in vain. Since the man has come on his earth, he tries to enslave the weaker sections for his own selfishness. If a bird lives in a golden cage, it cannot become happy. It loves to fly freely in an open sky. In the same way, if a man lives in a prison and gets everything, he cannot feel happiness. But if a man lives freely, he will be happy even in poor conditions. In this poem, we find the descriptions of two tigers, one is in a cage and second in an open field/forest. There is a great contrast between their behaviours.

Answer 7: Tigers are considered as an endangered species. People are killing tigers for their skins, bones, claws and teeth. Due to this, the population of tigers has declined. We should not encroach on their habitat. As we all need sheltered home, tigers also need natural surroundings. Forests should not be cut down. They (Tigers) must be given more space to move freely around.

Answer 8. The poet contrasts the tiger's natural life in the jungle with his caged existence. In the jungle, he is powerful and free; in the zoo, he is confined and helpless. This contrast emphasizes the cruelty of captivity.

Answer 9. It reflects suppressed anger humans feel when restricted or controlled. Like the tiger, people may hide emotions due to circumstances.

Answer 10. It symbolizes longing for freedom, connection with nature, and hope beyond confinement.

TWO STORIES ABOUT FLYING

Ans. 1.I refer to the pilot of the Dakota plane.

Ans 2. He was going to England from France.

Ans: 3The sky is described as clear, with stars shining above, and completely free of clouds.

Ans. 4The pilot was looking forward to spending his holiday with his family and to have a good, big English breakfast.

Ans 5The words like Rising moon and cloudless sky indicate that the weather was fine.

PART-II

Ans.1 When the young sea gull dived at the fish, he fell outwards and downwards with a scream. A monstrous terror seized him and his heart stood still. Soon his wings spread outwards and he could feel the tips of his wings cutting through the air.

Ans. 2 When the seagull's belly touched the green sea, he was scared that he would sink. He tried to fly but could not. He was exhausted and weak due to hunger.

Ans.3 The seagull was afraid to fly because he thought² his wings would not

support him and he was afraid of the vast expanse of sea. He could not muster courage.

Ans.4 In order to attract his mother's attention, the young seagull stood on one leg and pretended to be falling asleep on the brink of the ledge.

Ans.5 When 'Dakota' took off from Paris, the sky was quite clear. The moon was coming up in the east and the stars were shining. There were no clouds in the sky.

Ans. 6 The risk was of flying the old Dakota aeroplane into the storm. The pilot took it as he wished to reach home as soon as possible and to be present at the breakfast table.

Ans. 7 The difficulties that the narrator faced were that all the instruments of his aeroplane had stopped working. He could not see anything as there were dark clouds all around.

Ans. 8 The young seagull's flight started when he dived trying to snatch the piece of fish from his mother's beak. He fell down but instinctively his wings spread out, he flapped them and started flying. His flight ended after half an hour when he landed on the green sea with his family.

Ans.9 When the author turned the aeroplane twelve degree west towards England, he saw the huge storm clouds that looked like black mountains standing in front of him across the sky.

Ans. 10 The woman in the control room was surprised when the narrator asked her about the other aeroplane and its pilot. She said that there were no other aeroplanes detected on the radar.

Ans. 1 Yes, it is true that fear and lack of confidence stop one from learning new things as in the story, the young seagull lacked courage and confidence in his character. He was too scared of flying. His family tried hard to make him fly but he refused to do so because of his fear of sinking in the seawater.

They even scolded him for his cowardice. They tried to tempt him with food but he was not willing to learn flying. Once he dived, his fear disappeared and he enjoyed his first flight.

It is a fact that unless we try for something and overcome our fear, we can't learn anything. Confidence and motivation are two most important traits that make any learning possible.

Ans. 2. This story is about a young seagull. The time had come when he should fly like his parents and brothers and sister. But he was afraid to fly. His parents tried their best to teach him how to fly. But he refused to fly. They left him alone on his ledge. They threatened him that he would starve. Even then he was too afraid to fly. His brothers and sister made fun of him. They laughed at his cowardice. At last, his mother thought of a plan. She took a piece of fish in her beak and flew towards him. She came near him but did not land on the ledge. The young seagull was very hungry. He came to the brink of the ledge. In order to get food, he dived at the fish. But he fell from the rock. He became terrified. But it was only for a moment. The next moment, he flapped his wings and started flying. In this way, his mother was able to make him fly.

Ans. 3 The narrator could see black mountains of clouds all around him. They were storm clouds. He had two options and by using them he could avoid the terrible storm clouds. He could go back to Paris. He had left Paris 150 kilometres behind. He wanted to go back but the temptation of having an early breakfast at home stopped him. He couldn't fly up and above the storm clouds either. He didn't have enough fuel to fly around them to the north or south. It seems that flying back to Paris would have been the best option in those circumstances. He couldn't fly north or south of the storm as he hadn't enough fuel in the second tank. His decision of flying straight into the storm clouds were motivated by his desire to have an early breakfast with his

family. It was rather a bold but risky decision. He would have been in deep trouble, had the pilot of the strange black aeroplane not helped him to land safely.

Ans. 4 The story is about a young seagull who is yet to learn to fly. Unlike his younger brothers and sister, he is unable to overcome the fear of falling down into the sea, hence he remained sitting on the cliff. His younger siblings despite having shorter wings overcame fear and took a plunge as directed by their parents.

The seagull continues to be left in isolation without any sympathy from his parents. No amount of his cries, arising out of starvation, is able to melt his parents' hearts. Finally, the seagull undergoes a mental transformation which helps him to muster courage. By flapping his wings and overcoming fear he takes a plunge. In the process he discovers his ever-present talent to fly which till now was not known to him. Hence the seagull proved that overcoming fear is the important key to success.

Ans 5 Yes, the mother was successful in helping the seagull overcome his fear. when the young seagull was left alone on the ledge, he began to starve. He saw his mother pick up a piece of fish and fly towards him. She halted just close to the ledge. The young seagull was mad with hunger and dived at his mother for the fish. He fell downwards into space and cried in fear. But then his wings spread outwards. he flapped his wings there and began to fly. All his fear was gone.it was his first flight.

HOW TO TELL THE WILD ANIMALS

EXTRACT 1

Ans2: B. When it roars at you as you're dying (1)

Ans3: In the jungles in the east. (1)

Ans4: The poet creates dark humour by saying you'll identify the lion only when you're dying. This absurd idea makes the danger funny instead of scary, showing the poet's playful tone. (1)

EXTRACT 2

Ans1: B. Irony (1)

Ans2: B. To recognize (1)

Ans3: Black (1)

Ans4: No, the method is not practical because you can identify the tiger only after it eats you. The poet uses this absurd logic to create humour about dangerous animals. (1)

EXTRACT 3

Ans1: B. Covered with spots (1)

Ans2: C. Leap again (1)

Ans3: When it leaps on you. (1)

Ans4: The repetition shows the leopard's continuous, fierce attack. It adds humour by exaggerating the danger, telling us crying won't help because the leopard will keep pouncing. (1)

EXTRACT 4

Ans1: B. Attacks and squeezes (1)

Ans2: B. Fatal hug (1)

Ans3: Your yard (1)

Ans4: The poet uses 'hugs' and 'caress' ironically to create humour. These gentle words describe a deadly bear attack, making the dangerous situation sound funny and harmless. (1)

EXTRACT 5

Ans1: B. A beginner (1)

Ans2: B. With merry smiles (1)

Ans3: A novice. (1)

Ans4: The poet refers to the hyena's grin-like face. It's ironic because hyenas are dangerous, but their smile looks cheerful. This contrast creates humour while describing a wild animal. (1)

EXTRACT 6

Ans1: B. Crocodile tears / fake crying (1)

Ans2: B. Insincere sorrow (1)

Ans3: Crocodile. (1)

Ans4: The poet suggests crocodiles show false grief. They appear to cry while killing, highlighting hypocrisy. This teaches us that outward emotions may not reflect true feelings. (1)

EXTRACT 7

Ans1: B. Lizard (1)

Ans2: C. When you see nothing (1)

Ans3: It hasn't any ears at all.

(1)

Ans4: The humour lies in camouflage. Since a chameleon blend with the tree, you see 'nothing'. The poet jokes that seeing nothing means you've found it, making identification absurd.

(1)

EXTRACT 8

Ans1: B. Humorous

(1)

Ans2: C. Entertain through exaggeration

(1)

Ans3: Roars.

(1)

Ans4: The method is humorous because you can identify the lion only after it kills you. This impossible and exaggerated way of telling animals creates laughter instead of fear.

(1)

EXTRACT 9

Ans1: C. Impossible

(1)

Ans2: A. Sarcasm

(1)

Ans3: It will eat you. (1)

Ans4: The poet's style is humorous and satirical. She gives useless, fatal rules for identification to mock serious guidebooks and make readers laugh at dangerous situations. (1)

EXTRACT 10

Ans1: C. Entertain through humour (1)

Ans2: B. Risky and funny (1)

Ans3: Humorous. (1)

Ans4: The poet makes danger light-hearted by using irony, exaggeration, and absurd identification tricks. She describes fatal attacks as jokes, so readers laugh instead of feeling scared of wild animals. (1)

Answer Key – The Ball Poem

Extract 1

MCQ: b) His ball

VSA: Because he has lost his ball.

SA: It shows confusion and helplessness.

Extract 2

MCQ: b) Into water

VSA: It was bouncing merrily.

SA: It contrasts with the boy's sadness.

Extract 3

MCQ: b) The boy wants that particular ball

VSA: Deep emotional sorrow.

SA: It holds emotional value and memories.

Extract 4

MCQ: b) Sea/harbour

VSA: He is staring at the water.

SA: It suggests childhood memories.

Extract 5

MCQ: b) He wants the boy to learn

VSA: To interfere.

SA: It cannot replace emotional value.

Extract 6

MCQ: b) Responsibility

VSA: A world of owned things.

SA: He learns to take care of belongings.

Extract 7

MCQ: b) Loss is part of life

VSA: Philosophical

SA: Loss is inevitable.

Extract 8

MCQ: b) Money cannot replace emotions

VSA: No

SA: It cannot heal emotional loss.

Extract 9

MCQ: b) Knowledge of loss

VSA: Study of knowledge

SA: Understanding loss.

Extract 10

MCQ: b) To accept loss

VSA: To recover

SA: Accept loss and move on.

FROM THE DIARY OF ANNE FRANK

Answers 1

1. strange
2. Sharing
3. She thinks people won't be interested in her thoughts.
4. thoughts
5. written before

Answers 2

1. She was feeling depressed and confused
2. patience
3. impatience
4. without energy
5. depressed

Answers 3

1. true
2. Understanding
3. She cannot share her deep feelings with anyone.
4. to share personal feelings
5. 30

Answers 4

1. Kitty
2. Name
3. To treat it as a real friend.
4. write quickly
5. friend

Answers 5

1. maths
2. Homework
3. Because she talked too much in class.
4. reason or explanation
5. A Chatterbox

ANS1. Anne found writing a diary strange because she had never written anything like that before. She also believed that no one, including herself in the future, would be interested in reading the thoughts and feelings of a young thirteen-year-old girl.

ANS.2. Anne decided to keep a diary because she felt lonely and lacked a true friend with whom she could share her deepest thoughts. Although she had family and many acquaintances, she could not confide in them, so she turned to writing as a form of emotional support.

ANS. 3. This line means that paper, or a diary, can listen to one's thoughts without interrupting or judging. Unlike people, who may not always understand or be patient, writing allows Anne to express her feelings freely and honestly without fear of criticism or misunderstanding.

ANS 4 Anne felt she had no real friend because she could not share her inner thoughts and emotions with others. Her conversations with friends were limited to ordinary topics, and

she lacked a deeper emotional connection, which made her feel isolated despite being surrounded by people.

ANS 5 Anne named her diary 'Kitty' because she wanted to treat it as a real friend. By giving it a name, she created a sense of companionship and comfort, allowing her to share her thoughts more freely, just as she would with a trusted and understanding companion.

ANS 6 Mr Keesing, Anne's maths teacher, was annoyed with her because she talked excessively during class. Despite repeated warnings, Anne continued chatting, which disturbed the discipline of the classroom. As a result, he decided to punish her by giving extra written assignments.

ANS 7 Mr Keesing punished Anne by assigning her essays on topics related to her talking habit, such as "A Chatterbox." These tasks were meant to make her reflect on her behavior and encourage her to control her tendency to talk excessively in class.

ANS 8 Anne justified her talking habit by explaining that talking is a natural trait for students. She also humorously argued that it was inherited from her mother, who talked just as much. She promised to try controlling it but admitted she could not completely change herself.

ANS 9 Mr Keesing's attitude changed after reading Anne's creative and humorous essays. He appreciated her intelligence and wit, especially her poem. Instead of punishing her further, he began to take her behaviour lightly and even joked with her, showing a more understanding side.

ANS 10 If I were in Anne's place, I would try to express my feelings through writing, talking to someone I trust, or engaging in creative activities. Like Anne, maintaining a diary could help in releasing emotions and understanding myself better during difficult and lonely times.

LONG ANSWERS

ANS 1 Anne Frank appears as a lively, intelligent, and thoughtful girl with deep emotional sensitivity. She is highly expressive and enjoys writing, which helps her understand her own thoughts and feelings. Anne is honest about her weaknesses, such as her talkative nature, and tries to improve herself. She shows maturity beyond her age by reflecting on relationships and human behaviour. Despite having many people around, her, she feels

lonely, which highlights her need for a true emotional connection. Her creativity and sense of humour are evident in the way she handles punishment from her teacher. Overall, Anne emerges as a courageous, self-aware, and optimistic individual.

ANS 2 Anne felt lonely because she lacked a true friend with whom she could share her innermost thoughts and feelings. Although she had loving parents, a sister, and many acquaintances, her relationships were mostly superficial. Conversations with her friends remained limited to everyday matters, and she could not express her deeper emotions. This emotional gap made her feel isolated. Anne also believed that others would not understand her, which further increased her sense of loneliness. Her desire for a meaningful connection led her to start writing a diary. By sharing her feelings with her diary, she tried to overcome this loneliness and find comfort in self-expression.

ANS 3 Anne used her diary as a trusted friend because she felt she could express her thoughts freely without fear of being judged. She named her diary 'Kitty' to give it a personal identity, making it easier for her to share her feelings. Through her diary, Anne recorded not only daily events but also her emotions, fears, and hopes. Writing became a way for her to release her inner tension and deal with loneliness. She treated the diary as a listener who would always be patient and understanding. This practice helped her gain clarity about her own thoughts and provided her with emotional comfort during difficult times.

ANS 4 The episode of Anne and Mr Keesing highlights Anne's wit and creativity. Mr Keesing, her maths teacher, was annoyed with her constant talking and punished her by assigning essays on topics like "A Chatterbox." Instead of feeling discouraged, Anne approached the task creatively and wrote convincing arguments to justify her behavior. When given a third assignment, she wrote a humorous poem with the help of her friend. Her imaginative response impressed Mr Keesing, who appreciated her talent and stopped punishing her. This episode shows that Anne was clever, confident, and capable of turning a difficult situation into a positive one through her intelligence and humor.

ANS 5 Anne Frank's diary gives a powerful message about hope, self-expression, and inner strength. It teaches us that even in difficult situations, one should not lose courage or optimism. Anne's habit of writing shows the importance of expressing one's feelings to maintain emotional balance. The diary also highlights the value of true friendship and meaningful relationships. It reminds us that understanding and empathy are essential in human connections. Anne's positive attitude, honesty, and resilience inspire readers to face challenges bravely. Overall, her diary encourages us to remain hopeful, believe in ourselves, and find ways to express our thoughts constructively.

ANS 6 Anne Frank's life and writing teach us important values such as honesty, courage, and self-expression. She openly expressed her thoughts and emotions, showing the importance of being true to oneself. Her ability to remain hopeful despite loneliness reflects strong inner courage. Anne also valued relationships and longed for a true friend, which highlights the importance of empathy and understanding in life. Her creative way of handling criticism and punishment teaches us to respond positively to challenges. Overall, Anne inspires us to develop emotional strength, maintain a positive outlook, and express our feelings in healthy ways, even during difficult situations.

ANS 7 Anne's experience shows that criticism or punishment can be handled positively with creativity and confidence. Instead of feeling discouraged by her teacher's punishment, she used her writing skills to respond intelligently and humorously. This not only impressed her teacher but also changed his attitude towards her. Students can learn to accept criticism as an opportunity to improve rather than feeling upset. By staying calm, thinking creatively, and expressing themselves effectively, they can turn difficult situations into positive outcomes.

Anne's example teaches us to remain confident, use our strengths wisely, and handle challenges with a constructive and mature approach.

AMANDA(POEM) ANSWERS (WITH INTERNAL MARKING: 1 MARK EACH)

Extract 1 Answers

1. b) Nail biting
2. b) Instructive
3. To maintain proper posture and discipline.
4. Amanda's environment appears highly controlled and restrictive, where she is constantly corrected for small habits. This shows that she lacks freedom and is under continuous supervision, which may affect her confidence and natural

(2 Marks): Content (1), Expression (0.5), Accuracy (0.5)

Extract 2 Answers

1. a) Slow
2. She is completely alone.
3. To escape restrictions and feel free.
4. The word "blissfully" expresses Amanda's deep sense of happiness and peace in her imagination. It highlights her desire to escape the real world's restrictions and enjoy a calm, carefree life where she feels completely relaxed and independent.

Extract 3 Answers

1. b) Interrogative
2. Academic and behavioral pressure
3. She may feel stressed and irritated.
4. The theme highlighted here is control versus freedom. Amanda is constantly questioned and monitored, showing adult authority, while her inner desire is to escape into a world where she can live freely without pressure or expectations.

Extract 4 Answers

1. b) Freedom
2. To feel independent and free.

3. Reality is controlled; imagination is free.
4. The word “hushed” indicates that Amanda moves quietly and gently, without attracting attention. It reflects her desire for a peaceful and undisturbed life, contrasting with her real situation where she is constantly interrupted and instructed by others.

Extract 5 Answers

1. b) Causes acne
2. Society focuses on appearance.
3. It restricts her personal choices.
4. The theme highlighted is societal pressure and control. Amanda is restricted even in small choices like eating chocolate due to concerns about appearance, reflecting how external expectations limit her personal freedom and influence her self-image.

Extract 6 Answers

1. b) Peaceful
2. To escape control and find peace.
3. Isolation but freedom from interference
4. The extract expresses calmness and contentment. Amanda imagines a peaceful life like Rapunzel, free from constant instructions. This fantasy reflects her longing for emotional comfort, solitude, and freedom from the controlling environment she lives in.

Extract 7 Answers

1. b) Being moody
2. Negatively and critically
3. It may harm her confidence.
4. This reveals that adults expect children to behave obediently and cheerfully at all times. They often fail to understand the child’s emotions, leading to unrealistic expectations that may make children feel misunderstood and emotionally pressured.

Extract 8 Answers

1. Constant scolding
2. a) Defensive

3. The speaker is actually nagging.
4. The line reveals a lack of self-awareness in the speaker, as they deny nagging while actually doing it. This highlights how adults may overlook their own behavior while criticizing children, creating misunderstanding and emotional distance.

Extract 9 Answers

1. b) Freedom
2. She wants independence.
3. Imagination is free, reality is controlled.
4. The theme highlighted is freedom versus control. Amanda's imagination reflects her desire to live freely, while her real life is filled with restrictions and constant instructions, showing the contrast between her inner desires and external reality.

Extract 10 Answers

1. To bend shoulders forward
2. The speaker is strict
3. She escapes into imagination.
4. The central idea reflected is the conflict between control and independence. Amanda is constantly corrected, showing external authority, while internally she longs for freedom, peace, and a life where she can act without constant interference.

GLIMPSES OF INDIA

Answer:1 b) a respected community member

Answer: 2c) nostalgic

Answer:3 c) Friendly and affectionate

Answer: 4b) strong cultural dependence

2

Answer:5 b) Waiting eagerly for a familiar street vendor

Answer: 1b) incomplete without tradition

Answer: 2 b) cultural significance of food

Answer: 3b) cultural continuity

Answer: 4 b) Respect for tradition

Answer: 5 b) Hyperbole

Answer: 1c) natural beauty

Answer: 2b) origin and abundance

Answer: 3b) Agriculture

Answer: 4c) admiration

Answer: 5 b) Preserve natural habitats

Answer: 1b) origin

Answer: 2a) have unknown roots

Answer: 3b) mystery and uniqueness

Answer: 4a) Unity in diversity

Answer: 5b) Different customs coexisting peacefully

Answer: 1b) railway station/train

Answer: 2b) rhythm and realism

Answer: 3 b) energetic

Answer: 4 b) Indian travel culture

Answer: 5 b) Tea is popular among people

Answer: 1 The baker, or 'pader', was an important figure in Goan society because he supplied fresh bread daily and played a key role in festivals and ceremonies. His presence was deeply connected with traditions, and people relied on him for essential **items, making him respected and valued.**

Answer: 2 The narrator recalls waiting eagerly for the baker's arrival as a child. The baker brought fresh bread and sweets, which delighted children. His visits were regular and joyful, making him an integral part of their daily lives and fond childhood memories.

Answer: 3 Coorg is unique due to its lush green forests, coffee plantations, spices, and pleasant climate. Its scenic beauty, wildlife, and opportunities for adventure activities like trekking and rafting attract tourists. The rich culture and hospitality of its people add to its charm.

Answer: 4 The people of Coorg, called Kodavus, are known for their bravery, hospitality, and unique traditions. They are believed to have Greek or Arabic ancestry. Their strong martial traditions and service in the Indian Army highlight their courage and disciplined lifestyle.

Answer: 5 Rajvir explained that tea was first discovered in China when leaves accidentally fell into boiling water. Initially used as a medicinal drink, it later became popular worldwide and was introduced in India by the British.

Answer: 6 The tea gardens of Assam are vast and beautifully arranged with rows of green tea bushes. Workers are seen plucking leaves in an organized manner. The scenery is refreshing and represents the importance of tea cultivation in the region.

Answer: 7 Tea is an important beverage in India, enjoyed by people across all regions. It is associated with hospitality and social interaction. It also contributes significantly to the economy by providing employment and boosting exports.

Answer: 8 Goan traditions reflect strong respect for cultural practices and community bonding. Items like 'bol' in marriages show how food is deeply connected to rituals, symbolizing celebration, continuity, and cultural identity.

Answer: 9 Coorg reflects harmony with nature through its lush forests, plantations, and biodiversity. The people live in balance with their environment, respecting natural resources and preserving their surroundings.

Answer: 10 It reveals the lively and vibrant nature of Indian travel, where vendors actively sell tea. It shows the popularity of tea and how it is an essential part of daily life and social interaction in India.

Answer: 1 The baker, locally known as the pade², held a place of great cultural and social importance in Goan life, especially during the Portuguese era. He was not merely a supplier

of bread but a symbol of tradition and community bonding. His arrival was eagerly awaited every morning, particularly by children who were fond of bread-bangles and sweet loaves. The baker's presence was closely associated with various celebrations and rituals. No festival or marriage ceremony was considered complete without his special items like bol and other baked delicacies.

Moreover, the baker represented continuity of tradition, as baking was often a hereditary profession passed down through generations. He maintained a distinctive identity through his traditional attire and musical entry with a bamboo staff. Even in modern times, despite the availability of packaged bread, the traditional baker continues to be valued. His role reflects the deep-rooted customs, emotional connections, and cultural richness of Goan society.

Answer:2 Coorg, also known as Kodagu, is a perfect example of the harmonious coexistence of natural beauty and rich cultural heritage. Situated in the Western Ghats, it is blessed with lush green forests, rolling hills, coffee plantations, and abundant wildlife, making it a paradise for nature lovers. The region is home to diverse flora and fauna, and the cool climate adds to its scenic charm.

At the same time, Coorg is deeply rooted in cultural traditions. The people of Coorg, known as the Kodavus, are famous for their bravery, hospitality, and unique customs. They are believed to be of Greek or Arab descent and have a distinct identity reflected in their attire, festivals, and martial traditions. Their respect for nature and ancestors is evident in their lifestyle and rituals.

Thus, Coorg beautifully combines environmental richness with cultural depth, presenting a balanced and sustainable way of life where nature and human traditions exist in perfect harmony.

Answer:3 Tea has a fascinating history that traces its origin back to ancient China, where it is believed to have been discovered accidentally by a Chinese emperor when tea leaves fell into boiling water. Initially used for medicinal purposes, tea gradually became a popular beverage in Chinese culture. Over time, its popularity spread to other parts of the world through trade and exploration.

The British played a major role in introducing tea to India during the colonial period. Recognizing the suitable climatic conditions, they began large-scale tea plantations, especially in Assam. Assam's fertile soil, heavy rainfall, and humid climate proved ideal for tea cultivation, making it one of the largest tea-producing regions in the world.

Today, tea is an integral part of Indian culture, consumed daily by millions of people across the country. It also contributes significantly to the Indian economy through production, employment, and export. Thus, tea's journey from China to India reflects cultural exchange, colonial influence, and economic development.

Answer:4 "Glimpses of India" is a lesson that imparts several important values relevant to both personal and social development. One of the key lessons is the importance of respecting and preserving traditions. Whether it is the Goan baker or the customs of Coorg, the text highlights how traditions shape identity and community life.

The lesson also emphasizes appreciation for cultural diversity. India is portrayed as a land of varied cultures, languages, and practices, yet united in its essence. This promotes the idea of unity in diversity, encouraging respect for different ways of life.

Another significant value is love and respect for nature. The description of Coorg's landscapes and Assam's tea gardens reflects the need to live in harmony with the environment. It teaches sustainable living and environmental awareness.

Overall, the lesson inspires readers to value heritage, embrace diversity, and maintain a balanced relationship with nature.

Answer:5 The three parts of "Glimpses of India" present distinct yet interconnected aspects of Indian life, showcasing the country's diversity and richness. The first part, "A Baker from Goa," focuses on tradition and cultural continuity. It highlights how a simple profession like baking becomes deeply embedded in social customs and celebrations.

The second part, "Coorg," shifts the focus to the natural beauty and cultural uniqueness of a region. It presents Coorg as a place where scenic landscapes coexist with strong cultural identity, emphasizing harmony between humans and nature.

The third part, "Tea from Assam," explores the economic and historical dimension. It traces the origin and growth of tea, showing how it became a significant part of India's culture and economy.

Together, these three parts provide a comprehensive picture of India—its traditions, natural beauty, and economic activities. They highlight how different regions contribute uniquely to the nation's identity while maintaining a sense of unity.

MIJBIL THE OTTER

Ans:1 Mijbil felt scared, uncomfortable, and trapped inside the box.

Ans:2 Animals feel unsafe and restricted in small spaces, which causes fear and panic.

Ans:3 I would try to calm Mijbil, make the box comfortable, and ensure proper ventilation to reduce stress.

Ans:4 It teaches that humans must ensure the comfort and emotional well-being of their pets, especially in stressful situations.

Ans:5 Humans would also panic if locked in a small space. This shows that animals have emotions similar to humans and should be treated with empathy.

□ COMPETENCY-BASED SHORT ANSWERS (10)

Ans:1 We should stay curious, active, and enjoy small things in life.

Ans:2 He quickly adjusted to Maxwell and a new environment.

Ans:3 It helps us understand their needs and emotions better.

Ans:4 By providing a comfortable space, proper ventilation, and familiar items.

Ans:5 Animals are smart and capable of learning and problem-solving.

Ans:6 By showing care, patience, and understanding their needs.

Ans:7 Because they are unfamiliar and people lack knowledge about them.

Ans:8 I would try to identify the cause and make it feel calm and comfortable.

Ans:9 It shows that animals have emotions and deserve kindness and care.

Ans:10 He shows responsibility, patience, and problem-solving while caring for Mijbil.

▢ COMPETENCY-BASED LONG ANSWERS (5)

Ans:1 I would provide proper food, a safe environment, and time for play. I would also ensure cleanliness and emotional care to keep the pet healthy and happy.

Ans:2 I would prepare in advance by making a comfortable box, ensuring ventilation, and keeping familiar objects. I would stay calm and try to comfort Mijbil to reduce his stress.

Ans:3 The story shows that understanding behavior helps in caring properly for animals. Maxwell learned Mijbil's habits and adjusted accordingly, which strengthened their bond.

Ans:4 Challenges include lack of knowledge, public reaction, and special needs. These can be handled through research, patience, and proper care.

Ans:5 The story shows that Mijbil experienced fear, joy, and comfort like humans. His reaction to confinement and playful behavior prove animals have emotions. Therefore, they deserve empathy, care, and respect just like humans.

FOG

EXTRACT BASED ANSWERS

EXTRACT 1

Ans:1 (b) Metaphor

Ans:2 The fog arrives silently and stealthily, much like a cat.

Ans: 3 The word "little" emphasizes the softness and silence of the fog's arrival. It suggests that the change in weather is delicate and goes unnoticed until it has already arrived.

EXTRACT 2

Ans:1 (c) The fog

Ans:2 It sits over the harbor and the city.

Ans:3 "Looking" personifies the fog, suggesting a quiet, watchful presence. Like a cat sitting on a high vantage point, the fog envelops the landscape as if it is calmly observing the world below.

EXTRACT 3

Ans: 1(c) Animals (specifically the sitting posture of a cat)

Ans:2 It indicates that the fog is temporary and eventually disappears.

Ans:3 Just as a cat never stays in one place for long and leaves quietly, the fog eventually lifts. This highlights the transitory nature of natural phenomena; they come, stay for a while, and depart without a sound.

EXTRACT 4

Ans:1 (d) Free verse

Ans2: A cat.

Ans:3 Mystery is created through the silence and stealth of the fog. By comparing it to a cat that "comes," "sits," and "moves on" without any noise or warning, the poet depicts nature as a quiet, independent force.

Ans: 1(b) Stealthy

Ans:2 Haunches (implied context of the sitting posture).

Ans: 3 The harbor refers to the coastal area where ships dock. By mentioning both the harbor and the city, Sandburg shows that the fog covers both natural/maritime and man-made urban environments.

Ans:1 (b) Reflective

Ans:2 No, it "moves on" silently.

Ans:3 A cat is known for its graceful, silent movement, its ability to sit still and observe, and its independent nature. The fog shares these qualities—it arrives without sound, lingers quietly, and leaves unexpectedly.

Ans: 1(d) Both a & b (Metaphor for the fog; Personification through movement)

Ans: 2Carl Sandburg.

Ans: 3The poet uses enjambment by continuing sentences across line breaks without punctuation. This mimics the continuous, flowing movement of the fog as it rolls over the city.

Ans:1 (b) Watches

Ans:2 Harbor and city.

Ans: 3 The sitting posture symbolizes a state of temporary stillness. It shows that the fog has completely settled and is momentarily dominating the landscape before it eventually moves away.

Ans: 1 (b) Stillness

Ans: 2 No, it "moves on."

Ans: 3 The central idea is the silent and transformative power of nature. Sandburg portrays nature (fog) as a living entity that carries out its actions with a quiet, cat-like grace and indifference to the human world.

Ans: 1 (c) Manner of movement

Ans: 2 It symbolizes human civilization and busy life.

Ans: 3 Both the arrival and departure are characterized by silence and lack of warning. Just as it "comes on little cat feet," it "moves on" without any announcement, emphasizing its elusive and mysterious nature.

Ans: 1 While both poems focus on nature, their perspectives differ significantly. In 'Fog', Carl Sandburg depicts nature as a silent, independent, and peaceful force. The fog arrives quietly like a cat, observes the city, and moves on without causing any disturbance. It represents the beauty of fleeting moments in the natural world.

In contrast, Adrienne Rich's 'The Trees' depicts nature as an active, rebellious force seeking to break free from man-made constraints. While the fog is a temporary visitor, the trees are long-term prisoners of the house moving toward the forest. 'Fog' is purely observational and calm, whereas 'The Trees' is symbolic and revolutionary, representing a struggle for freedom.

Both poems, however, remind us that nature follows its own rhythm, independent of human will.

Ans: 2 Both 'Fog' and 'Dust of Snow' highlight the unpredictable impact of natural phenomena on the human environment or mood. In 'Fog', Sandburg explores the stealthy and elusive nature of fog; it appears and disappears without warning, showing that nature doesn't need an invitation.

In 'Dust of Snow', a small, unpredictable movement by a crow—shaking snow onto the poet—changes his entire mood from regret to joy. Both poems use simple, everyday natural events (fog and falling snow) to convey deeper meanings. While 'Fog' focuses on the metaphorical silence of nature's arrival, 'Dust of Snow' focuses on nature's ability to heal and transform human perspective. Both poets suggest that nature is a silent observer that can influence our surroundings in subtle but profound ways.

Ans: 1 The poet uses the phrase "little cat feet" to suggest that the fog arrives silently and stealthily. Just as a cat enters a room without making a sound, the fog settles over the harbor and city without any prior announcement or noise.

Ans: 2 "Silent haunches" refers to the sitting posture of a cat. It signifies a state of temporary stillness where the fog has completely covered the area and is "looking" or observing the city quietly before it eventually moves away.

Ans: 3 The poet views the fog as temporary. He concludes the poem with the words "and then moves on," indicating that just as a cat doesn't stay in one spot forever, the fog is a fleeting occurrence that leaves as quietly as it arrived.

Ans: 4 By mentioning the harbor and city, the poet shows that nature's phenomena (the fog) envelop both natural landscapes and human-made urban structures. It demonstrates that nature is a universal presence that overlooks all aspects of life.

Ans: 5 The absence of a strict rhyme or rhythm (Free Verse) mirrors the unpredictable and fluid movement of the fog. It allows the poem to flow naturally, matching the quiet, effortless way the fog drifts across the landscape.

MADAM RIDES THE BUS

EXTRACT BASED ANSWERS

EXTRACT 1 Ans:1 Valli spent her time watching the street, which shows she was observant, curious, and eager to learn.

Ans:2 (B)

Ans:3 (B)

Ans:4 (A)

EXTRACT 2

Ans:1 She listened carefully to others' conversations and collected details over time.

Ans: 2(C)

Ans:3 (B)

Ans:4 (A)

EXTRACT 3

Ans: 1The bus looked new, clean, and comfortable, which attracted Valli greatly.

Ans:2 (C)

Ans: 3(B)

Ans: 4(A)

EXTRACT 4

Ans:1 It shows she was confident, independent, and wanted to be treated like an adult.

Ans:2 (B)

Ans:3 (B)

Ans:4 (A)

EXTRACT 5

Ans: 1 The sight of the dead cow made her feel sad and changed her earlier excitement into sorrow.

Ans:2 (B)

Ans:3 (C)

Ans:4 (A)

SHORT ANSWERS

Ans.1 Valli shows strong decision-making skills by carefully collecting information, saving money, and choosing the right time. Her planning reflects maturity, independence, and the ability to think ahead despite her young age.

Ans.2 The conductor initially treats Valli playfully, calling her “Madam,” but also respects her independence. This reflects a balance between viewing children as innocent and recognizing their capability to act responsibly.

Ans.3 The cow episode symbolizes the shift from innocence to reality. Initially, the playful cow brings joy, but its death later shocks Valli, teaching her about life’s unpredictability and harsh truths.

Ans.4 Valli shows financial awareness by saving sixty paise through self-control and budgeting. She avoids unnecessary expenses and plans her spending carefully, showing responsibility and discipline uncommon for her age.

Ans. 5 Valli’s refusal highlights her self-respect and independence. She does not want to depend on others and values paying her own way, showing confidence and a strong sense of dignity.

Ans.6 Valli imagines the journey as exciting and perfect, but the dead cow changes her perspective. This contrast shows how real-life experiences can challenge and reshape our expectations.

Ans.7 Valli behaves like an adult by managing money, making independent decisions, and staying cautious. She insists on being treated seriously and completes her journey responsibly without fear or confusion.

Ans.8 Valli keeps her plan secret to maintain independence and avoid restrictions. This reveals her confidence, determination, and desire to explore the world on her own terms.

Ans. 9 Valli learns everything by observing and listening carefully. Her success in planning the trip shows that keen observation is a powerful tool for gaining knowledge and understanding the world.

Ans.10 Valli learns that life includes both joy and sadness. The dead cow teaches her about loss and reality, helping her grow emotionally and understand that experiences can change one's outlook.

LONG ANSWERS

Answer:1 Valli is an eight-year-old girl who is curious, determined, and confident. She is fascinated by the bus journey and wants to experience it herself. Her curiosity drives her to gather details about the route, fare, and time.

She shows determination by saving money and avoiding unnecessary expenses. Despite her young age, she plans the journey carefully and travels alone. Her confidence is visible in the way she talks to the conductor and manages herself during the trip.

She also shows maturity when she refuses treats and behaves responsibly. Thus, Valli is independent, thoughtful, and eager to explore the world.

Answer:2 Valli's planning shows remarkable intelligence and maturity. She carefully listens to others to gather complete information about the bus journey. She learns about the fare, distance, and duration.

She saves money by giving up small pleasures like toys and snacks. She also selects the right time to travel when her mother is asleep, ensuring she won't be stopped.

Her ability to calculate expenses and plan independently reflects her maturity. She thinks ahead and avoids risks as much as possible.

Thus, her preparation highlights her disciplined, thoughtful, and responsible nature.

Answer:3 The bus journey brings a significant change in Valli's understanding of life. Initially, she is excited and sees the journey as fun and adventurous. She enjoys the sights and feels proud of traveling alone.

However, her mood changes when she sees a dead cow on the road. Earlier, she had laughed at the same cow running happily. Now, she feels sad and disturbed.

This experience teaches her that life includes both happiness and sorrow. It makes her more thoughtful and mature.

Thus, the journey helps her grow emotionally and understand reality better.

Answer:4 The bus conductor plays an important role in shaping Valli's journey. He is friendly, caring, and respectful. By calling her "Madam," he boosts her confidence and makes her feel important.

He ensures her safety by keeping a watchful eye on her throughout the journey. Though he respects her independence, he remains alert and ready to help.

His humorous nature makes the journey enjoyable and comfortable for Valli. He acts as a guide and protector.

Thus, the conductor contributes significantly to making Valli's journey safe, pleasant, and memorable.

Answer:5 Valli's journey is a journey of self-discovery as it helps her learn more about herself and the world. Initially, she is driven by curiosity and excitement to explore the outside world.

During the journey, she gains confidence by managing everything on her own. She realizes that she is capable of making decisions independently.

However, the sight of the dead cow introduces her to the harsh realities of life. This experience changes her perspective and makes her more mature.

By the end, she is no longer just excited but also thoughtful. Thus, the journey helps her grow emotionally and understand life better.

CUSTARD THE DRAGON

EXTRACT 1

Answer:1 c) Easily scared

Answer:2 b) He is a real dragon among pets

Answer:3 Mustard.

Answer:4 Custard is different because he is a coward, while the other animals are shown as brave.

Answer:5 Based on the extract, calling Custard a coward seems unfair because we only see others describing him that way, but we do not yet have evidence of his actions. This suggests that appearances or labels may not always reflect true character.

EXTRACT 2

Answer:1 b) Without mercy

Answer:2 c) He felt scared and wanted safety

Answer:3 Belinda

Answer:4 The other pets make fun of Custard and laugh at him for being a coward.

Answer:5 The extract shows that the other pets tease and mock Custard instead of understanding his fear. This behaviour is not appropriate because they are being insensitive and unkind. It highlights how others may judge someone without empathy, which is unfair.

EXTRACT 3

Answer:1 b) He had bad intentions

Answer:2 b) A short sword

Answer:3 teeth

Answer:4 Belinda cried out in fear when she saw the pirate.

Answer:5 The poet creates fear by describing the pirate's threatening appearance—his weapons, black beard, wooden leg, and the phrase "meant no good." The sudden arrival and the reactions of the characters also build tension, making the situation seem dangerous and alarming.

EXTRACT 4

Answer:1 b) He is brave in danger

Answer:2 b) Stared in surprise

Answer:3 Grog

Answer: 4The pirate was shocked and stared in surprise when he saw Custard.

Answer:5 This extract changes our opinion by showing that Custard, who was earlier called a coward, becomes brave and fearless in a real danger. It suggests that true courage is revealed in difficult situations, and we should not judge others too quickly.

EXTRACT 5

Answer:1 b) They are trying to hide their fear

Answer:2 b) Confused and nervous

Answer:3 embraced

Answer:4 Mustard

Answer:5 It shows that they try to appear brave by making excuses instead of admitting their fear.

EXTRACT 6

Answer:1 b) The bravery of others may be exaggerated or superficial

Answer:2 a) It creates humour through exaggeration

Answer:3 cage

Answer: 4 Simile

Answer: 5 The poet contrasts the exaggerated claims of bravery made about Belinda and the other pets with Custard's apparent fearfulness. This creates irony because, despite being labelled a coward, Custard later proves to be truly brave in action. The contrast highlights that real courage is not about boasting but about-facing danger when it truly matters.

EXTRACT 7

Answer:1 Belinda's and Mustard's reaction reflected a sense of fear.

Answer: 2 (C) to put your arms around someone

Answer :3 (D) The bird flew

to the sky blue

It was beauty true

I have to say

The irony in the behaviour of the characters is that those who boasted of being brave (Belinda, Ink, Blink, and Mustard) ran away in fear, while Custard—the dragon who was always called a coward—actually faced the danger bravely.

Answer:4 (B) They were celebrating Custard's bravery without acknowledging their earlier fear

Answer:5 big sharp teeth.

EXTRACT 8

Answer:1 In The Tale of Custard the Dragon, the top of the dragon's body had spikes.

Answer2: In The Tale of Custard the Dragon, the poet describes the dragon's mouth as like a fireplace and his nose as like a chimney.

Answer:3 metaphor

Answer:4 fierce

Answer:5 B. Fear and astonishment

EXTRACT 9

Answer:1 B. Fear and astonishment

Answer:2 C. The pirate failed despite trying to attack

Answer:3 B. To gather courage in fear

Answer:4 A pocket flagon

Answer:5. Earlier, Custard is mocked as cowardly because he appears fearful. However, in this extract, he emerges as the true hero by fearlessly defeating the pirate. The contrast creates irony, as the supposedly brave characters fail to act while Custard takes decisive action. The poet conveys that true courage is revealed in critical moments, not through empty boasts

EXTRACT 10

Answer:1 b) Custard appears unexpectedly powerful and terrifying

Answer:2 b) To move in a circular or excited manner

Answer:3 astonishment

Answer: 4 Hyperbole

Answer:5 Their reaction suggests relief and celebration, highlighting their earlier dependence on Custard despite mocking him.

THE SERMONS OF BENARES

ANSWER KEY

SECTION A: EXTRACT ANSWERS

Extract 1

- a) Mustard seeds
- b) To make her realize that death is universal
- c) Everyone experiences loss and death
- d) Universality of death

◇ SECTION B: SAQ ANSWERS

1-Kisa Gotami was a young woman from ancient India who belonged to a wealthy family. She is known for her tragic experience of losing her only son. Her story is significant because it shows how deep sorrow can be transformed into wisdom through understanding and guidance given by Gautama Buddha.

2-After her son died, Kisa Gotami was filled with grief and could not accept the truth. She carried her dead child in her arms and went from house to house asking people for medicine to bring him back to life. This showed her deep attachment and emotional distress.

3-Gautama Buddha, also known as Siddhartha Gautama, was a prince who later became a spiritual leader. After observing human suffering, he gave up his royal life and searched for truth. He attained

enlightenment through meditation and taught people how to overcome suffering and achieve peace of mind.

4-Buddha asked Kisa Gotami to bring mustard seeds from a house where no one had died. This was a thoughtful method to help her realize that death is universal. Through this task, she understood that every family experiences loss, which helped her accept reality and reduce her grief.

5-While searching for mustard seeds, Kisa Gotami found that every household had experienced death. This made her realize that death is common to all and cannot be avoided. This understanding changed her perspective and helped her accept her son's death, bringing her peace and emotional strength.

6-Siddhartha Gautama saw four important sights: a sick man, an old man, a dead body, and a monk. These sights revealed the reality of suffering and the temporary nature of life. The peaceful monk inspired him to find a solution to human suffering, leading him towards enlightenment.

7-The lesson teaches that life is temporary and suffering is unavoidable. Death is a natural part of life, and no one can escape it. Instead of grieving endlessly, one should accept reality with understanding. This acceptance helps individuals achieve peace of mind and live a balanced life.

8-Attachment creates strong emotional bonds with people or things. When these are lost, it causes deep pain and sorrow. In the story, Kisa Gotami's attachment to her son led to extreme grief. Buddha teaches that reducing attachment and accepting change helps individuals overcome suffering and remain peaceful.

9-The wise remain calm because they understand that suffering and loss are natural parts of life. They accept reality and do not react emotionally. Their knowledge helps them stay balanced and patient. This calmness allows them to handle difficult situations wisely and maintain inner peace.

10-Buddha's teachings help students manage stress, failure, and emotional challenges. By accepting that problems are part of life, students can stay calm and focused. His ideas encourage patience, self-control, and positive thinking. This helps students build confidence, improve mental health, and make better decisions.

SECTION C: LAQ ANSWERS

Ans.1. Kisa Gotami was deeply affected by the death of her only son. In her grief, she searched for a cure and approached Buddha. Instead of directly advising her, Buddha asked her to collect mustard seeds from a house where no one had died. During her search, she realized that death is a common experience shared by all. This understanding transformed her from a grieving mother into a wise individual who accepted reality. Her journey reflects the universal human experience of loss and the importance of acceptance.

It shows that wisdom and awareness can help overcome even the deepest sorrow

Ans.2. Through Kisa Gotami's story, Buddha taught that death is inevitable and cannot be avoided. He emphasized that grieving does not change reality. Instead, one should accept the truth and move forward. This lesson is highly relevant today, where people often struggle with emotional stress and loss. By understanding that suffering is part of life, individuals can develop resilience and mental strength. Buddha's teaching encourages people to remain calm, think rationally, and focus on inner peace rather than getting overwhelmed by emotions.

Ans.3. Gautama Buddha was born as Prince Siddhartha in a royal family. Despite a life of luxury, he was disturbed by the suffering he witnessed outside the palace. He saw a sick man, an old man, and a dead body, which made him realize that suffering is unavoidable. He also saw a monk, which inspired him to seek truth. Leaving behind his royal life, he wandered and meditated for years. Finally, he attained enlightenment under the Bodhi tree. His journey was driven by compassion and a desire to understand life's deeper truths.

Ans.4 Grief is a natural human emotion, but excessive attachment increases suffering. In the lesson, Kisa Gotami's grief initially blinded her. Buddha helped her understand that death is universal. This realization allowed her to accept the truth and overcome her sorrow. Wisdom plays a key role in managing emotions. Acceptance does not mean forgetting loved ones but understanding the reality of life. By developing a balanced mindset, individuals can deal with grief more effectively. Thus, knowledge and acceptance are essential for emotional healing.

Ans.5. The lesson presents key ideas of Buddhist philosophy. It highlights that life is temporary, and suffering is unavoidable. Attachment to people and things leads to pain when loss occurs. Buddha teaches that wisdom lies in accepting reality. The metaphor of the 'arrow' suggests that one must remove the cause of suffering. The wise remain calm because they understand life's truths. This message guides individuals to live a balanced life by controlling emotions, avoiding excessive attachment, and focusing on inner peace. It promotes a practical and thoughtful approach to life.

TOPIC: ANNE GREGORY

Extract 1

Q1. Ans: b) Hair

Q2. Ans: b) Deep attraction

Q3. Ans: Her honey-coloured hair is being emphasized.

Q4. Ans: The extract shows that young men are strongly attracted to Anne's golden hair. Their emotions are influenced by her physical beauty rather than her inner qualities, highlighting that their attraction is superficial and appearance-based.

Extract 2

Q1. Ans: b) Hair colour.

Q2. Ans: b) Orange shade.

Q3. Ans: It suggests that her hair is attractive and golden in colour.

Q4. Ans: Anne wants to dye her hair to test whether people truly love her for her personality or just her outward beauty. By changing her appearance, she hopes to find someone who values her inner self.

Extract 3

Q1. Ans: c) True love.

Q2. Ans: b) Inner qualities.

Q3. Ans: Physical beauty.

Q4. Ans: The extract expresses the theme of true love versus superficial attraction. Anne wants to be loved for her inner qualities and personality rather than her external beauty, showing her desire for genuine and meaningful relationships.

Extract 4

Q1. Ans: c) Old religious man.

Q2. Ans: c) It is often influenced by appearance.

Q3. Ans: Love based on inner qualities alone is rare.

Q4. Ans: The old religious man adds a philosophical perspective to the poem. He suggests that true love beyond physical beauty is rare and only possible for God, deepening the poem's message about superficial human attraction.

Extract 5

Q1. Ans: c) God

Q2. Ans: b) Philosophical

Q3. Ans: Unconditional love

Q4. Ans: The old man's view is partly true because people are often influenced by appearance. However, true human relationships can also go beyond looks when people value personality, trust, and emotional connection.

Extract 6

Q1. Ans: Ans: a) Both A and R are true, and R is the correct explanation

Q2. Ans: b) Flexibility of physical appearance

Q3. Answer: It refers to an orange shade of hair colour.

Q4. Answer: The extract shows that physical beauty, such as hair colour, can be easily changed. This challenges the idea that beauty is fixed and suggests that true identity should not depend on outward appearance.

Extract 7

Q1. Ans: b) True love

Q2. Ans: b) Attraction

Q3. Ans: Her inner self

Q4. Ans: Anne appears thoughtful and aware that people may judge her based on her looks. She wants to test whether love can exist beyond physical beauty, showing her desire for genuine emotional connection.

Extract 8

Q1. Ans: b) It is often influenced by appearance

Q2. Ans: b) Philosophical

Q3. Answer: Only God can love without being influenced by appearance

Q4. Answer: The extract conveys that true love goes beyond physical appearance and values inner qualities. It suggests that such unconditional love is rare among humans and is more associated with divine nature.

Extract 9

Q1. Ans: b) Certainty

Q2. Ans: b) It strongly influences their feelings

Q3. Answer: It suggests that attraction is often based on physical appearance.

Q4. Answer: The extract reflects that people are naturally drawn to outward beauty. It suggests that human attraction is often superficial, as individuals tend to judge others based on appearance rather than inner qualities.

Extract 10

Q1. Ans: a) Both A and R are true, and R is the correct explanation

Q2 Ans: b) It strongly attracts them

Q3. Answer: It symbolizes physical beauty.

Q4. Answer: Anne is concerned that her identity is reduced to her physical beauty, especially her hair. She wants to be valued for her true self, highlighting her desire for genuine love beyond outward appearance.

THE PROPOSAL(DRAMA)

Extract 1

Ans.1 Natalya Stepanovna.

Ans.2 Ownership of the Oxen Meadows.

Ans.3 It shows she is stubborn and argumentative.

Ans. 4The argument happens during a marriage proposal, creating irony and humour.

Extract 2

Ans.1 a) Lomov.

Ans.2 b) An argument about whose dog is better.

Ans.3 c) To respect or like someone very much

Ans.4 d) The speaker believes Guess is better because he is described as a first-rate dog with a strong jaw and excellent speed, and everyone admires him.

Extract3

Ans.1 a) Good housekeeping, decent appearance, and education.

Ans.2 **b)** Love

Ans3 **c)** Appropriate or fitting

Ans 4 **d)** The speaker views marriage as a practical arrangement rather than a romantic relationship. He prioritizes qualities like education and housekeeping over love, showing a logical and materialistic approach.

Extract 4

Ans1 a) Chubukov.

Ans2 b) Because both Lomov and Natalya are stubborn and argumentative.

Ans.3 c) They may continue to quarrel even after marriage.

Ans.4 d) The ending humorously shows that some marriages are based on practicality rather than harmony. The playwright shows that some marriages are based on need, not love. He also shows that too much fighting can make a relationship unhappy.

SHORT ANSWERS

Answer:1

Lomov believes marriage is necessary for a stable and comfortable life. Since he is getting older and suffers from health problems, he wants a reliable partner to help him lead a quiet and regular life.

Answer:2

In “The Proposal”, Ivan Vassilevitch Lomov says he suffers from heart palpitations, nervousness, and other health issues. This reveals that he is anxious, hypochondriac, and overly worried about his health, often exaggerating his problems and reacting nervously even in normal situations.

Answer3:

The argument is humorous because it begins immediately after Lomov's marriage proposal. Instead of discussing marriage, the characters quarrel over land ownership, creating irony and comic confusion.

Answer:4

Lomov is impatient, nervous and easily offended. He reacts strongly to small disagreements and refuses to compromise. His stubborn attitude and constant anxiety about his health lead to heated arguments with Natalya, which intensify the conflicts in the play.

Answer5:

Natalya appears strong-willed, emotional and argumentative. She becomes deeply involved in disputes about property and family pride. Her quick temper and determination to prove herself right reveal her stubborn nature, yet her eagerness to marry Lomov shows her practical mindset.

Answer:6

Chubukov considers Lomov a suitable match for his daughter because he owns land and belongs to a respectable family. When Lomov arrives formally dressed and behaves seriously, Chubukov assumes he has come to propose marriage.

Answer:7

The argument shows that both Lomov and Natalya value property and family pride more than relationships. Instead of discussing the marriage proposal, they focus on proving ownership of the land, revealing their stubbornness and misplaced priorities.

Answer:8

Pride prevents both characters from accepting each other's viewpoints. They are determined to prove themselves right and refuse to compromise. This strong sense of pride escalates minor disagreements into intense arguments.

Answer:9

The irony lies in the situation where Lomov comes to propose marriage, but instead of discussing love or marriage, the characters argue loudly about property and dogs. The contrast between the purpose of the visit and the actual events creates humour.

Answer:10

In The Proposal, misunderstanding drives the plot forward. Small issues, like ownership of Oxen Meadows and the dogs, turn into big arguments. Ivan Vassilevitch Lomov and others misinterpret each other, creating confusion, humour, and conflict, even though the real purpose is marriage.

LONG ANSWERS

Answer:1

The play shows that marriage is treated as a practical arrangement rather than an emotional bond. Ivan Vassilevitch Lomov wants to marry Natalya Stepanovna not out of love, but because she is a suitable partner—well-educated, good-looking, and a good housekeeper. Lomov clearly states that he is not looking for love but a “proper wife.” Even Natalya is more interested in property disputes than affection. Their engagement happens only after constant quarrels and confusion. Thus, the play highlights a materialistic view of marriage, where compatibility and social convenience are valued more than emotional connection.

Answer:2

Chekhov creates humour through exaggerated characters, dramatic reactions, and absurd arguments. The characters quarrel loudly about trivial issues like land and dogs during a marriage proposal. Lomov’s exaggerated health complaints and the emotional reactions of Natalya and Chubukov further add to the comic effect. These exaggerated situations highlight the foolishness of human behaviour.

Answer:3

In *The Proposal*, marriage is based on practical benefits like property and social status rather than love. Similarly, in *A Triumph of Surgery*, Mrs. Pumphrey overindulges her dog due to emotional attachment and material comfort, ignoring its health. Both texts show that excessive focus on material or external factors leads to problems. However, Chekhov uses humour to criticize human greed, while *A Triumph of Surgery* highlights concern for health. Both ultimately suggest balance and rational thinking.

Answer:4

The play ends with Lomov and Natalya getting engaged, but they continue arguing even after accepting each other. This ending is humorous and ironic. It signifies that their relationship is based on habit, ego, and practicality rather than love. Ivan Vassilevitch Lomov, Natalya Stepanovna, and Chubukov show no real emotional connection. The ending highlights Chekhov’s message that human beings often continue conflicts even in important relationships. It leaves the audience with humour and a reflection on human behaviour.

Answer:5

The play presents marriage as a social and practical arrangement rather than a romantic relationship. Lomov sees marriage as a way to settle down with a suitable partner, while Natalya is more concerned about status and property. Love is not the main factor in their decision. Their engagement happens after repeated quarrels, showing that emotional connection is weak. The play criticizes such materialistic attitudes and suggests that true

marriage should be based on understanding and compatibility rather than convenience or wealth.

A TRIUMPH OF SURGERY

EXTRACT BASED QUESTIONS

Extract 1:

1-b

2-c

3-c

4-Tricki refused food, vomited frequently, became weak and inactive, showing clear signs of illness caused by overfeeding and poor lifestyle.

5-The doctor realised Tricki's illness was due to overfeeding and lack of exercise, not disease, making lifestyle the real problem.

Extract 2:

1-b

2-b

3-c

4-Tricki looked extremely fat like a bloated sausage, with a swollen body and dull, red eyes, showing unhealthy physical condition.

5-It shows Tricki was unhealthy, overweight, inactive, and suffering due to poor diet and lack of exercise affecting his overall fitness.

Extract 3:

1-b

2-c

3-b

4-The doctor warned that without strict diet control and exercise, Tricki would become seriously ill and his condition could worsen further.

5-Mrs Pumphrey loved Tricki too much and could not control his diet, finding it difficult to be strict and disciplined.

Extract 4:

1-b

2-b

3-b

4-Tricki was taken to the surgery so the doctor could control his diet, exercise, and provide proper treatment away from home.

5-Tricki felt excited and happy, thinking he was going for a ride, unaware that he was being taken for treatment.

Extract 5:

1-b

2-c

3-c

4-The other dogs surrounded Tricki, sniffed and examined him curiously, helping him become active and adjust to new surroundings quickly.

5-Tricki became active, energetic, playful, and started running like a puppy, showing great improvement in his health and behaviour.

Ans1) Mrs Pumphrey loved Tricki very much but she overfed him with rich food. This shows that care means giving what is necessary, while overindulgence means giving too much without thinking of health. True care focuses on well-being, but overindulgence can harm. Her love was genuine, but her actions made Tricki unhealthy and weak.

Ans2) Dr. Herriot did not give medicine because he understood that Tricki's illness was due to overfeeding, not disease. He believed in natural recovery through proper diet and exercise. This shows he was a practical and experienced doctor who focused on the root cause rather than giving unnecessary medicines.

Ans3) Tricki recovered quickly without rich food, showing that a simple and balanced diet is important for health. It teaches that overeating and unhealthy habits can make us sick. Regular exercise and proper food help in maintaining good health. A healthy lifestyle is better than depending only on medicines.

Ans4) At the surgery, Tricki became active, playful, and energetic. He started running and playing with other dogs. Earlier, he was lazy and weak due to overfeeding. This change shows that his illness was caused by lack of exercise and too much food. A healthy routine improved his condition.

Ans5) The irony is that Mrs Pumphrey thought Tricki recovered because of expensive treatment and medicines. In reality, no medicine was given. Tricki became healthy due to simple food and exercise. This shows that sometimes people believe in complex treatments, while the actual solution may be very simple.

LONG ANSWER QUESTIONS

Ans1) Love without understanding can be harmful, as seen in the story. Mrs Pumphrey loved Tricki deeply but overfed him with rich food. She believed she was caring for him, but her actions made him obese and ill. This shows that emotions without proper knowledge can cause harm. In real life also, excessive pampering, especially in food habits, can lead to health issues. True care requires balance, discipline, and awareness of needs. Love should include responsibility and understanding. The story teaches that proper guidance and moderation are essential for well-being, otherwise even good intentions can have negative results.

Ans2) Dr Herriot's treatment reflects his practical wisdom and deep understanding of animal behaviour. He recognised that Tricki's illness was caused by overfeeding and lack of exercise, not by disease. Instead of giving medicines, he provided a strict diet and allowed Tricki to play with other dogs. This natural method improved his health quickly. His approach was simple, effective, and based on logic. Compared to Mrs Pumphrey's emotional care, his method was more scientific and beneficial. It shows that proper knowledge and discipline are more important than luxury in treatment. His practical thinking ensured Tricki's complete recovery.

Ans3) The story highlights the importance of discipline, exercise, and a balanced diet. Tricki became ill because he was overfed and did not get enough physical activity. At the surgery, he was given simple food and allowed to play freely. This healthy routine helped him recover quickly. It shows that medicines are not always necessary if lifestyle habits are improved. Discipline in daily life is essential for maintaining good health. Overeating and laziness can lead to serious problems. The story teaches that a balanced lifestyle is the key to physical well-being and long-term health.

Ans4) Mrs Pumphrey and Dr Herriot had very different attitudes towards Tricki. Mrs Pumphrey was emotional and overindulgent. She expressed her love by giving Tricki too much food and comfort. On the other hand, Dr Herriot was practical and disciplined. He focused on a proper diet and exercise. While Mrs Pumphrey's care made Tricki sick, Dr Herriot's treatment made him healthy. This contrast shows that responsible pet ownership requires balance between love and discipline. Owners must understand the needs of their pets and provide proper care. True responsibility involves making decisions that ensure health and well-being.

Ans5) The story proves that overindulgence can be as harmful as neglect. Mrs Pumphrey loved Tricki but overfed him and made him inactive, which caused illness. Her excessive care harmed his health. Just like neglect, overindulgence also leads to negative results. Tricki recovered only when he was kept on a simple diet and given regular exercise. This shows that balance is important in life. Neither too much nor too little is good. Proper care means meeting needs in the right way. The story teaches that moderation and discipline are necessary for a healthy and happy life.

A THIEF'S STORY

Ans:1 Hari had stolen Anil's money and feared being caught, so he decided to escape.

Ans:2 It shows he was nervous, guilty, and wanted to leave secretly without being noticed.

Ans:3 He went to the railway station to escape by train.

Ans:4 He felt guilty and remembered Anil's kindness and trust, which made him stop.

Ans:5 It shows his inner conflict and that he is not completely dishonest; he has a conscience.

Ans:1 He wanted to gain Anil's trust and later rob him.

Ans:2 He cooked meals, did household chores, and helped in daily tasks.

Ans:3 Anil was kind, simple, trusting, and generous.

Ans: 4He realized education would help him earn honestly and improve his life.

Ans:5 Anil gave him money and continued teaching him, showing forgiveness.

Ans:1. After meeting Anil, Hari's life began to change significantly. Earlier, he survived by stealing and deceiving people. However, Anil treated him kindly and trusted him. He also started teaching Hari how to read and write. This made Hari realize the value of education and honest living. His guilt after stealing money and his decision to return it show that he was transforming into a better person.

Ans:2. Anil is a simple, kind, and trusting man. He lives a modest life but is generous at heart. He trusts Hari despite knowing he might be a thief. Instead of punishing him, he teaches him important life skills. His forgiving nature and belief in goodness help bring a positive change in Hari.

Ans:3. Trust is the central theme of the story. Anil trusts Hari completely, even giving him access to money. This trust deeply affects Hari and makes him feel guilty after stealing. It ultimately leads him to return the money and choose honesty.

Ans:4. Hari returned the money because he felt guilty and realized the importance of Anil's trust and kindness. He also understood that education and honest work offered a better future than theft.

Ans:5. The story teaches that kindness, trust, and education can transform a person. It shows that even someone with a bad past can change if given the right guidance and opportunity.

THE MIDNIGHT VISITOR

1 Ans.(i) Ausable

ii)in a hotel on sixth floor /at a small room on the sixth floor of a French hotel/ wanted to observe life of a spy.

(iii)(c) He felt let down

(iv) satisfactorily but not fluently

Ans.

(i) Fowler

(ii) He is a writer.

(iii) A report regarding some new missiles.

Some important secret papers.

(iv) (c) Ausable was not like a stereotypical secret agent

Ans. (i)Max

(ii) He was startled

(iii) crafty/slender/cunning/holding gun

(v)(d) Berlin

2

Ans.

(i) (b) Ausable to Fowler

(ii) (d) a non-existent balcony

(iii) (b) Why are you looking so blocked off today?

(iv) get some important papers/ report on missiles.

3

Ans.

- (i) Ausable is the speaker of these lines.
- (ii) These papers are the report about missiles.
- (iii) As the papers were important and contained report about missiles, extra protection was needed.
- (iv) Actually, it was a trick of Ausable to get rid of Max and save himself along with Fowler. The knock at the door was made by a waiter and not by police.

Ans.1 Ausable wins over a very critical situation by his sheer presence of mind without using any physical force. He was a quick-witted secret agent. He made Max believe that he was scared on finding him inside his room with a pistol in his hand. He befooled him about the balcony, knowing very well that there was no balcony in that room. He fabricated a story about the arrival of the report and the police. When there was a knock at the door, he convinced Max that it was police. Max got scared and jumped into the non-existent balcony to death. This is how Ausable proved that presence of mind is more powerful than physical force. Ausable had the qualities of being calm, quiet and wise in a dangerous situation. These are the values that one can practise in adversity. His calmness and composure save not only himself and Fowler but also the important papers. Ausable overpowered Max because of these qualities.

Ans.2 Physical strength and intelligence both have their own importance. These are complementary to each other. Intelligence without physical ability is useless and vice versa. But out of the two intelligence is superior. Use of physical strength may lead to violence and

bloodshed but use of intelligence saves one without any bloodshed or violence. In the story 'The Midnight Visitor' Ausable wins over a very critical situation by his presence of mind without using physical force. He got rid of another secret agent Max with his intelligence. He saved himself as well as Fowler from a dangerous situation by using his intelligence. He cleverly created two stories, one about the balcony outside the window of his room and the other about calling the police for extra protection. His intelligence fooled Max into believing a false story and made him jump out of the window. His presence of mind, tactfulness and calmness, all point towards his cleverness and wisdom. He proved that presence of mind is more powerful than physical force. I would stress upon more on intelligence but will not ignore physical strength at the same time.

Ans.3 Ausable had realised that Max had no idea about the balcony in his house. He quickly thought of a plan. When the waiter, Henry knocked at the door, Ausable fabricated a story to convince Max about the balcony. The purpose of discussing this imaginary balcony was to convince his enemy, Max of its existence. He knew that the drink that he had ordered would soon be coming and may prompt Max to jump into the balcony and it exactly happened in the same way. The moment Max realised the danger; he jumped on to the balcony; which turned out to be fatal. The way Ausable complained about the existence of the balcony which had created a nuisance earlier also, Max could not think it to be wrong and willingly jumped to his death. Ausable was an intelligent secret agent. He could think quickly. He knew that Max was scared and he used his ignorance and foolishness in his own favour. His intelligence and presence of mind helped him in a dangerous and critical situation.

Ans.4 Max was no doubt a careless and foolish person who could be termed as a blot on the image of a secret agent. Max was a cunning secret agent. He was overconfident and proud which failed his mission. His pride and foolishness led to his downfall. Max was on an important mission to procure a vital report regarding some new missiles. So, it becomes obvious that the person assigned such task should be witty and a perfect planner but Max did not take any pain to inspect the hotel or Ausable's room in advance. Max fell into the trap of false story and jumped onto a non-existent balcony, which eventually cost him his life.

No doubt Max was also equally clever but he had a flaw in his personality. He trusted his rival blindly without applying his mind and as a result, failed himself as well as his plan. He fell victim to his carelessness and foolishness. Our carelessness and foolishness may prove fatal.

Ans. 5 Secret agents in fiction are projected like ideal man, Tall, dark and handsome'. They are usually well-built and keep beautiful women for company. They would smoke a pipe (like Sherlock Holmes) or a cigar and execute death-defying stunts (like James Bond). Movies based on James Bond show hi-tech gadgets which assist the detective in countering villains. However, there are some exceptions to this appearance of a secret agent also. In the story "the Midnight Visitor" Ausable, a secret agent is such an exception.

Ausable is different from other secret agents in several ways. He was extremely fat. In spite of living in Paris for over twenty years, he spoke French and German with difficulty and had an American accent. Instead of getting messages passed secretly to him by beautiful girls, he got only a routine telephone call for making an appointment. In these ways, he was different from other secret agents.

On the other hand, Max, another secret agent, whose appearance proved him to be clever and cunning like a fox is deceived by strange looking Ausable who made him jump out of the window.

Ans.1 Max's face turned black with anger because he felt that his plan of extracting the important document from Ausable was in danger. He knew his plan could fail due to the knocking on the door, which Ausable identified as the police. He wanted Ausable to send the police away.

Ans.2 The waiter (Henry) in the hotel where Ausable stayed knocked at the door of Ausable's room. He had brought the drinks which Ausable had ordered when Fowler arrived in the hotel. He came there because he was doing²his duty of serving a customer of his hotel.

Ans.3 Initially, when Ausable saw Max in his room he got a shock. but he remained calm. Max also had a pistol with him, so Ausable didn't try anything disputable. He just kept himself cool and fooled Max by using his brain to invent stories.

Ans.4 Ausable framed the story of the balcony to save himself and Fowler by the rival secret agent, Max. The rival would have been able to get the important report about the new missiles if Ausable had not created this story. He fabricated a story about the non-existent balcony which Max believed to be true.

Ans.5 Max entered Ausable's room through the main door, using a pass key. He wanted to take the important report from Ausable. Therefore, he decided to give a shock to Ausable. He thought it would be easy to overpower Ausable by giving him a shock.

A QUESTION OF TRUST

EXTRACT 1

- 1: To fund his expensive hobby of buying rare and expensive books.
- 2: He bought the books secretly through an agent.
- 3: He had studied the house, its rooms, electric wiring, and paths for two weeks.
- 4: Carefully.
- 5: July.

EXTRACT 2

- 1: It suggests she was trying to keep him calm so he wouldn't panic or become violent, making him easier to manipulate.
- 2: Her calm demeanor, her familiarity with the dog (Sherry), and her authoritative tone.
- 3: It is ironic because she herself is a burglar who had come to rob the same house.
- 4: (b) Confidence.
- 5: A touch of hay fever (mimicking Horace's own condition).

EXTRACT 3

- 1: He was desperate to avoid prison and saw this as a "trade" for his freedom.
- 2: It reveals he was too frightened to think logically or notice inconsistencies in her story.
- 3: It leads Horace to open the safe without gloves, leaving the fingerprints that eventually get him caught.
- 4: False (She wanted to steal them).
- 5: It shows the lady has complete control over Horace, despite him being the one with the tools.

EXTRACT 4

- 1: The real wife was a 60-year-old woman with sharp tongue, quite different from the young lady Horace met.
- 2: He worked without gloves because he was misled by his trust in the woman.
- 3: Horace's misplaced trust in a fellow professional (whom he thought was the owner) led to his downfall.
- 4: (c) Imagery.
- 5: His fingerprints left at the crime scene.

EXTRACT 5

- 1: He no longer believes in it because he was betrayed by a person he thought was "honourable" or at least a legitimate homeowner.
- 2: It connects to his lifelong love for books, which was the reason he started robbing in the first place.
- 3: It shows he still acknowledges her skill and beauty, even though he resents the betrayal.
- 4: Yes, because she used psychological manipulation rather than just mechanical tools, and she escaped while he got caught.
- 5: Deception and the idea that one should not trust appearances blindly.

SHORT ANSWER QUESTION

Ans.1 Identification of mistakes: He didn't account for his hay fever (sneezing revealed him) and he trusted a stranger without verifying her identity.

Analysis: His fear of the law clouded his judgment, leading him to open the safe without gloves.

Ans 2 Her confident body language and grooming of the dog, Sherry.

Her authoritative tone in correcting the dog and handling the fireplace.

Her claim of "coming back just in time" for the jewels.

Ans 3 Explanation: The code implies thieves shouldn't harm each other. She tricked a fellow thief into doing the "dirty work" (opening the safe).

Impact: She walked away with the jewels while leaving Horace to be arrested for the crime she orchestrated.

Ans 4 He had an expensive hobby of collecting rare and costly books.

He was not a typical criminal; he only stole enough to fund his passion for one year.

Ans.5. "Good/Honest": He was a successful businessman (lock-maker) and well-liked by society.

"Not completely": He broke the law once a year to satisfy his personal desires, showing a lack of moral integrity.

LONG ANSWERS

Ans 1. Introduction: How she appeared as a sophisticated, calm homeowner.

Detail: Her acting—handling the dog, the cigarette box, and her "worries" about the safe.

Conclusion: The revelation that she was a smarter thief than Horace, using psychology instead of tools.

Ans.2. The encounter: Horace getting caught sneezing and the lady appearing at the door.

The trick: She pretended to be the wife who forgot the safe's code.

The mistake: Horace, out of fear and a desire to please her, opened the safe without his gloves, leaving fingerprints.

Ans 3 Comparison: Both were planners and observed the house.

Contrast: Horace relied on technical skills (lock-picking), while the woman relied on psychological manipulation.

Judgment: The woman was "better" because she avoided risk, left no evidence, and made someone else do the work.

Ans 4 Format: Date/Diary format and expression of regret/anger towards the lady.

Irony: Commenting on how his love for books led him to be a librarian in prison.

Theme: Reflections on "honour among thieves."

Ans 5: Studying house plans, wiring, paths, the dog's name, and wait for servants to leave.

Why they failed: He didn't account for the "human element"—meeting another thief who was more cunning than he was.

FOOTPRINTS WITHOUT FEET

ANSWERS to QUESTIONS

(I)	Q-1: B	Q-2: C	Q-3: B
(II)	Q-1: B	Q-2: B	Q-3: B
(III)	Q-1: C	Q-2: B	Q-3: B
(IV)	Q-1: B	Q-2: B	Q-3: B
(V)	Q-1: B	Q-2: B	Q-3: B
(VI)	Q-1: B	Q-2: B	Q-3: B

Answers

1. Despite having the power to steal freely, Griffin had no stability, no relationships, and no peace. Real quality of life comes from security and dignity, not from what one can take without consequence.
2. A responsible villager should observe, document the odd behaviour, and report it to authorities calmly — exactly what the Iping villagers eventually did. Acting on evidence rather than fear or rumour is always the right approach.
3. Griffin completely lacked integrity — the quality of being honest and having strong moral principles. Integrity ensures that a person's abilities, however great, are used for fair and constructive purposes. Without it, even the greatest talent becomes harmful.
4. Griffin consistently chose shortcuts — theft, escape, violence — instead of addressing root problems. This shows that impulsive, self-serving solutions only create bigger problems. Sustainable problem-solving requires patience, honesty, and long-term thinking.
5. Accountability means accepting responsibility for one's actions regardless of whether one is being watched. Griffin's belief that invisibility freed him from consequences was flawed — he was caught anyway. True accountability is internal, not dependent on whether others can see us.

Answers

1. Griffin's situation demonstrates that power without responsibility leads to self-destruction. His ability to become invisible was extraordinary, but instead of using it constructively, he used it for theft, revenge, and escape. Each misuse created a bigger problem than before — burning a house led to homelessness, stealing led to suspicion, and hiding in Iping led to public exposure. True power lies not in what one can do, but in the wisdom to choose what one should do. Griffin's downfall was not a failure of science but a failure of character. This teaches us that capability must always be guided by conscience.

2. Mrs. Hall's immediate conclusion — that spirits were responsible — reflects a very human tendency to seek familiar explanations for unfamiliar events. Rather than reasoning that a person might be hiding in the room, she turned to superstition, which was more comfortable and culturally familiar to her. When people encounter something completely outside their experience, they often fill the gap with belief rather than logic. The incident shows that the extraordinary can easily be mistaken for the supernatural.

3. Invisibility gradually eroded Griffin's moral boundaries. When a person cannot be seen, the usual social checks — shame, fear of judgment, accountability — disappear. Griffin likely began to feel above ordinary rules, as though invisibility placed him outside human society altogether. This isolation made him increasingly irritable and reckless, as seen in his violent outbursts at Iping. Being unseen by others eventually led to him being unable to see himself clearly, morally speaking.

4. On a literal level, the title refers to the muddy footprints Griffin left as an invisible man — impressions made by someone who could not be seen. At a deeper level, the title symbolises the idea that actions always leave traces, no matter how hidden a person believes themselves to be. Griffin was repeatedly exposed — through footprints in snow, through stolen goods, through his temper. Every choice we make leaves a mark on the world, and no one truly escapes the consequences of their actions.

5. The chapter strongly implies that scientific discovery, however brilliant, must operate within ethical limits. Griffin's research into invisibility was groundbreaking, but his complete disregard for how it was used made it dangerous. This mirrors real-life debates around technologies like surveillance systems, biological research, or artificial intelligence — all powerful tools that can either benefit or harm society. A scientist's first responsibility is not just to discover, but to consider the human consequences of that discovery. Griffin's genius without ethics made him not a celebrated inventor, but a fugitive and a criminal.

THE MAKING OF A SCIENTIST

Answer:1 He was interested in collecting butterflies.

Answer:2 The Travels of Monarch X influenced him.

Answer:3 He learned that science requires real experiments, not just reading.

Answer:4: Through curiosity, hard work, determination, and learning from failures.

Answer:5 Science is practical and experimental, not just theoretical learning.

Answer:1: Richard Ebright was a famous scientist known for his research on butterflies and cells.

Answer:2 She encouraged his interest by giving him books, taking him on trips, and supporting his learning.

Answer:3 His first achievement was winning a prize for collecting butterfly specimens.

Answer:4 Curiosity helped him ask questions, explore ideas, and perform experiments.

Answer:5 He learned to improve his experiments and continue working harder.

Answer:1

Ebright's mother played a crucial role in his development. She encouraged his curiosity by providing him with books like *The Travels of Monarch X*. She took him on trips and supported his hobbies. Instead of forcing him into studies, she motivated him to explore and

learn. Her constant support helped him develop scientific thinking and confidence, which contributed greatly to his success.

Answer:2

Ebright's journey began with a simple hobby of collecting butterflies. Gradually, he started experimenting and researching. He learned from books and practical experiences. His participation in science fairs helped him improve his skills. His dedication, curiosity, and willingness to learn from failures helped him grow into a successful scientist.

Answer:3

Ebright possessed curiosity, determination, hard work, patience, and a scientific attitude. He was always eager to learn new things and ask questions. He conducted experiments and did not fear failure. His consistent efforts and passion for science made him successful.

Answer:4

Ebright's curiosity led him to explore butterflies and later scientific experiments. His interest pushed him to read, research, and experiment. Without curiosity, he would not have discovered new ideas. His life clearly shows that curiosity drives learning and leads to success.

Answer:5

The chapter teaches that anyone can become successful through curiosity, hard work, and determination. It shows that support from family and practical learning are important. Success does not come overnight; it requires patience and continuous effort.

THE NECKLACE

Ans:1 B. She felt she deserved a luxurious life

Ans:2 B. To wear it at a party

Ans:3 C. It was lost

Ans:4 A. They borrowed money and bought a new one

Ans:5 C. The necklace was fake

Ans:1 Matilda Loisel was a pretty young woman who was married to a clerk but was unhappy because she longed for a luxurious and rich lifestyle.

Ans:2 She was unhappy because she constantly dreamed of wealth, fine clothes, and high social status, which she did not have.

Ans:3 He brought the invitation to make her happy and give her a chance to attend a grand party at the Minister's house.

Ans:4 She borrowed the necklace from her friend Madame Forestier to look beautiful and elegant at the party.

Ans:5 The necklace was fake, but Matilda and her husband spent many years in poverty repaying the debt for a real one.

Answer:1

Matilda Loisel is a beautiful but discontented woman who is born into a middle-class family. She is unhappy with her simple life and constantly dreams of luxury, wealth, and admiration. She feels she deserves a higher social status and envies the rich.

Her dissatisfaction and pride lead to her downfall. Instead of accepting her reality, she borrows a necklace to appear wealthy at a party. When she loses it, she does not confess the truth but chooses to replace it with a costly one. This decision leads to years of poverty and hardship. Thus, her vanity and dishonesty make her responsible for her tragic fate.

Answer:2

The theme of appearance versus reality is central to the story. Matilda wishes to appear rich and elegant, even though she belongs to a modest background. At the party, she successfully creates an illusion of wealth and beauty, receiving admiration from everyone.

However, the reality is quite different. The necklace she borrows to enhance her appearance turns out to be fake, while the replacement she buys is real and extremely expensive.

This contrast highlights the irony that her desire to appear wealthy leads her into real poverty. The story teaches that outward appearances can be deceptive and should not be valued over truth and honesty.

Answer:3

Monsieur Loisel is a simple, kind, and contented man who works as a clerk. Unlike Matilda, he is satisfied with his modest life. He tries his best to make his wife happy, bringing her an invitation to a grand party and even sacrificing his savings to buy her a dress.

When the necklace is lost, he supports Matilda fully and works tirelessly to repay the debt. He borrows money and lives a life of hardship without complaint. His character highlights patience, sacrifice, and responsibility. He contrasts sharply with Matilda's dissatisfaction and plays a crucial role in showing the consequences of her actions.

Answer:4

The story conveys a powerful message about the dangers of greed and the importance of contentment. Matilda's constant desire for a luxurious lifestyle makes her ungrateful for what she already has. Her greed pushes her to make poor decisions, such as borrowing the necklace and hiding the truth when it is lost.

As a result, she and her husband suffer years of poverty and struggle. In contrast, had she been content with her life, she could have avoided such misery. The story teaches that contentment brings peace, while greed and excessive desire can lead to suffering and regret.

Answer:5

The ending of the story is highly ironic and impactful. After ten years of hard work and poverty to repay the cost of the necklace, Matilda discovers that the original necklace she lost was fake and of little value.

This revelation highlights the tragic irony of the situation. All the suffering she endured was unnecessary and could have been avoided if she had been honest with her friend.

The ending reinforces the themes of deception, pride, and the consequences of dishonesty. It leaves a strong impression on the reader about the importance of truth and acceptance of reality.

BHOLI

EXTRACT BASED QUESTIONS

Read the following extracts carefully and answer the questions that follow.

EXTRACT 1

1. The child was very fair and pretty at birth.
2. Yes, the child's body was permanently disfigured by deep black pock-marks.
3. As a result of other children making fun of her, she talked very little.
4. "disfigured".
5. "deep".

EXTRACT 2

1. All of Ramlal's children, except Bholi, were healthy and strong.
2. Ramlal's sons were sent to the city to study in schools and later in colleges.
3. Radha, the eldest daughter, was the first to be married.
4. In the context of Ramlal's daughters, "good-looking" means attractive.

EXTRACT 3

1) Bishamber hesitated because he was shocked or displeased by Bholi's appearance. This shows his shallow nature and concern for looks over character, revealing his lack of genuine affection.

2.) False

Reason: The statement contains hesitation (a) and action (b), but not admiration (c) or surprise (d).

- 3) hesitant / unsure/ reluctant/ uneasy/ doubtful
- 4) She felt embarrassed and rejected by his hesitation.

EXTRACT 4

1) The bride looked at her prospective husband with cold contempt because she felt insulted by his hesitation to marry her due to her looks. She realised he only cared about appearances and did not truly value her.

2) False

Reason: The statement contains a judgement (b) and resentment (d), but not a realisation (a) or admiration (c).

3) disappointed/ disappointed/ contemptuous/ disapproving/ disdainful/ indifferent or any other similar response.

4) She felt disrespected and devalued by her prospective husband.

EXTRACT 5

(a) The teacher had the satisfaction of seeing her pupil (Bholi) turn into a bold girl willing to fight for her rights.

(b) Bholi was the 'masterpiece.'

(c) 'Contemplating' from the extract means 'thinking deeply.'

(d) Its opposite is 'superficial'.

SHORT ANSWER QUESTIONS

Answer the following questions, in about 40- 50 words (3 marks)

Content – 2 Expression – 1 Accuracy – Deduct up to 1 mark from overall

Answer1: Bholi, originally named Sulekha, was a simple and quiet girl. An accidental fall in childhood caused her to be slow at learning things and she stammered when she spoke. She was also disfigured by smallpox, leading to ridicule and neglect, which made her grow up shy and reserved.

Answer2: Bholi's father decided to send her to school because he felt there was very little chance of her getting married due to her disfigurement and slow learning. He thought that schooling wouldn't harm her prospects further and might even help her in some way.

Answer 3: Bholi's teacher played a significant role in her transformation. Despite her initial nervousness, Bholi was motivated and encouraged by her teacher, who instilled confidence and belief in her abilities. This guidance helped Bholi to evolve into a strong and courageous woman.

Answer4: Bholi refused to marry Bishamber because he demanded dowry at the last moment after seeing her face. She realized her self-worth and rejected the greedy and disrespectful man, showing courage and confidence.

Answer5: The story conveys that education empowers individuals, especially women, to become confident and independent. It highlights the importance of self-respect and shows how proper guidance and encouragement can transform a person's life.

LONG ANSWER QUESTIONS

Answer the following questions, in about 100-120 words 6 marks

Content – 3 Expression – 2 Accuracy – 1

Answer1.: Initially, Bholi was a timid and shy girl, often ridiculed and neglected due to her disfigurement and slow learning. However, her transformation began when she started attending school. Her teacher played a significant role in this transformation by instilling in her a sense of confidence and belief in her abilities. The turning point comes at her wedding, when she refuses to marry Bishamber because of his unjust dowry demand. This incident marked her complete transformation into a confident woman who was unafraid to stand up against injustice.

Answer 2: Bholi's teacher played a pivotal role in her life. Despite her initial nervousness, the teacher motivated her and helped her overcome her fear and stammering. Her teacher's confidence in her abilities inspired Bholi to work hard, instilling in her a sense of self-worth and confidence. This story underlines the significant role a good teacher can play in shaping a student's life. They can guide students towards the path of righteousness, instill confidence, and unlock their inherent qualities, enabling them to tackle life's challenges.

Answer 3: Bholi refused Bishamber's proposal when he demanded a dowry at the last moment after seeing her pockmarked face. His greed and disrespect shocked her. By this time, Bholi had gained confidence through education and realized her self-worth. She understood that marrying such a man would lead to a life of humiliation. Despite pressure from her family and society, she boldly rejected the proposal. Her decision showed her courage, independence, and strong sense of dignity. It marked a turning point in her life, proving that education had empowered her to stand up against injustice.

Answer 4: The story highlights several social issues such as gender discrimination, dowry system, and neglect of differently-abled individuals. Bholi is treated unfairly because she is a girl and has physical and speech defects. Her parents worry more about her marriage than her happiness. The demand for dowry by Bishamber exposes societal greed and exploitation. The story also shows how people judge others based on appearance and disabilities. Through Bholi's transformation, the author criticizes these issues and promotes the values of equality, education, and self-respect as solutions to such social problems.

Answer 5: The ending of the story is powerful and meaningful. When Bholi refuses to marry Bishamber, it shocks everyone present, including her parents. This moment highlights her transformation into a confident and self-respecting individual. Instead of submitting to societal pressure, she chooses dignity over marriage. The ending emphasizes the success of education in empowering her. It also sends a strong message against the dowry system and supports women's independence. Bholi's decision marks a new beginning in her life, where she chooses to become a teacher and serve society with confidence and pride.

LESSON: THE BOOK THAT SAVED THE EARTH

ANSWERS OF EXTRACT QUESTIONS:

EXTRACT - I:

1x5=5

Answer-1:A)They had never seen such a place before.

Answer-2:D)

Answer-3:A)Unusual

Answer-4:A)Confused

Answer-5:A)The place was full of 'peculiar items'.

EXTRACT - II

1x5=5

Answer-1:

A) The space crew read a book.

Answer-2:

A) Think-Tank was alarmed at the Earthlings superior technology.

Answer-3:

B) Think-Tank misinterpreted a simple nursery rhyme as a secret code.

Answer-4:

C) Light-heartedness

Answer-5:

D) Reversal of Expectations

EXTRACT - III

1x5=5

Answer-1:

C) Who is the most intellectually gifted being in the land?

Answer-2:

E) Vain

Answer-3:

D) The mirror is honest about Think-Tank's question of intelligence.

Answer-4:

D) Earthlings have tiny heads.

Answer-5:

A) Noodle should learn ways to become more intelligent

EXTRACT - IV

1x5=5

Answer-1:

A) Think-Tank believes the Earthlings will defeat him in the invasion on Mars.

Answer-2:

C) Keeping the books back into the shelf

Answer-3:

A) Withdrawal

Answer-4:

B) To emphasise his desperation to leave the planet Mars.

Answer-5:

A) Tense

EXTRACT - V

1x5=5

Answer-1:

B) Mars

Answer-2:

C) Praise him

Answer-3:

C) He was not fully praised

Answer-4:

C) Most intelligent

Answer-5:

B) Arrogant

ANSWERS OF SHORT QUESTIONS: (Content=2 marks, Organization=1 mark) 5x3=15

Answer - 1:

Think-Tank was the ruler of Mars who considered himself the most intelligent being in the universe. He was arrogant, proud, and overconfident about his knowledge. However, he

often made wrong conclusions and depended heavily on his assistant Noodle, who carefully corrected him without directly challenging his authority.

Answer - 2:

Noodle was Think-Tank's intelligent and tactful assistant who guided him wisely. Oop, Iota, and Omega were crew members of the Martian spaceship sent to explore Earth. They followed orders but were confused by unfamiliar objects, especially books, and often misunderstood their purpose due to lack of knowledge.

Answer - 3:

Think-Tank wanted to invade Earth because he believed it was a weak and primitive planet. He assumed Martians were far superior in intelligence and power. His decision was based on overconfidence and incomplete information, as he had no real understanding of Earth or its people.

Answer - 4:

The Martians mistook books for sandwiches because they had never seen such objects before. Observing humans holding books near their mouths, they assumed they were being eaten. This misunderstanding clearly showed their ignorance of human habits and lack of familiarity with reading and printed materials.

Answer - 5:

The Martians believed the library was a storage place for food, especially sandwiches. Seeing rows of books arranged on shelves, they assumed it was a well-organized food depot. Their interpretation was based on their earlier misunderstanding of books, highlighting their limited knowledge and incorrect assumptions about Earth.

ANSWERS OF LONG QUESTIONS: (Content=3 marks, Expression=2 marks, Accuracy=1 mark)

5x6=30

Answer - 1:

Think-Tank, the ruler of Mars, is portrayed as arrogant, overconfident, and self-obsessed. He believes he is the most intelligent being in the universe and expects others to agree with him. Despite his claims, he frequently makes incorrect conclusions due to lack of real knowledge. He depends heavily on his assistant Noodle, who tactfully corrects him without hurting his pride. Think-Tank is also cowardly, as he quickly becomes afraid when he misunderstands the nursery rhymes and assumes Earthlings are more intelligent. His character adds humor to the play, as his exaggerated pride contrasts sharply with his foolish decisions and misunderstandings.

Answer - 2:

A simple nursery rhyme book titled Mother Goose saved the Earth due to the Martians' misunderstanding of its contents. When the Martian crew found the book, they could not understand its purpose and assumed it contained complex codes. Think-Tank misinterpreted the rhymes and pictures as signs of advanced intelligence and dangerous capabilities. Believing that Earthlings were far more intelligent than Martians, he became frightened. As a result, he cancelled his plan to invade Earth and ordered an immediate retreat. Thus, the innocence of nursery rhymes ironically protected Earth from destruction, highlighting the theme of misunderstanding leading to unexpected outcomes.

Answer - 3:

The play is filled with humor arising from the Martians' misunderstandings of common human objects and situations. Their confusion about books, which they think are sandwiches, creates a comical situation. The library being mistaken for a food storage place

adds to the humor. Think-Tank's exaggerated confidence and constant need for validation, along with his wrong conclusions, make his character amusing. The way the crew takes his incorrect ideas seriously further enhances the comedy. The contrast between simple Earthly realities and the Martians' absurd interpretations creates situational humor, making the play light-hearted and entertaining while also conveying a meaningful message.

Answer - 4:

The Martians misunderstand Earth because they lack knowledge and interpret everything based on their own limited experiences. When they land in a library, they mistake books for sandwiches and assume the place is a food storage area. They misinterpret pictures in books as scenes of people eating them. Even simple nursery rhymes are seen as complex codes. Their leader, Think-Tank, encourages these misunderstandings with his overconfidence and incorrect conclusions. This series of misinterpretations highlights their ignorance and creates humor, while also showing how lack of proper understanding can lead to completely wrong judgments about unfamiliar things.

Answer - 5:

The play conveys an important message about the dangers of arrogance, overconfidence, and ignorance. It shows that assuming superiority without proper knowledge can lead to wrong decisions. Think-Tank's belief in his own intelligence blinds him to reality, causing him to misinterpret simple things. The play also highlights the importance of observation, learning, and humility. Through humor, it teaches that intelligence is not just about knowledge but also about understanding and open-mindedness. Additionally, it suggests that fear often arises from misunderstanding, and proper knowledge can prevent unnecessary panic and poor decision-making.

THANK YOU