

[illegible]

Class IX
2025-26

Student Support Material



संदेश

विद्यालयी शिक्षा में शैक्षिक उत्कृष्टता प्राप्त करना एवं नवाचार द्वारा उच्च - नवीन मानक स्थापित करना केन्द्रीय विद्यालय संगठन की नियमित कार्यप्रणाली का अविभाज्य अंग है। राष्ट्रीय शिक्षा नीति 2020 एवं पी. एम. श्री विद्यालयों के निर्देशों का पालन करते हुए गतिविधि आधारित पठन-पाठन, अनुभवजन्य शिक्षण एवं कौशल विकास को समाहित कर, अपने विद्यालयों को हमने ज्ञान एवं खोज की अद्भुत प्रयोगशाला बना दिया है। माध्यमिक स्तर तक पहुँच कर हमारे विद्यार्थी सैद्धांतिक समझ के साथ-साथ, रचनात्मक, विश्लेषणात्मक एवं आलोचनात्मक चिंतन भी विकसित कर लेते हैं। यही कारण है कि वह बोर्ड कक्षाओं के दौरान विभिन्न प्रकार के मूल्यांकनों के लिए सहजता से तैयार रहते हैं। उनकी इस यात्रा में हमारा सतत योगदान एवं सहयोग आवश्यक है - केन्द्रीय विद्यालय संगठन के पाँचों आंचलिक शिक्षा एवं प्रशिक्षण संस्थान द्वारा संकलित यह विद्यार्थी सहायक- सामग्री इसी दिशा में एक आवश्यक कदम है। यह सहायक सामग्री कक्षा 9 से 12 के विद्यार्थियों के लिए सभी महत्वपूर्ण विषयों पर तैयार की गयी है। केन्द्रीय विद्यालय संगठन की विद्यार्थी सहायक- सामग्री अपनी गुणवत्ता एवं परीक्षा संबंधी सामग्री संकलन की विशेषज्ञता के लिए जानी जाती है और शिक्षा से जुड़े विभिन्न मंचों पर इसकी सराहना होती रही है। मुझे विश्वास है कि यह सहायक सामग्री विद्यार्थियों की सहयोगी बनकर निरंतर मार्गदर्शन करते हुए उन्हें सफलता के लक्ष्य तक पहुँचाएगी।

शुभाकांक्षा सहित ।

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20	PM SHRI KV BERHAMPUR	MR. MANAS RANJAN PRUSTI TGT(Eng.)	One Sample Paper as per CBSE with Blue Print and Marking Scheme
21	PM SHRI KV BERHAMPUR	MR. ARENDRA BASUDEV TGT(Eng.)	One Sample Paper as per CBSE with Blue Print and Marking Scheme

DISCURSIVE PASSAGE NO-1 (WITH ANSWER)

Read the following passage carefully and answer the questions that follow: (1 x 10 = 10 Marks)

The first written public examinations were introduced over 2,000 years ago with the establishment of the imperial examination system in 606 AD in China. By the middle of the 19th century, competitive examinations had been introduced in Britain and India to select government officials. Public examinations in schools have a shorter, but still considerable, history.

At present, the examination system in India is characterized by heterogeneity. They differ in their vintage, organizational design, financial stability, autonomy, organizational culture and credibility. For instance, the National Institute of Open Schooling is unique in conducting exams through the distance mode; the Indian School Certificate Examination confines itself to only private schools; and the West Bengal Board of Madrasah Education is for Islamic educational institutions only. In a situation where public funds are involved, the equity, efficiency and transparency of this expenditure need to be assessed to ensure that the taxpayers' money is being spent with due care and concern. The Amrik Singh report (1997) on reorganizing boards wondered, "Can there also be a system whereby it becomes possible to grade and categorize the boards in respect of how efficiently and honestly examinations are organized?"

To do so, a set of parameters were chosen to measure effectiveness, equity, transparency and economic efficiency of the functioning of these organizations. These include indicators like cost incurred per students, fee charged per student, number of examinee per employee and number of affiliated schools per employee. An analysis was made of the boards chosen on the basis of these parameters. The functioning of a total of 20 boards was analyzed in terms of 18 performance indicators in 2005.

The data collected from the states shows that most boards have an operating surplus. However, the boards seem to be more sensitive to the needs of the disabled. All of them have some special provisions for such candidates. While these provisions vary widely in scope, most provide for a longer duration of examination, concessions in the examination of languages. The CBSE, along with the Maharashtra board, seem to fare the best.

Another important measure of effectiveness of the functioning of the boards is the time taken for declaration of examination results. It was found that this ranged from a mere 26 days in the case of Karnataka Secondary Education Examination Board in 2005 to 48 days for class X in neighbouring Maharashtra. The Supreme Court has recently issued directions that results should be declared within 45 days from the end of examinations. In 2005, 10 of the 20 boards, which provided this information, could not declare results within 45 days.

The reason for such a wide variation in performance in such a vital parameter was the processes utilized. Boards, which have adopted a centralized system of assessment in comparison to the earlier system of sending answer sheets to examiners, have an obvious edge. Similarly, many boards have outsourced the work of compilation of results faster and used technology extensively. These boards are also able to declare results. In addition, agencies, which have consciously designed question papers with a high proportion of multiple-choice responses, do not need much time for evaluation. In fact, the Karnataka board has 60 percent of all the questions as objective type.

The quality of assessments is measured by the reliability of results. Even minor errors serve to destroy confidence in exams. Considerable variation was found between boards on this measure. The criteria were the number of applications made for scrutiny of marks after results had been declared, and the number of corrections made subsequently by the board. Of the 18 boards for which such figures were available, over 40 per cent had more than 10 per cent such corrections. The Council for the Indian School Certificate Examinations reported the lowest number; the highest number of mistakes found in the results declared was by the Bihar Intermediate Education Council at a shocking 60.36 percent. Surprisingly, the Bihar School Examination Board fared much better. It would be interesting

to explore the reasons for such as vast difference between the functioning of two similar organization in the same state.

A similar discrepancy was noticed in Assam where the Higher Secondary Education Council reported an error level of 19.14 per cent while the Board of Secondary Education had only 7.27 per cent errors. The third such case was in West Bengal where the West Bengal Board of Madrasa Education had an error rate of 8.81 per cent while the West Bengal Board of Secondary Education reported a much higher rate of corrections made in the results declared of only 24.92 per cent.

The Karnataka Secondary Education Examination Board exhibited interest in results. It has the lowest cost per examinee and also manages to declare results the fastest.

Based on your reading of the above passage, answer the following questions briefly:

(i) By the middle of the 19th century, Government officials had been selected through competitive examinations in:

- a) China b) Britain and India c) Japan & Russia d) Sri Lanka

(ii) Which board conducts exams through the distance mode only?

- a) Bihar Intermediate Education Council c) Council for the Indian School Certificate Examinations
b) National Institute of Open Schooling d) Karnataka Secondary Education Examination Board

(iii) Which board has/ boards have the best special provisions for disabled candidates?

- a) The CBSE and the Maharashtra board c) Bihar Intermediate Education Council
b) West Bengal Board of Madrasa Education d) Council for the Indian School Certificate Examinations

(iv) What is the time limit fixed by Supreme Court for declaring the results?

- a) 26 days b) 48 days c) 45 days d) 60 days

(v) Which board has 60 percent of objective type questions?

- a) West Bengal Board of Madrasa Education c) National Institute of Open Schooling
b) Council for the Indian School Certificate Examinations d) Karnataka Secondary Education Examination Board

(vi) Which board has lowest number of mistakes in terms of declared results?

- a) Bihar Intermediate Education Council c) West Bengal Board of Madrasa Education
b) Council for the Indian School Certificate Examinations d) Karnataka Secondary Education Examination Board

(vii) What factors make Karnataka secondary school examination Board superior to the other Boards?

- a) It has the lowest cost per examinee c) 60% of its questions are objective type
b) It manages to declare results the fastest d) All of the above

(viii) The highest number of mistakes found in the results declared was by the Bihar Intermediate Education Council with (percent) of mistakes.

- a) 19.14 % b) 60.36 % c) 24.92% d) 8.81%

(ix) Find out the word which means the same as 'diversity':

- a) Heterogeneity b) Stability c) Autonomy d) Credibility

(x) Find out the word which means the same as thorough and detailed examination':

a) Test

b) Scrutiny

c) assess

d) None of the above

Answers:

(i) b) Britain and India

(ii) c) National Institute of Open Schooling

(iii) a) The CBSE and the Maharashtra board

(iv) c) 45 days

(v) d) Karnataka Secondary Education Examination Board
Certificate Examinations

(vi) b) Council for the Indian School

(vii) d) All of the above

(viii) b) 60.36 %

(ix) a) Heterogeneity

(x) b) S

DISCURSIVE PASSAGE NO-2 (WITH ANSWER)

Read the following passage carefully and answer the questions that follow: (1 x 10 = 10 Marks)

There are various beliefs in the society as to what should be eaten and what should not be eaten to keep healthy. If one has high one is told to cut down on or stop consuming sodium. A new study from Boston University reveals that low sodium does not actually cause low blood pressure. A little salt is part of a healthy food plan. The study has shown that the people with the lowest intake of sodium along with the ones who have the highest intake of sodium have a greater risk of heart disease than the people in the middle.

There is a theory that drinking post infancy is unnatural. It is true that humans are the only species to drink milk as adults. Research shows that we have genetically evolved to adapt to it. Milk products actually play an important role in keeping us healthy. Dairy products are rich in whey, protein, linoleic acid and calcium.

Fat in general is not a bad thing. The community is still debating the benefits of saturated fats. The other types of fats taken in moderation are good for us. Plant-based fats such as mono- saturated fats found in foods like almonds, avocado and omega-3 fatty acids found in fish offer many health benefits. These fats may reduce inflammation and improve the quality of blood.

It may seem that diet products such as light salad dressing are healthier choices to eat but often they are really not. Healthy food like this used to be popular, but many of these products remove the fat and replace it with added sugar. Large amounts of added sugar in the diet may be even more damaging to health than excessive dietary fat.

A major study from CDC showed that people who consumed a lot of sugar were more than twice likely to die from heart disease. If you opt for a higher food, check the ingredients and food label to make sure that the fats have not been replaced with added sugar. We must study the reports of various researches before adopting any new mode of eating or food habit otherwise the result of the food plan may be opposite of what is expected.

Based on your understanding of the passage, answer the following questions.

(i) The reason why we should consume dairy products is:

a) they are rich in protein and calcium.

c) they are good for heart.

b) they are tasty and tempting.

d) they are not very expensive.

(ii) Which type of people have a greater risk of disease?

1. People with no intake of salt.

4. People with the highest intake of salt.

2. People with the lowest intake of salt.

5. People who have multiple complications.

3. People with moderate intake of salt.

(a) 1 and 3

(b) 2 and 3

(c) 4 and 5

(d) 2 and 4

(iii) Plant-based fats are good because they:

- a) improve the quality of blood.
- b) improve appetite.
- c) strengthen mind and body.
- d) improve heart beats.

(iv) The word 'prevalent' in the first paragraph of the passage means:

- a) most uncommon.
- b) most common.
- c) unconventional.
- d) important.

(v) What is more damaging to health than excessive dietary fat?

- a) A lot of added sugar in diet.
- b) No sugar intake.
- c) Eating saturated fat frequently.
- d) No fat intake.

(vi) Mono-saturated fats are found in food like:

1. milk products 2. sugar 3. almonds 4. oil 5. Avocado

- a) 1 and 4
- b) 3 and 5
- c) 2 and 4
- d) 2 and 3

(vii) The phrase 'added sugar' in the last paragraph refers to sugars added during the:

- a) cooking of food.
- b) eating of food.
- c) processing of food.
- d) production of sucrose.

(viii) What does the first paragraph of the passage suggest?

(ix) The passage focuses on the importance of.....

(x) What does the term 'Eating something in moderation' mean?

Answers:

(i) (a) they are rich in protein and calcium.

(vii) (c) processing of food.

(ii) (d) 2 and 4

(viii) The first paragraph of the passage suggests that 'salt is not as bad as we think'.

(iii) (a) improve the quality of blood.

(ix) a balanced diet

(iv) (b) most common.

(x) The given term means to avoid eating something excessively.

(v) (a) A lot of added sugar in diet.

(vi) (b) 3 and 5

DISCURSIVE PASSAGE NO-1 (FOR SELF PRACTICE)

Read the following passage carefully and answer the questions that follow: (1 x 10 = 10 Marks)

Discipline is a crucial aspect of personal and professional development. It involves the practice of training oneself to follow rules, guidelines, and standards to achieve a desired outcome.

Discipline can be observed in various forms, such as self-discipline, social discipline, and organizational discipline. Self-discipline is the ability to control one's emotions, behaviours, and desires in the face of external demands. It is often considered the foundation of success because it allows individuals to stay focused on their goals and maintain consistency in their efforts.

Social discipline refers to the way individuals conform to the expectations and norms of society. It ensures that people act in a manner that is respectful and considerate of others. This form of discipline helps maintain order and harmony within communities and is essential for peaceful coexistence.

Organizational discipline, on the other hand, pertains to the adherence to policies and procedures within a workplace or institution. It ensures that tasks are completed efficiently and objectives are met. Organizational discipline is vital for the smooth operation of any entity, as it promotes a culture of accountability and productivity.

One of the key benefits of discipline is that it fosters resilience. When individuals practice discipline, they develop the ability to withstand challenges and setbacks without losing motivation. This resilience is crucial for long-term success and personal growth. Additionally, discipline enhances time management skills. By prioritizing tasks and adhering to schedules, disciplined individuals can make the most of their time and achieve their goals more effectively.

In summary, discipline is a multifaceted concept that plays a significant role in various aspects of life. Whether it is through self-control, adherence to social norms, or following organizational rules, discipline is indispensable for achieving success and maintaining order. Its benefits, including resilience and improved time management, highlight its importance in both personal and professional realms.

Based on your understanding of the passage, answer the following questions.

(i) What is self-discipline primarily about?

- | | |
|--|-----------------------------------|
| a) Controlling others' behaviour | c) Following societal norms |
| b) Controlling one's own emotions, behaviours, and desires | d) Adhering to workplace policies |

(ii) What does social discipline help to maintain?

- | | |
|------------------------|---|
| a) Personal success | c) Order and harmony within communities |
| b) Professional growth | d) Efficient task completion |

(iii) Why is organizational discipline important?

- | | |
|---|-------------------------------|
| a) It enhances emotional control | c) It ensures personal growth |
| b) It promotes a culture of accountability and productivity | d) It fosters social harmony |

(iv) Which of the following is a key benefit of discipline mentioned in the passage?

- | | |
|-------------------------------|---------------------------|
| a) Increased financial wealth | c) Better physical health |
| b) Enhanced resilience | d) Improved creativity |

(v) What does discipline improve that helps individuals achieve their goals more effectively?

- | | |
|---------------------------|-----------------------|
| a) Physical strength | c) Social skills |
| b) Time management skills | d) Financial planning |

(vi) Explain the meaning of "adherence" as used in the context of the passage.

(vii) _____ is considered the foundation of success because it allows individuals to stay focused on their goals and maintain consistency in their efforts.

(viii) Social discipline pertains to the adherence to policies and procedures within a workplace or institution. State whether the statement is 'True' or 'False.'

(ix) Why is discipline considered indispensable for achieving success according to the passage?

(x) Pick out a word from the passage which is a synonym to 'flexibility'

DISCURSIVE PASSAGE NO-2 (FOR SELF PRACTICE)

Read the following passage carefully and answer the questions that follow: (1 x 10 = 10 Marks)

Education stands as the cornerstone of societal progress and individual empowerment. It is not merely a means to acquire knowledge but a transformative force that shapes individuals and societies alike. At its core, education equips individuals with essential skills and knowledge necessary to navigate the complexities of the modern world. From basic literacy to advanced technical skills, education opens doors to opportunities that would otherwise remain closed. It empowers individuals to contribute meaningfully to their communities, fostering economic growth and social cohesion.

Moreover, education cultivates critical thinking and problem-solving abilities. By encouraging individuals to question, analyse, and innovate, education lays the groundwork for progress and innovation. This is particularly crucial in today's rapidly changing global landscape, where adaptability and creativity are paramount.

Beyond practical skills, education plays a vital role in shaping values and fostering social awareness. It promotes empathy, tolerance, and respect for diversity, laying the foundation for a more inclusive and harmonious society. Education not only transmits cultural heritage but also encourages dialogue and understanding across different cultures and perspectives.

Furthermore, education is a powerful tool for breaking the cycle of poverty and inequality. It provides marginalized groups with the means to improve their circumstances, offering hope and a pathway to a better future. By ensuring equitable access to quality education, societies can reduce social disparities and build more resilient communities.

In conclusion, education is not just a preparation for life but a fundamental aspect of life itself. It empowers individuals to reach their full potential and contributes to the advancement of society as a whole. As we navigate the complexities of the 21st century, investing in education remains one of the most effective strategies for promoting sustainable development, fostering peace, and ensuring a brighter future for generations to come.

Based on your understanding of the passage, answer the following questions.

(i) What is the primary purpose of education?

- | | |
|---|----------------------------|
| a) To memorize facts | c) To socialize with peers |
| b) To foster critical thinking and problem-solving skills | d) To play sports |

(ii) How does education contribute to societal progress?

- | | |
|------------------------------|--|
| a) By promoting ignorance | c) By fostering innovation and economic growth |
| b) By encouraging conformity | d) By limiting opportunities |

(iii) Which of the following is not a benefit of education?

- | | |
|-------------------------------|----------------------------------|
| a) Increase social equalities | c) Improve cognitive abilities |
| b) Limited career options | d) Increase access to healthcare |

(iv) Education promotes _____.

- | | |
|--------------------------------------|--------------------------------------|
| a) Intolerance and conflict | c) Isolation and segregation |
| b) Empathy and respect for diversity | d) Discrimination based on ethnicity |

(v) What role does education play in breaking the cycle of poverty?

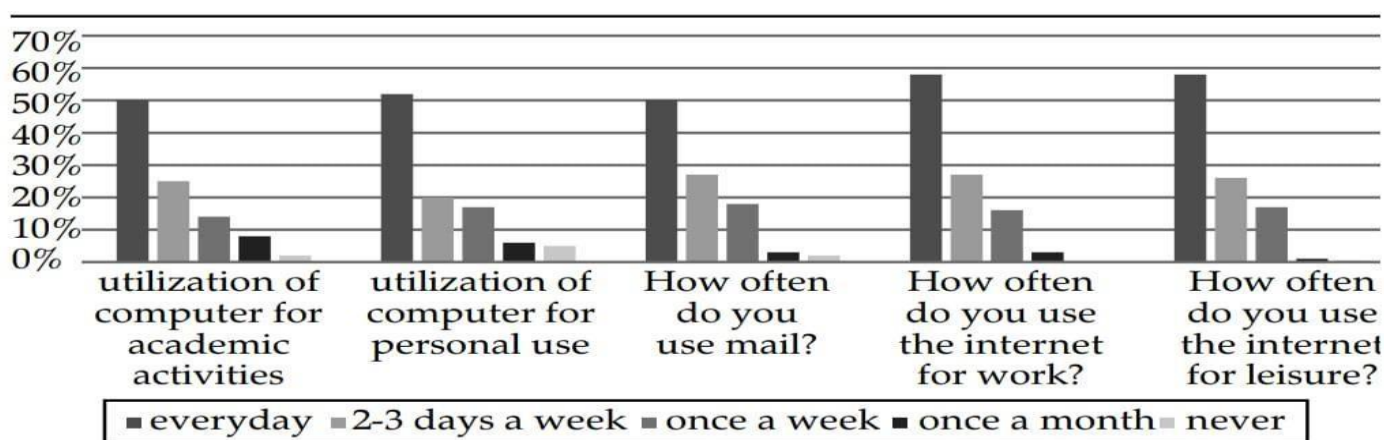
- | | |
|---|--------------------------------------|
| a) It perpetuates poverty by limiting opportunities | c) It increases social inequalities |
| b) It provides skills and opportunities for advancement | d) It has no impact on poverty rates |

- (vi) How does education contribute to economic growth?
- (vii) Find a word from the passage which means 'unity or togetherness'
- (viii) Education primarily involves memorization of facts. (True or False)
- (ix) Education can help reduce _____. (Complete the statement)
- (x) Define "equitable" as used in the context of education.

Type II : Case Based Factual Passages

Read the passage and answer the questions given below : (10 marks)

The present generation is well updated with the use of internet and computers. The rapid development in computer technology and increase in accessibility of the internet for academic purposes has changed the face of education for everyone associated with it. Let's look at the data arising out of a recent survey that was done to ascertain the time spent on utilisation of the computer and internet:



At present, many schools and universities have been implementing internet-based learning, as it supplements the conventional teaching methods. The internet provides a wide variety of references and information to academics as well as scientific researchers. Students often turn to it to do their academic assignments and projects.

However, research on Internet is very different from traditional library research, and the differences can cause problems. The Internet is a tremendous resource, but it must be used carefully and critically.

According to a 2018 Academic Student e-book Experience Survey, conducted by LJ's research department and sponsored by EBSCO, when reading for pleasure, almost 74% of respondents said they preferred print books for leisure whereas, 45 % of respondents chose e-books rather than the printed versions, for research or assignments.

When asked what e-book features make them their favourite for research, the respondents were clear. Having page numbers to use in citations, topped the list (75%); followed by the ability to resize text to fit a device's screen (67%); the ability to bookmark pages, highlight text, or take notes for later reference (60%); downloading the entire e-book (57%); and allowing content to be transferred between devices (43%) were the varied responses.

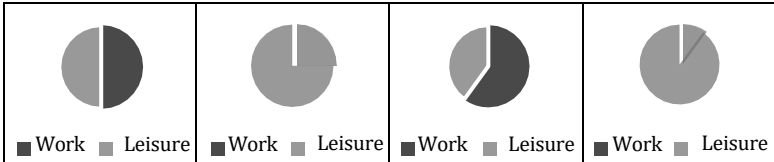
Based on your understanding of the above passage, answer the questions given below by choosing the most appropriate option:

1. The word 'tremendous', as used in paragraph 3, means the same as (1)

- (A) expensive (B) renowned (C) Innovative (D) incredible

Ans. Option (D) is correct.

2. Based on the graphical chart in the passage, choose the option that correctly states the depiction of internet usage for work and for leisure, for once a month. (1)



(A) Option (1) (B) Option (2) (C) Option (3) (D) Option (4)

Ans. Option (D) is correct.

3. Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to the usage of email. (1)

The everyday usage of email is more than the everyday usage of computer for personal use.

About 18% people use email once a week.

There are a smaller number of email users using it 2-3 times a week than the ones using it once a month.

Less than 5% of people never use the email.

(A) 1 and 3 (B) 2 and 4 (C) 1 and 2 (D) 3 and 4

Ans. Option (B) is correct.

4. Based on the given graphical chart, pick the option that lists the area of zero response from respondents. (1)

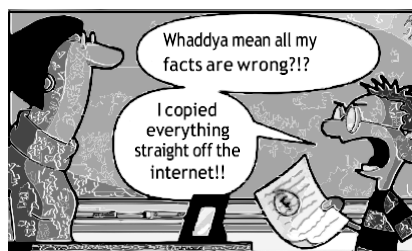
- a) Never using the internet for work and leisure

b) Daily use of the computer for academic activities
- c) Writing and receiving emails once a week

d) Using the internet for personal tasks once a month

Ans. Option (A) is correct.

5. In the cartoon, the student’s reaction reveals that he is . (1)



6. Which of the following statements is NOT substantiated by information in paragraph 4? (1)

- a) About three-quarters of the respondents preferred print books for recreational reading.
- b) A little less than a 50% of the respondents voted for e-books for research or assignments.
- c) More than 50% respondents stated enjoying both versions of books for leisure reading.
- d) The survey was intended for understanding the e-book experience among students.

Ans. Option (C) is correct.

7. “... but it must be used carefully and critically.” The idea of being careful and critical while using the internet, is mainly a reference to.....(1)

Ans. plagiarism.

8. Arrange the given e-book features preferred for research from the least favourite to the most favourite–(1)

- | | |
|---------------------------------------|--------------------------------|
| a) downloading the entire e-book | c) highlighting text |
| b) choosing page numbers in citations | d) resizing text to fit screen |

(A) 1, 3, 4, 2 (B) 3, 2, 1, 4 (C) 2, 4, 3, 1 (D) 4, 1, 2, 3

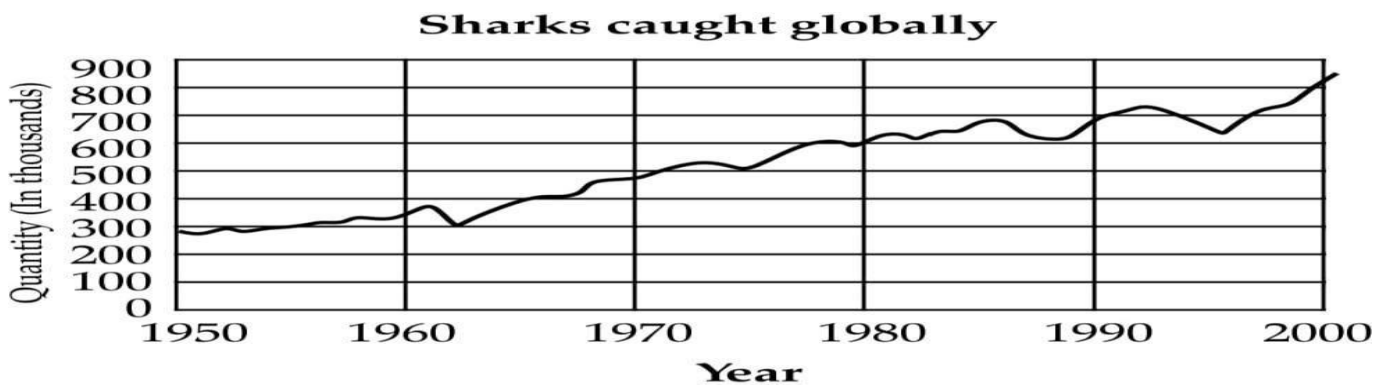
Ans. Option (A) is correct.

9. Why are many schools and universities implementing internet- based learning?(2)

Ans. as it supplements the conventional teaching methods

Read the passage given below:

Andy Dehart is a shark expert and TV presenter who lives in the United States of America. He has had a lifelong interest in sharks and is always trying to look for ways to educate the public about them. Many people think that sharks have little or no intelligence, but Andy points out that recent studies have shown that many shark species possess powerful problem-solving abilities and social skills. “Sharks do not want to attack humans,” he asserts. “There is no shark species that eats humans as part of its regular diet. In most shark attack cases, sharks leave after realising that it has mistakenly bitten a human and not its intended prey.”



In Andy’s opinion, all shark fishing should be stopped until the shark populations have had time to grow again. We then need to do a better job of managing the fishing of sharks. However, even if the direct fishing of sharks is stopped, many will still be killed when they are caught up in the nets of boats fishing for other species of fish.

When Andy was a boy, his father worked for a national oceanic organisation, and Andy travelled with him all over the Caribbean. He grew up by the coast and he has been connected with the sea for as long as he can remember. He also lived near one of the best aquariums in America. Andy then went on to build a career working with sharks in an aquarium environment. More recently, he has been involved with television and the making of programmes about the sharks.

Andy and his wife had their first child two years ago. They were amused and amazed to see what extent their work with animals has proved to be useful in bringing up their daughter. They know how to observe her behaviour and teach her how to do things by rewarding her.

Andy loves sharks and is very passionate about their survival and protection. He feels extremely lucky to have had opportunities working at the National Aquarium and the television station which presents the Nature Channel. He never wastes a moment in either place that could be spent educating people about sharks. He does admit that it is probably not possible for everyone to love sharks as he does. However, he does hope to persuade people personally or through the media to respect sharks and the critical role they play in our environment. His main objective is to keep spreading awareness that sharks are not dangerous man-eaters but essential creatures in our oceans, as they provide ecological balance and help to control other species.

Based on your understanding of the above passage, answer the questions given below

1. How can it be proved that many shark species are intelligent? (1)

Ans- Their problem solving and social skills

2. Why does Andy believe that sharks only attack humans by mistake? (2)

Ans. They don't eat humans as a part of their diet.

They leave after realising that it has mistakenly bit humans.

Human is not its intended prey.

3. How did Andy's work help him when bringing up his daughter? (1)

Ans. They knew how to teach her things by rewarding her.

4. According to the graph, how many sharks were caught in 1990? (1)

(A) 650,000 (B) 700,000 (C) 750,000 (D) 800,000

Ans. Option (B) is correct.

5. How does Andy hope to educate people about sharks? (1)

- a) Through his work at the National Aquarium.
- b) Through the media.
- c) Through the Nature Challenge.
- d) All of these.

Ans. Option (D) is correct.

6. In the graph given, over the period of five decades, how much increase do we find in the number of sharks caught? (1)

(A) 460,000 (B) 560,000 (C) 260,000 (D) 860,000

Ans. Option (B) is correct.

7. Even after the ascending trend, in which year the number of sharks caught remained the same? (1)

(A) 1970 (B) 1975 (C) 1980 (D) 1985

Ans. Option (A) is correct.

8. Realize : Realization :: Grow: ? (1)

(A) Growing (B) Growth (C) Grown (D) Grew

Ans. Option (B) is correct.

9. Who was Andy Dehart? (1)

Ans - a shark expert and TV presenter who lives in the United States of America.

Read the passage given below:

Sherlock Holmes took his bottle from the corner of the mantelpiece and his hypodermic syringe from its neat Morocco case. With his long, white, nervous fingers he adjusted the delicate needle, and rolled back his left shirt-cuff. For some little time his eyes rested thoughtfully upon the sinewy forearm and wrist all dotted and scarred with innumerable puncture-marks. Finally he thrust the sharp point home, pressed down the tiny piston, and sank back into the velvet-lined armchair with a long sigh of satisfaction.

Three times a day for many months I had witnessed this performance, but custom had not reconciled my mind to it. On the contrary, from day to day I had become more irritable at the sight, and my conscience swelled nightly within me at the thought that I had lacked the courage to protest. Again and again, I had registered a vow that I should deliver my soul upon the subject, but there was that in the cool, nonchalant air of my companion which made him the last man with whom one would care to take anything approaching to a liberty. His great powers, his masterly manner, and the experience which I had of his many extraordinary qualities, all made me diffident and backward in crossing him.

Yet upon that afternoon, whether it was the Beaune which I had taken with my lunch, or the additional exasperation produced by the extreme deliberation of his manner, I suddenly felt that I could hold out no longer. "Which is it to-day?" I asked,— "morphine or cocaine?"

He raised his eyes languidly from the old black letter volume which he had opened. "It is cocaine," he said,— "a seven-per-cent solution. Would you dare to try it?"

"No, indeed," I answered, brusquely. — "My Constitution has not got over the Afghan campaign yet. I cannot afford to throw any extra strain upon it." He smiled at my vehemence. "Perhaps you are right, Watson," he said. "I suppose that its influence is physically a bad one. I find it, however, so transcendently stimulating and clarifying to the mind that its secondary action is a matter of small moment."

"But consider!" I said, earnestly. "Count the cost! Your brain may, as you say, be roused and excited, but it is a pathological and morbid process, which involves increased tissue-change and may at last leave a permanent weakness. Surely the game is hardly worth the candle. Why should you, for a mere passing pleasure, risk the loss of those great powers with which you have been endowed? Remember that I speak not only as one comrade to another, but as a medical man to one for whose Constitution he is to some extent answerable."

He did not seem offended. "My mind," he said, "rebels at stagnation. Give me problems, give me work, give me the most abstruse cryptogram or the most intricate analysis, and I am in my own proper atmosphere. I can dispense then with artificial stimulants."

Source: The Sign of the Four

On the basis of your reading the above passage answer the following questions :

- 1. What could be the cause of "innumerable puncture marks" on Holmes' forearm?(1)**
- 2. What do you understand about the narrator's response to what he saw for many months? 1**
 - (A) He was not interested.
 - (B) He was annoyed
 - (C) He was pleased
 - (D) He was confused
- 3. What can we understand about the personality of the narrator's companion?(2)**
- 4. Watson refused to take cocaine because: (1)**
 - (A) he did not have money to buy it.
 - (B) he was not in the best of health.
 - (C) he was afraid of his companion.
 - (D) both A & C
- 5. When Watson refused to take cocaine, Sherlock Holmes: 1**
 - (A) accepted his answer.
 - (B) tried to persuade him.
 - (C) criticized him.
 - (D) got angry with him.
- 6. 'The game is hardly worth the candle' means: 1**
 - (A) Do not play games with a candle.
 - (B) The risk is more than the pleasure.
 - (C) I agree with our view.
 - (D) Cocaine is costlier than a candle.
- 7. Sherlock Holmes said he could stop taking cocaine if: 1**
 - (A) he took a new year resolution.
 - (B) Watson did not like it.
 - (C) he had some exciting mental work.
 - (D) Watson offered to help.

1. This image symbolically represents a / an- (1)

- (A) cardiogram (B) cryptogram
(C) angiogram (D) epigram



9 Match the words in column A with their meanings in column

1)

Column-A		Column-B	
A.	Conscience	(1)	Forceful expression
B.	Vehemence	(2)	Lack of confidence
C.	Nonchalance	(3)	Knowing good and bad
D.	Diffidence	(4)	Cool indifference

(A) A – 3, B – 1, C – 4, D – 2

(B) A – 2, B – 4, C – 1, D – 3

(C) A – 4, B – 3, C – 2, D – 1

(D) A – 1, B – 2, C – 3, D – 4

SELF ASSESSMENT TEST – 2

Read the passage given below:

Emma Raducanu had sprung from nowhere at Wimbledon, defeating a string of higher- ranked players in a startling run that captivated the nation. Promoted to No. 1 Court – and the front pages – for a fourth-round match against Ajla Tomljanović of Australia, the 18-years old suffered dizziness and breathing difficulties, and retired. “I think the whole experience caught up with me,” she said later.

Dr. Claire-Marie Roberts was watching with a pang of recognition. Roberts, 43, was a promising teenage swimmer, who once qualified for the 100m breaststroke at the 1996 Olympics. But she had done so despite almost crippling competitive anxiety.

“I’d be vomiting in the toilets before races with so many self-doubts and ridiculous scenarios playing out in my mind,” she says. “I’d worry about letting my dad and coach down, and think everyone was much better than me. Sometimes I’d visualize myself with armbands on, struggling even to swim to the end of the pool.” Happily, and unusually for the time, Roberts had a sports psychologist to turn to for help: “In the early 90s nobody really even knew what a sports psychologist was.” It was only then that she was able to start managing her anxiety and qualify for Atlanta with Team Great Britain.

When a Pre-Games injury snuffed out her Olympic dream, Roberts’ experience inspired a job swap. She is now a sports psychologist at the University of the West of England in Bristol, and learning and development manager at the Premier League.

Dr. Andrea Furst, a sports psychologist who works with England Rugby and the Australian sailing team, says the discipline to focus on what needs to be improved is what separates elite athletes and mortals. "Many of the things that are needed to be elite are not particularly complex, but it's the requirement for them to be done day after day that makes supreme performers," she says. "One of the best pieces of advice in everyday life would be to pick one thing to focus on to change and stick at it."

"The performances we love the most are the ones where we can see huge hearts, deep character and the mastery of skill at an inspiring level; where we can see 'humanness' – not robotic perfection or emotionless 'execution'," psychologist Pippa Grange says. "There is something for all of us to take from that."

When the recent England-Italy Euro final went to penalties, Dr. Geir Jordet, a sports psychologist, grabbed a notepad. His analysis, covering more than 45 years of shootouts, has revealed that when a team only needs one more successful penalty to win the match, the player who takes it will score 92% of the time. When a team loses the match by missing the next penalty (for example, Bukayo Saka's turn for England), the player taking that penalty scores only 62% of the time. "In life, it's about considering the positive consequences of what you're doing rather than dwelling on the negative consequences if you mess up," he says.

Source : BBC

On the basis of your reading the above passage answer the following questions :

- 1. What does the phrase 'Emma Raducanu had sprung from nowhere' mean?(1)**
- 2. Assertion: Dr. Claire Roberts was surprised to see whatever happened to Emma.
Reason: She was able to overcome a similar situation in her youth. (1)**

- (A) Both A and R are true and R is the correct explanation of A
- (B) Both A and R are correct and R is not the correct explanation for A
- (C) A is correct, R is not correct
- (D) Both A and R are false

3. When Dr. Roberts was a young swimmer, what was she worried about? (2)

- 4. Back in the 90s: (1)**

- (A) there were many sports psychologists.
- (B) every Olympic team had a sports psychologist.
- (C) sports were not highly competitive.
- (D) one was lucky to find a sports psychologist

- 5. Assertion: Claire Roberts went on to become a sports psychologist(1) Reason:
She had won an Olympic gold medal.**

- (A) Both A and R are true and R is the correct explanation of A
- (B) Both A and R are correct and R is not the correct explanation for A
- (C) A is correct, R is not correct
- (D) A is false, R is correct

- 6. To become a top sports person: (1)**

- (i) one must possess many complex skills
- (ii) one must have excellent equipment
- (iii) one must focus on what needs to be developed
- (iv) the efforts to improve must be consistent

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

7. The most inspiring sports performances are achieved through: (1)

- (i) The spirit to crush the opponent.
- (ii) force of character.
- (iii) Mechanical perfection
- (iv) large-heartedness

(A) i, ii (B) ii, iii
(C) iii, iv (D) i, iv

8. Match the words in the first column with those in the second column.(1)

Column-A		Column- B	
A.	Crippling	(1)	To live at a specified place
B.	Elite	(2)	Causing a severe difficulty
C.	Dwell on	(3)	Top class or highly superior
		(4)	To talk or think about something

(A) A-4, B-2, C-1 (B) A-2, B-3, C-4
(C) A-3, B-4, C-3 (D) A-1, B-1, C-2

9. Which of the following statements are true about penalty shoot-outs? (1)

1. Penalty shoot-outs are very common in international matches.
2. The chances of winning are better when only goal is required to win.
3. The chances of winning are comparatively lower when missing means a loss.
4. Concentrate on positive results & do not worry about negative consequences.

(A) 1, 2 and 3 (B) 1, 2 and 4
(C) 1, 3 and 4 (D) 2, 3 and 4

SUBJECT – ENGLISH (GRAMMAR)

DETERMINERS

Q.1. Choose a suitable word from the given options.

Alaska's size and climate make transportation (a) challenge. Long ago, sledges pulled by dog teams were (b)----- best way to travel for native people. People had not (c)----- options

- (a) (i)an (ii)the (iii)a (iv)for
(b) (i) a (ii) the (iii)of (iv)beside
(c) (i) any (ii)for (iii) or (iv)quickly

Answers:

(a)(iii) a (b)(i) the (c) (iii) any

Q.2. Complete the following paragraph by filling the blanks with the help of the given options:

Martha read the newspaper sitting in (a)----- library. She read about (b)----- woman who had climbed Mt. Everest. Martha said, " Maybe, (c) ----- day I shall mark it..

- (a)(i)the (ii)in (iii)along (iv)on
(b)(i) a (ii) an (iii) who (iv) she
(c)(i) a (ii) one (iii) are (iv)shall

Answers:

(a)(ii) the (b)(iii) a (c)(iv) one

Q.3. Complete the following paragraph by filling the blanks with the help of the given options:

There is (a) ----- general belief among the students that (b) who write long sentences get (c)..... marks.

- (a)(i) in (ii)of (iii)a (iv)between
(b)(i) they (ii)those (iii) all (iv)them
(c)(i)more (ii)many (iii) most (iv)much

Answers:

(a)(iii) a (b)(ii) those (c)(i)more

Q.4. Choose a suitable word from the given options.

A weary traveller and his wife stopped at a Bedouin's tent and asked for (a) -----night. Without (b) ----- delay , the man killed(c) ----- chicken and handed it to (d) ----- wife for (e)----- guest's supper.

- (a) (i) a (ii) the (iii) for (iv) of
(b) (i) no (ii) little (iii) any (d) for
(c) (i) a few (ii) some (iii) few (d) a
(d) (i) his (ii) her (iii) their (d) there
e) (i) the (ii) a (iii) their (d) theirs

Answer: (a) the (b) any (c) a (d) his (e) the

Q.5. Choose a suitable word from the given options.

There is a very (1) ----- cloud cover at the moment. I can see India right below me. (2) --- --- Andaman and Nicobar Islands are clearly visible , and of course there is Srilanka to (3) --- ---- South. (4)----- higher are the glistening snows of the Himalayas.

- (1) (a) little (b) many (c) for (d) of
(2) (a) The (b) a (c) much (d) with
(3) (a) a (b) many (c) the (d) in
(4) (a) A little (b) much (c) few (d) their

Answer:

- (1) Little (2) the (3) the (4) a little

Q.6. Martin Cooper (1) ----- Motorola researcher and executive is widely (2) ----- considered to be (3) ----- inventor of the first mobile phone in 1973. There are (3) ----- categories of mobile phones ranging from their phones and feature phones.

- (1) (i) the (ii) a (iii) most (iv) few
(2) (i) a (ii) the (iii) more (iv) a few
(3) (i) more (ii) the (iii) many (iv) most

Answer:

- (1) a (2) the (3) many

Q.7. Complete the following dialogues with appropriate determiners:-

President Abdul Kalam was born in (i) ----- middle class Tamil family in (ii) ----- island town of Rameshwaram in (iii) ----- erstwhile Madras State. (iv) ----- father Jainulabdeen, had neither (v) ----- formal education nor (vi) wealth.

(i) (a) a (b) an (c) the (d) some

(ii) (a) a (b) an (c) the (d) some

(iii) a (b) an (c) the (d) much

(iv) his (b) her (c) the (d) an

(v) any (b) an (c) the (d) many

(vi) any (b) some (c) few (d) a few

Answer:

(a) a (ii) an (iii) the (iv) his (v) any (vi) any

Q.8. Edit the following passage by using correct determiners.

I don't know how much chairs	Error	Correction
Were arranged in the row. I had		
a few idea about the seating arrangement in		
a hall. The stage boys had displayed		
the map of India in connection with the group song.		

Answer:

Error	Correction
much	Many
the	A
a few	No
a	the

the	a
-----	---

Q.9. Complete the following dialogues with appropriate determiners:-

Person 1: Did you bring _____ snacks for the picnic? I'm feeling quite hungry already.

Person 2: Yes, I brought _____ sandwiches and _____ fruit salad. I also packed a bag of chips and _____ couple of cookies.

Person 1: Great! I forgot to bring _____ water bottle. Can I have some of your juice?

Answers:

1: any 2: some, a, a 3. my

Q.10. Complete the following dialogues with appropriate determiners:-

Person 1: How was _____ concert last night? I heard it was quite an event.

Person 2: It was amazing! _____ band played _____ new songs and _____ audience loved them. _____ atmosphere was electric!

Person 1: I wish I could've gone. I heard ----- tickets sold out quickly. Maybe next time we can go together.

Answers:

1: the 2: The , some , the , The 3. the .

Q.11. Complete the following dialogues with appropriate determiners:-

Person 1: I can't find _____ keys anywhere!

Person 2: Did you check _____ pockets of _____ jacket?

Person 1: Yes, I did. I think I left them on the table in _____ living room.

Person 2: Let's go look for them together. We'll find _____ soon.

Answers:

1: my 2: those, your 3. the 4. them .

Q.12. The following passage has not been edited. There is an error relating to determiners in each line. Write the incorrect word and the correction in your answer sheet as given below. The first one has been done for you.

	Incorrect	Correct
See here, Mr Allison, give me the break	the	a
a) won't you. I've got to get a story or an editor will		
b) fire. Please do tell me anything about yourself.		
c) How did you happen to get into that work?		
d) Do you have some family? Please		
e) do give me a answer. Well, if you won't		
f) talk, I'll write mine own story, but you		
g) may not like the all story you'll read.		
h) You have few minutes to consider my offer. I'll return after visiting the warden.		

Answer:

a) an	the
b) anything	something

c) that	this
d) some	any
e) a	an
f) mine	my
g) all	whole
h) few	a few

Q.13. The following passage has not been edited. There is an error in each line. Write the incorrect word and the correction in the space provided.

	Incorrect	Correct
Scientists who tracked five		
a) leopard fitted with GPS collars gathered any		
b) new insights. Much of these leopards ventured as close as 25 meters to individual houses		
c) at night. Dogs appeared to be their both preferred		
d) prey. Other of the leopard, Jai and Lakshavi, were		
e) captured from a densely populated area. Many leopard Ajoba was captured after he fell into a well.		
f) For the study, scientists collected data other.		
g) three hours. Either that the study implied was that they were residents in their ranges. It appeared that		
h) relocation may some have only short term local		
i) effects or simply move the conflict to each area or increase the level of conflict		

Answer:

INCORRECT	CORRECT
a) any	some
b) Much	Most/Many
c) both	most
d) Other	Two
e) Many	Another
f) other	every
g) Either	All
h) some	either
i) each	another

Q.14. Insert the missing determiners in the following passage:

(a)hunter, who now chanced to come that way, saw (b)wolf chasing (c) little girl to kill her. He at once took (d) gun and shot (e)..... wolf with it. (f) wolf fell dead and (g)..... girl was saved. She thanked (h)hunter for saving her.

Answers:

(a) A (b) a (c) a (d) his (e) the (f) The (g) the (h) the

Q.15. Choose appropriate determiners from the lists to complete the passage.

(a)..... boys sitting in the (b)row were talking. (c).....teacher who is very strict saw (d)boys. (e)boy was asked to stand up, (f) of the boys said that he had fever. (g)friends laughed. (h) boys in the class knew that he was lying. He was lucky that the teacher did not know it.

- | | | | |
|----------------------|-------------|-------------|-------------|
| (a) (i) One | (ii) First | (iii) Time | (iv) Any |
| (b) (i) any | (ii) fourth | (iii) one | (iv) most |
| (c) (i) Mine | (ii) Ours | (iii) Our | (iv) Their |
| (d) (i) that | (ii) these | (iii) those | (iv) this |
| (e) (i) Every | (ii) All | (iii)None | (iv) Each |
| (f) (i) First | (ii) is | (iii)Two | (iv) One |
| (g) (i) He | (ii) His | (iii) Two | (iv) All |
| (h) (i) All | (ii) Many | (iii) Some | (iv) Every. |

Answers.

(a) (iii) **(b)** (ii) **(c)** (iii) **(d)** (iii) **(e)** (i) **(f)** (iv) **(g)** (ii) **(h)** (i)

Q.16. Fill in the blanks with correct determiners:

..... (1) name is Sartaj. This is (2) friend Natraj. He's 12..... (3) sister is nine (4) pet is a budgie. His name is Bonny. Natraj and I go to the same school. There are 450 boys and girls in (5) school. Natraj goes for tuition to Mrs. Biswas. She has got a pet, too..... (6) pet is a tortoise. Our class teacher is Mr. Shastri. I like (7) lessons. He has two dogs. The dogs love to play in (8) garden. Sometimes, I go to (9) cousin's house and play with his pet. Now I have a question for you. What's.....(10) pet?

Answers.

1. My 2. my 3. His 4. Their 5. our 6. Her 7. his 8. His 9. my 10. your

Q.17. Complete the following dialogues with appropriate determiners:-

Person 1: How ===== books did you buy at the bookstore?

Person 2: I bought _____ books. They had a great selection.

Person 1: That's a lot! Did you get _____ novels?

Person 2: Yes, I bought _____ mystery novels and _____ science fiction books.

Person 1: Sounds like you had _____ successful trip.

Answers:

1: many 2: several or many 3. any 4. a few a couple of 5. a .

Q.18. Complete the following dialogues with appropriate determiners:-

Person 1: Did you see _____ people at _____ party last night?

Person 2: No, there weren't _____ of people. It was a small gathering.

Person 1: Did you have _____ fun though?

Person 2: Yes, despite _____ small crowd, we had a great time.

Person 1: That's what matters most.

Answers:

1: many, the 2. a lot of or many 3. any 4. the

Q.19. Read the passage and fill in the blanks with appropriate determiners.

Once upon(1) __time, there lived(2) __king who was known for(3) __judgements. One day(4) __women came holding(5) __baby, and both claimed they were(6) __mothers. Both women were crying hard for(7) __baby, and (8) __king was finding it difficult to believe who was saying(9) __truth. So(10) __king asked the guards to cut the baby in half and give each half to both the women.

Answers –

1. a 2. a 3. his 4. Two 5. a 6. The 7. the 8. the 9. the 10. the .

Q.20.

The afternoon was hot and so was (a) ----- railway carriage. (b) ----- next stop was at Templecombe, nearly (c) ----- hour ahead. In the carriage were a small girl, (d) ----- smaller girl and a small boy.

Answer:

(a) the (ii) the (iii) an (iv) a

TENSES

Q.1. Fill in the blanks with the correct form of verb given in the brackets.

The Ministry of Renewable Energy (MNRE) (A) (ask) all the union ministries and public sector units to (B) (adopt) solar energy. So far, the ministry (C) (receive) an encouraging response. India already has a focused solar mission – Jawaharlal Nehru National Solar Mission – which (D) (launch) in January, 2010 and (E) (set) an ambitious target.

Answers:

has asked adopt has received was launched has set

Q.2. Complete the following paragraph by filling the blanks with the help of given options:

Reading a novel or short story (a) second language could dramatically (b)... physiological responses to emotions such (c).....Smiling.

(a)(i)of (ii)in (iii)form (iv)at

(b)(i)reduce (ii) reduces (iii) reduced (iv) reducing

(c)(i)like (ii) similar to (iii) as (iv)alike

Answers:

(a)(ii)in (b)(i)reduce (c)(iii)as

-

	Error	Correction
a) There was living a farmer named Mohan		
b) who is very hardworking and honest. He		
c) has known across the village as a man		
d) of principles and thus loving by all. His		
e) field have always been green and he never		
f) sleeping on an empty stomach		
g) After a drought, all the farmers was leaving,		
h) but Mohan was not ready to left his		
i) fields. The news was reaching the press and		
j) a reporter come to the village to get his side of the story.		

Answer:

Error	Correction
a) was living	lived
b) has	was
c) has	was
d) loving	was loved
e) been	were
f) sleeping	slept
g) was leaving	left

Answers:

(a)(ii) about (b)(iii) whereas (c)(i) is

Q.6. Complete the dialogue by choosing the correct options.

Meera: When did you come to this place?

Sonu: (a).....

Meera: Where were you all these days?

Sonu: (b).....

Meera: (c).....

Sonu: I would stay here for a month or so.

Meera: (d).....

Sonu: I intend to come, but I am too busy right.

(a)(i) I have come a week ago (ii) I come a week ago

(iii) I would come a week ago (iv) I came a week ago

(b)(i) I have been in Singapore (ii) I was in Singapore

(iii) I may be in Singapore (iv) I would be in Singapore

(c)(i) For how long have you been staying here?

(ii) For how long would you stay here?

(iii) For how long were you staying here?

(iv) For how long have you stayed here?

(d)(i) Are you coming to meet your friends?

(ii) Do you come to meet your friends?

(iii) When you are coming to meet your friends?

(iv) Did you come to meet your friends?

Answers;

(a) (iv) I came a week ago

(b) (ii) I was in Singapore

(c) (ii) For how long would you stay here?

(d) (i) Are you coming to meet your friends?

Q.7. Fill in the blanks by choosing the correct options from those given below:

All of us have some aim in our life. A life without an aim is like a ship without a rudder. Such a man cannot use his energies in the right (a)..... He leads a (b)...life. One wants to be a doctor, the other an (c)..... Want to join the medical profession to serve (d).....

- | | | | |
|------------------|--------------------|-------------------------|--------------------|
| (a) (i) direct | (ii) direction | (iii) directed | (iv) directs |
| (b) (i) purpose | (ii) proposal | (iii) purposeful | (iv) purposeless |
| (c) (i) industry | (ii) industrialize | (iii) industrialization | (iv) industrialist |
| (d) (i) human | (ii) humanity | (iii) humanitarian | (iv) humanization |

Answers:

- (a) **(ii)** direction
(b) **(iv)** purposeless
(c) **(iv)** industrialist
(d) **(ii)** humanity

Q.8. Choose the most appropriate option to complete the dialogue given below.

Namita: Hello Sweety!

Sweety: Hi. what a pleasant surprise!

Namita: It's been a long time since we met. Where (a) all these years?

Sweety:- In Delhi, I How about you? What (b) nowadays?

Namita: I'm a fashion designer looking for a job.

Sweety : (c) business management?

Namita: In 2009. Actually, I'm here for an interview with a multinational.

Sweety: That's a wonderful piece of news! When (d) ?

Namita: I have to report at 5 pm today. The office is near Shastri Road. Can you drop me there?

Sweety: Of course!

- | | |
|----------------|--------------------|
| (a)(i) had you | (ii) were you |
| (iii) are you | (iv) have you been |

- | | |
|-----------------------------|----------------------------|
| (b)(i) are you doing | (ii) will you be doing |
| (iii) have you he doing | (iv) had you been doing |
| (c)(i) Are you doing | (ii) When did you complete |
| (iii) flow did you complete | (iv) Have you completed |
| (d) (i) did you report | (ii) would you come |
| (iii) do you have to report | (iv) do you have to come |

Answers:

- (a) (iv) have you been
- (b) (i) are you doing
- (c) (ii) When did you complete
- (d) (iii) do you have to report

Q.9. _Complete the following passage by choosing the correct answers from the options given below.

Last evening I reached home late. After taking dinner. I (a) to bed as I had (b) an early morning flight to Mumbai. I had slept only for an hour or so when I heard someone (c) at the door. It is not my habit (d) someone (e) for me at the door for long. So, I got up at once, (f) the door and I was surprised (g) my friend, Mukta. (h) a basket of flowers in her hand. She wanted to greet me on my birthday.

- | | | | |
|---------------------|---------------|----------------|------------------|
| (a)(i) retiring | (ii) retire | (iii) retired | (iv) retirement |
| (b) (i) caught | (ii) to catch | (iii) catching | (iv) catches |
| (c) (i) it knock | (ii) knocked | (iii) knocking | (iv) had knocked |
| (d)(i) to have kept | (ii) kept | (iii) had kept | (iv) to keep |
| (e) (i) waiting | (ii) waited | (iii) wait | (iv) is wait |

- | | | | |
|-----------------|--------------|----------------|-----------------|
| (j)(i) opened | (ii) to open | (iii) opening | (iv) had opened |
| (g) (i) saw | (ii) seen | (iii) to see | (iv) sees |
| (h) (i) carried | (ii) carry | (iii) to carry | (iv) carrying |

Answers:

- | | | |
|-------------------|-------------------|----------------|
| (a) (iii) retired | (b) (ii) to catch | (c) |
| (iii) knocking | | |
| (d) (iv) to keep | (e) (i) waiting | (f) (i) opened |
| (g) (iii) to see | (h) (iv) carrying | |

Q.10. _ Look at the notes given below which contain information on how to prepare Apple and Grape Punch. Read the information and complete the passage that follows. Do not add any new information. Write the answers against correct blank numbers in your answer sheet.

Mix: 1-litre apple juice

: 1/2 litre grape juice

: 2 teaspoons lemon juice

Dice: 1 small pear

: 1 medium-size apple

Add: Pinch of cinnamon powder, chill and serve.

At first the juices of the apple, grapes and lemons (a)..... together in a punch bowl and refrigerated. Next the fruits (b)and added to the chilled fruit juice. After that a pinch of cinnamon is (c) and (d).....tall glasses.

Answers:

- (a) are mixed
- (b) are diced
- (c) added
- (d) served in

Q.11. Complete the passage given below choosing the correct alternatives.

If the modern man wants tips (a)..... good child care, he could (b) at a couple of frogs in Papua New Guinea. (c)..... remarkable behaviour of two

species, (d)which males (e) only bear sole responsibility for looking (f) their offspring but (g)take the entire family for piggy-back rides (h)the forest, came to light recently.

- | | | | |
|------------------|--------------|---------------|---------------|
| (a)(i) regarding | (ii) regard | (iii) regards | (iv) regarded |
| (b)(i) take | (ii) observe | (iii) look | (iv) up |
| (c) (i) A | (ii) The | (iii) An | (iv) Some |
| (d)(i) out | (ii) in | (iii) of | (iv) an |
| (e)(i) not | (ii) no | (iii) know | (iv) note |
| (f) (i) up | (ii) under | (iii) across | (iv) after |
| (j) (i) and | (ii) come | (iii) also | (iv) through |
| (h) (i) over | (ii) when | (iii) upon | (iv) through |

Answers:

- | | |
|-------------------|------------------|
| (a) (i) regarding | (b) (ii) observe |
| (c) (ii) The | (d) (ii) in |
| (e) (i) not | (f) (iv) after |
| (g) (iii) also | (h) (iv) through |

Q.12. Fill in the blanks choosing the most appropriate options from the ones that follow.

We (a).....not go for a walk yesterday. The wind(b)..... so cold and rain(c) imminent so everyone preferred(d)..... indoors. I was(e)..... happy as I never liked long walks especially in winter.

- (a) (i) did; (ii) can; (iii) would; (iv) do
- (b) (i) is; (ii) was; (iii) has been; (iv) had been
- (c) (i) looks; (ii) looked; (iii) had looked; (iv) was looking
- (d) (i) staying; (ii) to staying; (iii) to stay; (iv) stay
- (e) (i) such; (ii) very; (iii) too; (iv) many

a) did (b) was (c) looked (d) to stay (e) very

Q.13. Fill in the blanks by choosing the most appropriate options from the ones given below.

Poetry is one of the best ways to (a).....ideas and feelings in limited words and line lengths. (b), poetry is not just (c) matter of breaking up long sentences into smaller lines. Good poetry shows an adept use of the imagination, a judicious handling of images and (d) all, the capability to use the rich range of rhythm, tone and rhyme (e)..... the language.

(a) (i) expressed; (ii) expresses; (iii) express; (iv) expression

(b) (i) as; (ii) however; (iii) either; (iv) neither

(c) (i) the; (ii) a; (iii) in; (iv) that

(d) (i) all; (ii) in; (iii) below; (iv) above

(e) (i) on; (ii) in; (iii) at; (iv) of

Answers

(a) express (b) However (c) a (d) above (e) of

Q.14. Fill in the blanks choosing the most appropriate options from the ones that follow.

People have a tough time learning new languages as theya.....older, but infants have the ability to learn any language easily. For a long time, scientistsb.....to explain how babies can learn the complicated grammatical rules and sounds required to communicate in words. New studiesc.....them better insights.

Most babies can utter sounds like “goo goo” and “ma ma,” by 6 months of age, and most kidsd.....in full sentences by age 3. Studies suggest that the progression from babbles to actual wordse.....with the ability to tell the difference between simple sounds. Starting at around 6 months old, a baby’s brainf.....on the most common sounds it hears. Then, childreng.....responding only to the sounds of the language they hear the most.

(a) (i) grow; (ii) are growing; (iii) have grown; (iv) grew

(b) (i) are struggling; (ii) have struggled; (iii) struggled; (iv) had struggled

(c) (i) give; (ii) are giving; (iii) have been giving; (iv) were giving

(d) (i) speak; (ii) are speaking; (iii) have spoken; (iv) spoke

(e) (i) begin; (ii) begins; (iii) began; (iv) begun

(f) (i) is focusing; (ii) have been focusing; (iii) focuses; (iv) have focused

(g) (i) starts; (ii) start; (iii) are starting; (iv) have started

Answers

(a) grow (b) have struggled (c) are giving (d) speak (e) begins (f) focuses (g) start.

Q.15. Complete the passage given below by choosing the correct alternatives.

Due to the terrorist threat, the tight vigil is being kept at the airport. Tighter security measures are taken. The security agencies are (a) the baggage thoroughly. The U.S. bound passengers (b) to report much in advance so that extra checks (c) out this will (d) the security agencies feel that situation is normal.

(a) (i) being checked (ii) checking (iii) will be checking (iv) were checking

(b) (i) asked (ii) have been asked (iii) has been asked (iv) had been asked

(c) (i) could be carried (ii) need he carried (iii) carried (iv) must be carried

(d) (i) ensured (ii) ensure (iii) makes ensures (iv) ensuring

Answers:

(a) **(ii)** Checking (b) **(ii)** have been asked

(c) **(i)** could be carried (d) **(ii)** ensure

Q.16. Fill in the blanks choosing the most appropriate options from the ones that follow.

There1.....(is / are / have / had) active trading programs in several pollutants.
.....2.....(Of / For / With) greenhouse gases the largest market is the European Union Emission Trading Scheme. In the United States there is a national market
.....3.....(reducing / to reduce / to reducing) acid rain and several regional

markets in nitrous oxide. Markets for other pollutants tend to be4.....(small / smaller / more small / smallest) and more localized.

Countries like India and China are not5.....(requiring / required / requires) to reduce their emissions since they are within the prescribed limits. Hence many industries in these countries 6..... (is raking / are raking / are raked) in profits by selling their carbon credits in the international emissions market.

Critics7..... (are saying / say / says) pollution trading is ridiculous. They advocate8.....(of / for / with) policies that reduce emission. Carbon trading, they say,9.....(provide / provides / are providing) elaborate get-out clauses for the biggest polluters. Also licences and credits will have no value without effective enforcement as industries may find it far 10..... (less / lesser / little) expensive to corrupt inspectors than to purchase emission licences.

Answers

1. are, 2. for, 3. to reduce, 4. smaller, 5. required, 6. are raking, 7. say, 8. for, 9. provides, 10. less,

Q.17. Study the given notes and complete the paragraph that follows by filling up the gaps with the most appropriate option from those given:

Notes:

- Rainy day
- Busy traffic
- Car collision with a speeding bus
- 5 badly injured, 1 died on the spot
- Injured taken to the hospital
- Local help

It was a rainy day. Traffic (a)..... busy on the road. A (b)..... hit a car badly in the market. Five commuters were badly injured while one person (c) on the spot. The injured persons were taken to the nearest hospital. The local people were of great help.

(a) (i) will be	(ii) was	(iii) is	(iv) has been
(b) (i) speeding bus	(ii) speeded bus	(iii) sped up bus	(iv) speed bus
(c) (i) was died	(ii) had died	(iii) died	(iv) is died

Answers:

(a) (ii) was (b) (i) speeding bus (c) (iii) died

Q.18. The following passage has not been edited. There is one error in each of the lines.
Write the incorrect word and the correction.

	Error	Correction
a. Newton had a little dog name Diamond		
b. One day when he is fifty years		
c. old, he went out of his room, left the		
d. papers. They contained all the discovery which		
e. he had made while the last twenty years. When		
f. he was gone, down rose little Diamond. He		
g. jumped upon the table and overthrow the lighted		
h. candle. The papers caught fire. They were reduce to a heap of ashes.		

Answer:

Error	Correction
a. is	was
b. left	leaving
c. lie	lay
d. discovery	discoveries
e. while	during
f down .	up
g. overthrow	overthrew

h. reduce	reduced

Q.19. During the Book Week celebrations in your school you were asked to speak on the importance of books. You made the following notes. Complete the paragraph that follows:

Notes

- Increases knowledge
- Widens outlook
- Relax mind when under stress
- Make us cultured and refined

By reading books our knowledge (a) Reading also helps us in (b) our outlook on life. Reading books also provides us with (c) especially when we are under stress. Books are also instrumental in (d) us cultured and refined.

Answer:

(a) **increases.** (b) **widening** (c) **relaxation** (d) **making**

----- XXX -----

MODALS

Models are those auxiliary (helping) verbs which express the ‘mode’ or ‘manner’ of the actions indicated by the main verbs. They express modes such as ability, possibility, probability, permission, obligation, etc.

The following are modal auxiliaries: -

Shall, should, will, would, can, could, may, might, must, ought to, used to, need, dare.

Use of Modal Auxiliaries

(a) Shall and Will

	1st Person (I, we, our, mine etc)	2nd/ 3rd Person (you, your, he, she, it, Rama etc.)
Shall	Simple Futurity	Threat/ Definite things/ Promise/ Command/ Determination
Will	Threat/Promise/Intention/ Determination	Simple Futurity

1. ‘Shall’ with the first-person is used to express simple future: I shall buy a car.

2. ‘Shall’ can also be used with second/ third persons to express:

Intention: You shall go home today.

promise: He shall be given a reward for his ability.

Threat: You shall be punished if you don’t change your habits.

Determination: You shall do what I command.

3. ‘Will’ is used with the second and third-persons: You will write a letter. She will sing a song.

4. But ‘will’ can also be used with the first person to express:

Order: I will do it just now.

threat: I will break your head.

Promise: I will surely help him.

Determination: I will work for me.

Intention: I will go to Delhi tomorrow.

(5) ‘Would’ (past tense of Will) is used to express:

Determination: I would have my way.

habitual action: He would sit all day with the book in his hand.

Willingness: I would do my best to satisfy you.

Wish: Would that I were healthy!

Suggestion: Would you study regularly?

Polite request: Would you take a cup of tea?

Preference: I would rather fail than copy in the examination.

Unreal condition: If I were rich, I would buy a car.

(6) 'Should' (past tense of Shall) is used to express:

Duty: We should keep our word.

Advice: You should take rest.'

After 'lest': Work hard lest you should fail.

Polite request: Should I help you to solve this problem?

Surprise: It is really sad that he should lose in the first round.

Supposition: Should they work hard, they will pass.

Conditional: Should you speak the truth; I shall pardon you.

(7) 'May' is used to express:

Possibility: He may succeed in his work.

Permission: May I come in?

Wish: May you live long!

Purpose: He works hard so that he may pass.

(8) Can is used to express:

Power/ability: He can swim. He cannot speak English.

Permission: You can go now. Can I use your bicycle?

Possibility: Anyone can read this letter.

Disposition: She can tell a lie at any moment.

Form of phrase: I can't help laughing.

(9) Might (past tense of May) is used to express:

Suggestion: He might join a college.

Possibility: It might rain.

Purpose: He worked hard so that he might win a scholarship.

Future condition: If she works hard, she might top the class.

Good wishes: The teacher wished that I might live long.

(10) Could (past tense of can) express:

Power: He could run fast when he was young.

Ability: I could solve the whole paper in one hour.

Polite request: Could you please post this letter?

Possibility: If he had taken the medicine regularly, he could have recovered earlier.

Feeling of impatience: How could it happen?

Phrase: The child could not help weeping.

(11) Must expresses:

Compulsion: You must carry out my orders.

Necessity: You must run fast to catch the train.

Obligation: Parents must look after their children.

Determination: I must finish this work today.

Certainty: He must be the Principal of the school.

Emphatic advice: You must learn your lessons regularly.

Possibility: The teacher must have finished his course by this time.

Expectations: There must be a mistake somewhere.

Prohibition: You must not leave home without taking breakfast.

Necessity: We must save something for our future.

(12) Ought to: It is used to denote duty or moral or social obligation. It is used nearly in the same sense as 'should'. The verb that follows ought to always take 'to' +V1 form.

We ought to obey our teachers. We ought not to speak ill of others.

(13) Need: It is used in the sense of 'require' or 'want'. Need not expresses the idea that there is no compulsion.

You needn't leave today; you can leave tomorrow. You needn't pay the whole amount in one instalment. Need I wait till he comes?

(14) Dare: It means 'to have the courage to do something'. He dare not go there.

(15) Used to+V1: It expresses a habit in the past'

I used to swim when I was young.

I used to live in Mumbai. (Now I live in Delhi).

We used to go to Shimla in winter but now we don't.

(16) Has to/Have to:

It expresses 'some compulsion, obligation or necessity in the present or future tense'.

Has to/have to +V1

Mohan has to finish his work in time.

I cannot come with you because I have to finish my work in time.

(17) Had to: It is used to express 'compulsion, obligation or necessity in the past.'

The expression 'had to' is the past tense of 'have to'

Had to +V1

Yesterday my servant did not come. I had to wash my clothes myself. The enemy had to accept defeat at last.

(18) Will have to:

It is used to express compulsion, obligation or necessity in the future.

The expression 'will have to' is the future tense of 'have to'

Will have to +V1

Next week you will have to deposit your fee. Solved

Example

1. He said that he.....the meeting.

- a) may b) can c) would d) shall

2. I suggested that Raju walk on and try to get help.

- a) would b) can c) could d) should

3. The messenger.....hardly read or write.

- a) can b) can't c) does d) does not

4. Sheread poetry when she was six.

- a) can b) will c) could d) has

5I come in please?

- a) Do b) May c) Might d) Will

Ans: 1. c) would 2. d) should 3. a) can 4. c) could 5. b) May

1. Complete the passage, with the appropriate answer.

Self-miracle refers to your need to change your life to what you really (a)create.

The simple truth is only you possess the power to improve your conditions in line with everything you (b).....like to carry out. You(c) live your dreams to be able to improve your life permanently. This must be done immediately if you wish to attain what you have targeted.

Ans. (a) must (b) may (c) need to

2. Complete the passage, with the appropriate answer.

One (a).....meditate every day. When I say meditate, one (b).....not Perform yoga exercise. You(C)honour your spirit by witnessing the peace with a view of truthfulness and gratitude. With practice, the noise (d)..... silence itself. The solutions you seek out are within. You (e).....worry for it. You just... concentrate within.

SUBJECT VERB AGREEMENT

We have to be systematic when we use words together in sentences. Words must take particular forms to be grammatically right and be meaningful.

A verb must agree with its subject in number and person . The verb should be of the same number and person as a subject for example -

1. Radha wants a good book.
2. Rima and Rohit are playing.

RULES TO FOLLOW

1. In 'simple present tense' verb takes 's' or 'es' if the subject is third person singular

- i. He goes to office everyday
- ii. He eats bread

but if the subject is plural, verb does not take 's' or 'es'

- i. They go to office every day.
- ii. We eat rice.

2. Can ,will,may,must,shall,should,would,could,ought to,need to,dare to,used to,"modals" do not undergo any change. With singular or plural subjects they remain the same.

- i. I can sing.
- ii. They could play music.

3. Singular and plural subjects take the same past tense verbs.

- i. I had a car.
- ii. We had a car.
- iii. She played.
- iv. They played.
- v. The monkeys ate bananas.
- vi. The monkey ate banana.

- 4) When two subjects are regarded as representing, one idea then the verb is singular.

- i) Bread and butter is a common breakfast.
- ii) "Screaming and shouting" was heard.
- iii) Time and tide waits for none.

1. Singular subjects joined by 'or' take singular verbs.

- i) Ram or Rohit is participating in the contest.

2. When two singular subjects joined by 'and' refer to the same person or thing the verb is in the singular.

- i) Rice and dal is my favourite dish.
- ii) The DM and VMC head is coming today

NOTE- If the article is used once, the two nouns refer to the same person or thing and the verb used is singular.

But if the article is used twice, the two nouns refer to two different persons or things and the verb used is plural.

- i. The poet and the statesman have come.

8) The words 'many', 'both', 'a few', several, these, those take plural subjects and plural verbs at them.

- i) Many girls are absent.
- ii) Both the boys are participating in quiz.
- iii) A few girls are performing today.

When we put 'a' after many it takes singular countable noun and singular verb.

- i. Many travelers are coming to Puri.
- ii. Many a traveler wants to come to Puri.

1. Each, everyone, either, neither, many a are followed by a singular verb.

- i) Each of these girls speaks the truth.
- ii) Everyone was awarded with cash prize.
- iii) Neither of these answers is correct.

2. When two subjects are joined by either... or, neither... nor, the verb agrees with the second subject in number and person.

- i) Either he or I am coming to the party.
- ii) Neither food nor water was given to us.

When the subjects connected by 'or', 'nor' are of different numbers the verb should be plural and the plural subject should be placed near the verb.

- i. Neither William nor his lawyers were there.

Mr. Vishal or his worker's are responsible for the loss.

3. If 'countable noun' comes after the words- all and some – it is in plural so it takes plural verb.

Example- All these buildings are built by L&T company.

Some apples are rotten.

Where as

If “uncountable noun” comes after the words ‘all’ and ‘some’ it takes singular verb.

All is well. (it denotes everything).

Some gold is stolen.

4. Everyone, everybody, someone, somebody, no one, nobody, each one, etc. take singular verbs.

Every one is present today.

No one was absent.

5. When two subjects are joined by ‘as well as’ , ‘with’ etc. the verb agrees with the first in number and person.

Ramesh, as well as you, is at fault.

The king with all his queens was thrown In the dungeon.

6. If two singular subjects joined by ‘and’ and are preceded by the words- every, each, no.

*NO students and no teacher has any complaint.

*Each boy and each girl is gong to pass in this exam.

Each man and woman works for the good of this cause.

7. A collective noun takes a singular or plural verb, according to the idea explained. If the feeling of togetherness is shown, then the verb will be singular and if they are divided, then the verb is plural.

The jury were divided in their opinion.

The jury is finally complete.

8. When we place the definite article ‘the’ before some adjectives we get the nouns and they are in plurals. So they take plural verbs.

‘Rich’ is an adjective.

‘The rich’ is a plural noun.

The rich hate the poor.

9. If the word ‘percentage’ comes before the word ‘of’ we always employ a singular verb.

The percentage of naughty boys is very high.

Some percentage of my income is distributed among the poor.

10. In a sentence that has the pattern, singular noun + preposition +the same noun repeated, we use a singular verb.

One hour after another has passed.

Book after book is sold within an hour.

11. When two subjects are joined by “not only...but also” verb agrees with the last subject.

*Not only he but also I was present in the meeting.

*Not only he but his friends also were present in the meeting.

- 20. The following nouns, though singular in form, always take a plural verb.

Cattle ii. Folk
iii. Majority
iv. Mankind
v. Nobility
vi. Peasant
vii. Police
viii. Poultry
ix. Public
x. People

- The cattle are grazing.
- The people want to vote.

- When people means as nation , its plural is peoples.

- i. Europe has many different peoples.
- ii. The people of India are kind hearted .

21. We have some words that are singulars-

i) Advice

- i. Advice
- ii. Apparatus
- iii. Behaviour
- iv. Dust

They take singular verb.

We cannot add 's' or 'es' to them to get their plurals. Moreover, we do not place a/an before them.

To use some such nouns in plural we put before them pieces of , kinds of branches of, etc.

- Knowledge is power.
- Right information gives right directions.

22. The following nouns which are plural in form but singular in meaning generally take a singular verb:-

- i.News
- ii.Innings
- iii.Dynamics
- iv.Economics
- v.Electronics
- vi.Ethics
- vii. Gallows
- viii.Mathematics
- ixNews

- i.Bad news spreads quickly.
- ii.Mathematics is an interesting subject.

23. The following nouns are plural and have no singular form.

- i. Clothes- pants,socks,trousers,breeches
- ii. Tools- scissors,tongs,pincers,bar
- iii. Games- billiards,draughts
- iv.Diseases-mumps, measles
- v.Others-ashes,thanks, steps,circumstances,tidings , etc.
 - My scissors are mine.
 - His trousers need ironing.

24. When a plural noun denotes a quality or quantity considered as a whole, the singular verb is used.

- i)Ten thousand rupees is the salary of this job.

25. When the subject is a relative pronoun, the verb must agree with the noun for which it is used.

- i. Tushar is one of the intelligent boys who have appeared NIIT.
- ii .Tom is one of the most popular comic character that have appeared on the screen.

. This is the only one of his poems that is (not are) worth reading.

- Here the antecedent of that is one and not poems.

26. Some titles of books and names of Sciences are singular.Though it seems plural but it takes singular forms of verbs.

*Lamb's Tales is an interesting book

REPORTED SPEECH

The art of conveying the words of the speaker is called narration. Narration is of two types viz. Direct speech and Indirect speech.

Direct speech- It is a kind of speech which is conveyed by some other person exactly in the word spoken by the speaker. In this form, the actual words of the speaker are put in inverted commas.

Example:

The Prime Minister Narendra Modi said, “The world is looking at India with great hope and trust.” In this example, The Prime Minister is the conveyor or reporter, ‘**said**’ is the reporting verb and “The world is looking at India with great hope and trust.” is the reporter speech.

Indirect speech-

It is a kind of speech in which some other person reports what the speakers said in his own words rather than quoting the exact words, i.e., the actual words of the speaker are transformed and said in a simple manner by using certain conjunctions in place of commas and making necessary changes in the verbs, pronouns etc., of the reported speech.

Examples:

Direct speech- Keshav said, “I was watching a movie last night.”

Indirect speech- Keshav said that he had been watching a movie the previous night.

Important rules to convert Direct speech into Indirect speech:

Rules of changing Direct into Indirect speech

Rule 1:

Changes in tenses:

The past perfect and past perfect continuous tenses do not change.

	DIRECT SPEECH	INDIRECT SPEECH
1. Simple present changes to simple past	I always drink tea he said	He said that he always drunk tea
2. Present continuous changes to past continuous	I am reading a book she said	She said that she was reading a book
3. Present perfect changes to past perfect	She said he has finished his work	She said that he had finished his work
4. Present perfect continuous changes to past perfect continuous	I have been to England he told me	He said that Bill had arrived on Saturday.
5. Simple past changes to past perfect	Bill arrived on Saturday he said	He said that he had just come back from work.
6. Past perfect changes to past perfect (No change in Tense)	I had just come back from work he said	They told us that they had been living in Hong Kong
7. Past continuous changes to past perfect continuous	We were living in Hong Kong they told us	She said that should be in Italy on Saturday

8. Future changes to present conditional	I will be in Italy on Saturday she said	He said that he would be visiting mother next Monday
--	---	--

Exception to the above rule

If the Direct speech contains the **Universal Truth**, the tense of the direct speech remains unchanged even if the reporting verb is in the past.

- ☐ The teacher said, "The sun rises in the East." (Direct Speech)
- ☐ The teacher said that the sun rises in the East. (Indirect Speech)

Rule 2:

Words expressing **Nearness In Time or Places** are generally Changed into **Words Expressing Distance.**

Here	Direct Speech	There	Indirect Speech
Today		That day	
This morning		That morning	
Yesterday		The day before	
Tomorrow		The following week	
Next month		The following month	
Now		Then	
Ago		Before	
Thus		So	
Last night		The night before	
This		That	
These		Those	
Hither		Thither	
Hence		Thence	
Come		Go	

Rule 3:

Changes in Pronouns:

The pronouns of the direct speech are changed where necessary according to their relationships with the reporter and his here rather than with the original speaker. This is the **SON** rule- **S**ubject, **O**bject, **N**o Change of the **PERSON** of the pronoun.

	Direct Speech	Indirect Speech
The first person of the reported speech changes according to the subject of reporting speech.	Shahba said, "I am tired."	She said that she was tired.
The second person of reporter speech changes according to the object of reporting speech.	He says to them you have completed your job.	He tells them that they have completed their job.
The third person of the reporter speech has no change.	She says she is in ninth class	She says that she is in ninth class.

Rule 4:

Changes in Modals

	Direct Speech	Indirect Speech
1. Can changes into could.	He said, "I can swim."	He said that he could swim.
2. May changes into might.	She said, "I will call you."	She said that she would call me.
3. Shall changes into Would (for future) or Should (for suggestion)	<ul style="list-style-type: none"> I said, "I shall return soon." She said, "Shall we go out?" 	<ul style="list-style-type: none"> I said that I would return soon. She asked if they should go out.
4. Must changes into had to	She said, "I must go now."	She said that she had to go then.
These modals do not change: would, could, might, should, ought to.		
Would	She said, "I would help if I could."	She said that she would help if she could.
Could	He said, "I could run faster when I was younger."	He said that he could run faster when he was younger.
Might	He said, "I might be late."	He said that he might be late.
Should	They said, "We should leave."	They said that they should leave.
Ought to	She said, "You ought to speak the truth."	She said that I ought to speak the truth.

Rule 5:

If the reported speech is an Assertive Sentence:

- Remove the quotation marks in the statement
- Use the conjunctions that to connect the reporting clause with the reported speech
- Change the reporting verb say to into tell
- Change the reporting verb said to into told

NOTE:

- ✓ He said that (Correct)
- ✓ He told me that (Correct)
- x He told that (Incorrect)

Examples

- Direct: Riya said, "We will visit Shimla next month."
Indirect: Riya said that they would visit Shimla the following month.
- Direct: "You can do this work" said Shashi to Sonali.
Indirect: Shashi told Sonali that he could do that work.

Rule 6:

If the reporter speech is an Imperative Sentence (Order, Advice or Request):

- Remove the quotation mark
- Don't use 'that'
- Used 'to' if it is a positive sentence (without don't)
- Use 'not to' if the sentence begins with **don't**.
- If the direct speech contains a request or a command change the reporting verb set into told requested ordered commanded etc in its correct tense.

Examples:

“Don't talk in the class,” said the teacher to the boys. (Direct Speech)

The teacher advised the boys not to talk in the class. (Indirect Speech)

“Please give me something to eat. I am hungry,” the old man said to them. (Direct Speech)

The old man requested them to give him something to eat and said that he was hungry. (Indirect Speech)

Rule 7:

If the reported speech is an interrogative sentence

- Remove the quotation marks and question mark
- Don't use that
- Use **if or whether** if the reporter speech begins with a helping verb (auxiliary verb)- **Yes/No Type Questions**
- Use the given interrogative word **what, when, where, who, whom, which, how**, etc. as the connector if it does not begin with a helping verb.
- Changing the reporting verb into asked or enquired
- Omit helping verbs do does deed that started the interrogative speech. But don't omit them when they are with not.

1. Vinay said, “Where are you going”? (Direct Speech)

Vinay asked where I was going. (Indirect Speech)

2. “Won't you help me to carry this bag,” said I to my friend. (Direct Speech)

I asked my friend if you would not help me to carry that bag. (Indirect Speech)

3. Mohini said to Shyam, “Why didn't you attend the meeting yesterday?” (Direct Speech)

Mohini asked Shyam why he had not attended the meeting the day before. (Indirect Speech)

Rule 8:

If the reporter speech is an exclamatory sentence

- Change the exclamatory sentence into assertive statement
- Remove the quotation marks and exclamatory mark
- Use the conjunction that
- Omit the interjections such as Oh, O, Alas How, What, Hurrah.

Add the word ‘very’ to the adjective or adverb if necessary

If the verb is not given, use ‘Be’ the verb (is, was, are, were, am) in its correct tense according to the subject.

Change the reporting verb (said) to ‘exclaimed’ with modifiers like joyfully sorrowfully, etc. as the case may be.

1. “O, what a beautiful flower that is!” said she. (Direct Speech)

She exclaimed joyfully that that was a very beautiful flower. (Indirect Speech)

2. “What a horrible sight!” we all cried. (Direct Speech)

We all exclaimed that it was a very horrible sight. (Indirect Speech)

Practice Questions

A. Read the following dialogues and complete the given report appropriately.

Q.1. Raman: “Did you know that the Chenab Bridge is the highest railway bridge in the world?”

Adil: “Really? Where is it located?”

Raman: “It's in Jammu and Kashmir, built over the Chenab River.”

Adil: “That's amazing! I saw pictures of it. The design is incredible.”

Raman: “Yes, it's even taller than the Eiffel Tower!”

Adil: "I'd love to visit it someday."

Raman (i) _____.
Adil asked where it was located. Raman said that it (ii) _____ in Jammu and Kashmir and built over the Chenab River. Adil said that it was amazing and he (iii) _____ and that the design was incredible. Raman (iv) _____.
Adil said (v) _____ love to visit it someday.

Q.2. Soham: "Yesterday evening, I went to Puri Sea Beach. It was amazing!"

Aryan: "Wow! Did you see the sunset?"

Soham: "Yes, the sky turned orange and pink. It was beautiful."

Aryan: "Did you walk on the sand or go near the water?"

Soham: "I walked barefoot on the sand and let the waves touch my feet."

Aryan: "That sounds so peaceful. I wish I could go there too."

Soham (i) _____ Puri Sea Beach the previous evening and that it was amazing. Aryan asked if he (ii) _____ the sunset. Soham exclaimed with delight that the sky (iii) _____ and that it was beautiful. Aryan asked if he had walked on the sand or (iv) _____. Soham said that he had walked barefoot on the sand and (v) _____ the waves touch his feet. Aryan said that he wished he could go there too.

Q.3. Riya: "Have you decided what stream you're going to choose after Class 10, Anjali?"

Anjali: "I'm still thinking. My parents want me to take Science, but I'm more interested in Commerce."

Riya: "That's understandable. What do you want to become in the future?"

Anjali: "I'd like to become a business analyst or maybe work in finance."

Riya: "Then Commerce sounds like the right choice for you."

Anjali: "Yes, I just need to convince my parents."

Riya asked Anjali (i) _____ what stream she (ii) _____.
Anjali said that she was still thinking and (iii) _____ take Science, but she (iv) _____ in Commerce. Riya asked what she wanted to become in the future. Anjali said that she (v) _____ become a business analyst or work in finance. Riya said that Commerce (vi) _____. Anjali said that she just (vii) _____ her parents.

Q.4. Amit: "I visited Banaras Hindu University last weekend. It's such a beautiful campus!"

Rahul: "Really? I've always wanted to see BHU. What did you like the most?"

Amit: "The architecture and the Vishwanath Temple inside the campus were amazing."

Rahul: "Did you go to Allahabad too?"

Amit: "Yes! I visited Sangam and the Allahabad Fort. It was a peaceful experience."

Rahul: "I hope I can visit both cities soon."

Amit said (i) _____ and it (ii) _____. Rahul said that he had always wanted to see BHU and asked what Amit (iii) _____. Amit said that the architecture and the Vishwanath Temple (iv) _____. Rahul asked (v) _____ Allahabad too. Amit replied affirmatively and added that he (vi) _____ and that it had been a peaceful experience. Rahul said that (vii) _____ both cities soon.

Q.5. Sweta: "Have you ever read any American novels, Ayesha?"

Ayesha: "Yes, I recently finished The Great Gatsby."

Sweta: "Oh! I've heard it's a classic. Did you like it?"

Ayesha: "Yes, I loved the storytelling and the characters."

Sweta: "I'm thinking of starting To Kill a Mockingbird next week." Ayesha: "That's a great choice! It's powerful and emotional."

Sweta asked Ayesha if (i) _____ any American novels. Ayesha (ii) _____ The Great Gatsby. Sweta said that she (iii) _____ classic and asked if Ayesha (iv) _____. Ayesha replied affirmatively and added that she (v) _____ storytelling and the characters. Sweta said that she (vi) _____ To Kill a Mockingbird the following week. Ayesha told (vii) _____ and said that it was powerful and emotional.

that she (v) _____ weekend. Ritu told her to let her know if she (vi) _____

ANSWERS

A.1 (i) said that the Chenab Bridge was the highest railway bridge in the world. (ii) Was (iii) had seen the pictures of it (iv) said that it was even taller than the Eiffel Tower. (v) that he would

1. (i) said that he had gone to (ii) had seen the sunset. (iii) had turned orange and pink (iv) had gone near the water (v) had let

2. (i) if she had decided (ii) was going to choose after Class 10. (iii) added that her parents wanted her to (iv) was more interested (v) would like to (vi) Commerce sounded like the right choice. (vii) needed to convince

3. (i) that he had visited Banaras Hindu University the previous weekend and that (ii) was such a beautiful campus (iii) had liked the most (iv) had been amazing (v) if he had gone to (vi) had visited Sangam and the Allahabad Fort (vii) he hoped he could visit

4. (i) she had ever read (ii) replied that she had recently finished (iii) had heard it was a (iv) liked it.

(v) had loved the (vi) was thinking of starting

- (vii) her that it was a great choice
5. (i) she was thinking of starting a podcast on teenage life
- (ii) what she thought.
- (iii) she would include school pressure, friendship,
- (iv) would make the podcast
- (v) would plan the first episode that
- (vi) needed help with editing or music.

DESCRIPTIVE PARAGRAPH

Descriptive paragraph is an art of describing a person, a place or an event. This is a number of sentences grouped together and relating to one topic or a group of related sentences that develop a single point.

How to write a Descriptive Paragraph:

- The paragraph should be started with the topic given and moved serially in an organized way till the end. Towards the end of your writing, summarize your opinion about the topic.
- Word limit as prescribed (usually 100-200 words) has to be followed strictly in order to make your writing perfect in every sense.
- Focus on the topic and highlight the key points in that in a logical order.
- Each paragraph must deal with one topic or idea i.e., every sentence in the paragraph must be closely connected with the main topic of the paragraph.
- There should be logical sequence of thought or development of the subject. Events must be related in the order of their occurrence.
- In order to avoid monotony, the paragraph should not always be of the same sentence construction.

Q1. Write a descriptive paragraph on the topic, "My Grandmother" in about 100-120 words based on the following cues:

(name-age-hair-eyes-voice-habits-her role in the family-your feelings towards her)

Answer: My grandmother, Mrs. Mohini Satpathy, aged about 75, is a woman of grace and wisdom. Her silver hair is always neatly tied in a bun, and her warm gentle eyes sparkle with kindness. Every morning, she waters the garden, her soft hands carefully tending to the vibrant flowers. The aroma of the flowers fills the house giving a magical touch to every corner of the house. Her melodious voice hums old folk songs, creating a peaceful atmosphere. Despite her age she remains active. She tells stories full of life lessons. She is the pillar of our family, always offering comfort, guidance and unconditional love.

Q2. Recently you celebrated your sister's birthday at the park of your house. Describe the event in about 100-120 words visualising the picture given:



Answer: Last Sunday we celebrated my sister's birthday at the park of our house. It was an open area and a gentle breeze was blowing. Colourful balloons and streamers decorated the party area, creating a festive atmosphere. Laughter filled the air as children and adults chatted and enjoyed happily. The aroma of food items mixed with the scent of flowers. A large chocolate cake sat in the center of the table, waiting to be cut. Guests and relatives gathered with gifts. When my sister blew out the candles, everyone clapped and sang with joy. The day ended with a lot of fun and happiness.

Q3. Recently you visited the Jagannatha temple in Puri. Write a descriptive paragraph on this famous temple in about 100-120 words based on the following cues.

(Location-Architecture-History-Deity-Festival-Rituals-Devotees-Spiritual-Cultural-Atmosphere)

Answer: The Jagannatha Temple, located in Puri, Odisha, is one of the most sacred pilgrimage sites in India and part of the Char Dham. Built in the 12th century by King Anantavarman Chodaganga Deva, it showcases the magnificent Kalinga style of architecture with intricate stone carvings. The temple is dedicated to Lord Jagannatha, along with his siblings Balabhadra and Subhadra. One of its major attractions is the grand Ratha Yatra or Chariot festival, which draws millions of devotees. The temple's kitchen is renowned as the largest in the world, feeding thousands daily. With its towering spire, wooden idols, and spiritual atmosphere, the Jagannatha Temple reflects India's rich cultural and religious heritage.

Q4. Write a descriptive Paragraph on the topic, "Annual Day Celebration" based on the following cues:

(Venue-Date and Time-Chief Guest-Participants-Decorations-Prize Distribution-Cultural Program-Students-Teachers-Vote of Thanks)

Answer: The Annual Day celebration of our school was held on 15th December at the beautifully decorated school auditorium. The Chief Guest, Mr. Surendra Nath Panda, a renowned industrialist of Bharat Masala, was warmly welcomed by the Principal. The program began with a welcome song, followed by various cultural performances like skits, songs, and group dances showing the talents of students. The audience, comprising parents, teachers, and students, enjoyed every moment and applauded enthusiastically. Prize distribution was conducted to honour academic and co-curricular achievers. Inspiring speeches were delivered by the Principal and the chief guest. The event concluded with a heartfelt vote of thanks and refreshments, leaving everyone with wonderful memories.

Q5. You are Ramesh reading in class 9th. You remembered your childhood friend Rohan. Write a descriptive paragraph for your friend in about 100-120 words using the cues given:

(Name-Appearance-Nature-School Days-Hobbies-Fights and patch-ups-Support-Fun activities-Trust-Last meeting)

Answer: My childhood friend's name is Rohan. He is tall with curly hair and always has a cheerful smile on his face. Rohan is kind, helpful and full of energy. His hobbies include reading comics, playing cricket, and solving puzzles. We spent most of our school days

together, sharing lunch, secrets and endless laughter. Our favourite game was hide and seek, and we often played it after school. Though we sometimes had small fights, we always patched up quickly. Rohan was always there to support me during difficult times. Even now, though we live in different cities, our bond remains strong. We recently met during the holidays, living our old memories and promising to stay connected forever.

STORY WRITING

Marking Scheme: Marking Scheme

Criteria	Marks
Content	3
Fluency	1
Grammar/Accuracy	1
Total	5

What Is Story Writing?

Story Writing is a topic that involves creative writing. It is the art of turning thoughts into words and words into experiences. Whether drawn from real life or woven from imagination, a good story carries emotion, suspense, and meaning. It brings characters to life and takes the reader on a journey—from the first word to the very last. It is usually written in “easily understandable grammatical structure” with a “natural flow of speech”.

Smart Tips for Writing a Good Story:

- Start by reading the given outline or title carefully
- Avoid having more than 2-3 characters.
- Spend a few moments planning the storyline in your mind.
- Make sure each part of the story flows smoothly into the next
- Begin with an attention-grabbing sentence like : Once upon a time ,There lived , It was a rainy /sunny / windy day..... There was once a man named-----
- Keep the tone suitable for the theme—light for funny stories, serious for moral tales
- Use the past tense for storytelling
- Keep your vocabulary simple, but expressive
- Create a short, meaningful title
- Wrap up with a satisfying ending (and a moral, if needed)
- Stick to the 100–120 word limit

SOLVED EXAMPLES

1. Develop an interesting story from the given outline. Also give it a suitable title:

A hot summer day/a thirsty crow — looked for water — found a pot with little water — could not reach it — saw some pebbles nearby — dropped them one by one — water rose — drank water happily

Answer:

The Clever Crow

It was a hot summer day, and the sun was shining brightly in the sky. A crow had been flying for hours in search of water. His throat was dry and his wings were tired. Just when he was about to give up, he spotted a small pot lying in the garden of a house.

The crow flew down quickly and peeped inside the pot. There was a little water at the bottom, but it was too low for his beak to reach. He tried tipping the pot, but it was too heavy. Disappointed, he

looked around. Suddenly, he saw some small pebbles lying on the ground.

An idea struck his mind. He began picking up the pebbles one by one and dropped them into the pot. With each pebble, the water level rose slowly. The crow didn't give up and kept dropping more pebbles. Finally, the water reached the top.

The crow bent his head, drank the cool water, and flew away happily, his thirst fully quenched. His clever thinking had saved him.

MORAL: Where there is a will, there is a way.

2. A dog was very greedy— always wanted more — one day felt very hungry — searched for food here and there — found a big bone — felt very happy — held it tightly in his mouth — didn't want to share — came near a river — crossed a narrow wooden bridge — saw his reflection in the water — thought it was another dog with a bone — wanted that bone too — barked at the reflection — opened his mouth — he lost the bone

THE GREEDY DOG

Once there was a dog. It was very greedy. He always wanted more than what he had. One day he was very hungry. He was roaming here and there in search of food. After some time, he found a big bone. He felt very happy. He held the bone tightly in his mouth and thought, "I will eat this bone alone. I will not share it with anyone."

On the way, there was a river. He had to cross the river to go to the other side. There was a narrow wooden bridge over the river. The dog started crossing the bridge. When he looked down, he saw his reflection in the water below. He thought it was another dog with a bone in his mouth. He became greedier. He wanted to get that bone too. So, he barked at the other dog. As he opened his mouth, his own bone fell into the river. He lost it.

Moral: Do not be greedy. Greed is a curse.

Some Exercises for Practice:

1. Develop an interesting story from the given outline. Also give it a suitable title:

There was a fox — one day it was very hungry — searched for food everywhere — found nothing to eat — went to a garden — saw ripe grapes hanging on a wall — grapes were purple, juicy, and fresh — its mouth watered — wanted to eat them — jumped again and again — grapes were too high — couldn't reach them — got tired and sweaty — gave up at last — said "grapes are sour" — walked away quietly

2. Woke up at time ——— family in good mood ——— no traffic ——— happy boss and friendly colleagues ——— win lottery — a lucky day

3. A young boy named Soham— loved to paint — joined a painting competition — others mocked his simple style — Soham didn't give up — used bright colours and meaningful message — judges impressed — Soham wins first prize.

D. C . SAHOO
TGT-ENGLISH
K.V. ARC, CHARBATIA

DIARY ENTRY

What is the concept of a diary entry?

A diary entry is a personal record where individuals document their daily experiences, thoughts, and emotions. Diaries are otherwise called notebooks filled with a writer's personal experiences – recorded day by day. It usually includes the date, and a detailed account of events, feelings, and reflections on those experiences. Diary entries are typically informal and written in the first person.

Why is diary entry important?

Diary entries are vital because they allow individuals to process emotions, reflect on experiences, and monitor personal growth. Acting as a safe outlet for self-expression, they enhance writing skills and provide therapeutic benefits by reducing stress and anxiety.

MAIN FEATURES-

- ✓ It should be written in chronological order.
- ✓ The day, date, place, and time of entry in the diary should be included.
- ✓ The main body of the diary should be written in a comprehensive manner giving a precise yet complete description of an event, a place, or a person.
- ✓ It should express the writer's point of view and lay stress on feelings and emotions rather than on the event itself.
- ✓ It should be personalised and written in the first person and maybe in the past tense.
- ✓ The writing should be informative as it is a spontaneous piece of writing.
- ✓ A signature at the end of the day's diary entry can be given to authenticate it, and for future reference.

MARKING SCHEME-

Total Marks - 5 Marks Format – 1 Mark Content – 2 Marks Expression – 2 Marks

GUIDELINES FOR DIARY WRITING-

A diary entry has no fixed format or style of writing. However, a good diary entry does contain the following features:

1. A good diary writing contains the place, the date, the day and even the time of writing.

For example:

Agra

Friday, 20th July, 20XX

8:00 p.m.

2. A diary doesn't need any formal heading. However, it is optional. If you want, you can give a suitable heading.

3. The style and tone is generally informal and personal. However, it depends on the subject. Sometimes the tone can be philosophical and reflective too.

4. You can freely express your viewpoints and feelings. As the diary is writer's personal document, the diary entry doesn't need any signature.

4. You can evolve your own suitable style depending on the topic of your writing.

5. As per the CBSE syllabus, you are required to write a diary/article in about 100-150 words.

6. It is- What you saw/experienced/Your reaction to what you saw/experienced

7. A diary entry is personalized so write in first person. At times you may leave out the pronoun 'I'. For example, "am really excited ..." / "Went to the beach today ..." Refer to personal memories and give details.

8. Use conversational and friendly language to parents, friends, etc. as how you would address them in person. For example, "Mom said ..." / "Vinay came along ..." / "Riddhi

SOLVED EXAMPLES

1. You attended a virtual conference on mental health awareness. Write a diary entry about the key takeaways from the sessions, the speakers who inspired you, and how you plan to implement what you learned.

Sakhigopal

Wednesday, 02 June 20XX

10:30 p.m.

Mental Health Awareness

Dear Diary,

Today, I attended a virtual conference on mental health awareness, and it was truly enlightening. The sessions covered a wide range of topics, from stress management to the importance of seeking help when needed.

One of the most inspiring speakers was Dr. Jane Smith, who shared her journey with anxiety and how she overcame it through therapy and mindfulness practices. Her story was incredibly motivating and reinforced the message that mental health struggles are common and manageable.

Another session focused on practical techniques for maintaining mental well-being, such as regular exercise, maintaining a balanced diet, and practicing meditation. I found these tips very practical and plan to incorporate them into my daily routine.

The conference emphasized the importance of breaking the stigma around mental health and encouraged open conversations. I feel empowered to share what I learned with friends and family, helping to create a more supportive environment.

With determination,

[Your Name]

2. You are Divyanshi/ Raj. You recently visited a village fair with family. Write the diary entry for the day including the necessary details and the vibrant scenery that you saw there.

Answer:

Ahemedabad

Sunday, 18th May 20XX

10:00 p.m.

Dear Diary,

Today I went to a rural fair with my family near the small town, Gangrar. It was a silent place, away from the hustle - bustle of the busy city life. The whole area was alive, with natural scenic beauties everywhere where you get fresh air of Indian villages.

I saw many tribal performers like the snake charmers, the jugglers etc. My sister shopped various colourful jewellery pieces from small shops. The locals were selling sweets, chaat, earthen - pots, natural / herbal medicines etc.

My parents enjoyed the camel ride which was extremely thrilling. There were other animal rides available too. The village people were clad in colourful traditional attire. The whole area was enchanted with traditional folk music.

It was an eventful day and I felt delighted to enjoy it with my family.

Divyanshi Rathore (Your name)

Roshan (Your name)

SELF ASSESSMENT EXERCISES –

1. You recently participated in the All India CBSE National Quiz Competition and reached the finals. The final round was telecast over the national channel where you and your team won the quiz. Describe your feelings through a diary entry.
2. Indian summers are really unbearable. One day the maximum temperature shot up to 48-degree C. It was the most miserable day of the year for you. Record the experience in your diary, write a diary entry.
3. Write a diary entry expressing your shock and disbelief at a shoot-out incident.
4. Write a diary entry about how you helped an old woman who was travelling by herself in the bus.
5. Based on your understanding of the poem ‘The Road Not Taken’, write a diary entry of the speaker in the poem about the day he had to make a choice.

LITERATURE

THE FUN THEY HAD

EXTRACT BASED QUESTIONS

Read the extract given below and answer the questions that follow.

1X4=4

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to-on a screen.

Q1. Why the pages of the book were yellow ?

Q2. Did Margie see the book for the first time ?

Q3. Trace a word from the passage that means 'with many folds or lines'.

Q4. The book was awfully funny. Choose the correct synonym of the underlined word.

(a) quietly (b) extremely

(c) wisely (d) badly

Answers:

1. The pages of the book were yellow because the book was quite old.

2. Yes, Margie saw the book for the first time.

3. Crinkly

4. (b) extremely

SHORT ANSWER QUESTIONS

Answer the questions in 30-40 words.

2x2=4

Q1. Why did Margie hope that the County Inspector would take away her mechanical teacher ?

Ans:- Margie hoped that the County Inspector would take away her mechanical teacher because she had performed poorly in all the geography tests and had developed a strong disliking for the school.

Q2. Tommy thought the old books were funny and a big waste. Why ?

Answer: Tommy thought that the old books were a waste because the words stood still and did not run. He also thought that they were a big waste because they could not be reused like the screen of their mechanical teacher.

LONG ANSWER QUESTIONS

Answer the questions about 80 words.

1x4=4

Q1. (a) 'Machines can't replace human beings.' Explain this in 80-100 words with reference to the Lesson 'The Fun They Had'.

OR

(b) In context of the lesson 'The Fun They Had' do you think mechanical teachers or computer instructors cannot replace humans as teachers.

Answer the questions in 80-100 words.

1x6=6

Q2. The old schools are considered fun by the modern generation. Explain.

Answer:-The ancient schools consisted of Gurukuls in which the students stayed in the building with the guru. Then with the change of time Gurukuls changed into schools. Hence the teacher and the student have a formal relationship. In these schools, teachers are human beings and books are real ones made of paper. Now with times, the modern generation's school replaced by e-text and computers. The future generation would envy when they come to know about the old system of education in which all the kids went to school together. They studied together, played together. They could have better innovative minds as they got a chance to discuss things with each other. The old system of education in which 'man' as a teacher could influence his students by the charisma of his personality. Future generation would utter what fun the schools were long ago.

THE SOUND OF MUSIC

Read the extract given below and answer the questions that follow.

1x4=4

As for music, she explains, "It pours in through every part of my body. It tingles in the skin, my cheekbones and even in my hair." When she plays the xylophone, she can sense the sound passing up the stick into her fingertips. By leaning against the drums, she can feel the resonances flowing into her body. On a wooden platform, she removes her shoes so that the vibrations pass through her bare feet and up her legs.

Q 1: Who is 'she' here?

(a) Evelyn (b) Evelyn's mother

C) Evelyn's friend (d) None of them Answer:- (a) Evelyn

Q 2: She senses the sound passing up the stick into her fingertips when she plays :

a) drums (b) cellos (c) xylophone (d) trombones

Answer:-(c) xylophone

Q 3: The platform was made of :

(a) iron (b) wood (c) plastic (d) None of these Answer:-(b) wood

Q 4: How does she feel vibrations on the wooden platform?

(a) by removing her hand gloves

(b) by listening to the music carefully

(c) by meditating

(d) by removing her shoes

Answer:-(d) by removing her shoes

SHORT ANSWER QUESTIONS

Answer the questions in 30-40 words.

2x2=4

Q1. Who advised Evelyn's parents to take her to a specialist? Why ?

Ans. For a while, Evelyn was able to keep her deteriorating hearing a secret from the students and teachers. But, by the time she was eleven years old, her academic ability had declined and her grades had started to drop. The headmistress then suggested that her parents seek the advice of an expert.

Q2. What kind of recognition did Evelyn get at the Royal Academy of Music ?

Ans. Evelyn enrolled in the Royal Academy of Music when she was seventeen. She received the highest grades ever recorded by the academy. She was among the academy's brightest students and received numerous prestigious honours during the course of her three-year education.

LONG ANSWER QUESTIONS

Answer the questions about 100-120 words.

1x6=6

Q1. Evelyn's determination to overcome her disability has made her source of inspiration for deaf children. Comment.

Answer the questions in 80-100 words.

1x6=6

Q2. "If you work hard and know where you are going, you'll get there," remarks Evelyn Glennie.

What does it reveal about her character?

Ans. In her statement, Evelyn effectively demonstrates her strong resolve, her labour of love, and her dedication to her aim. She has been able to successfully overcome her disability of being deaf thanks to these qualities of her character. Despite having hearing loss since she was eight years old and becoming completely deaf by the time she was twelve, she has never let it stand in the way of her achievements.

Evelyn was passionate about pursuing music and living a normal life, and she did not let her disability get in the way of those goals. She advanced thanks to the support and instruction she received from drummer Ron Forbes, and she persisted in her goals with unwavering conviction. She auditioned for the Royal Academy of Music in London, where she won the most honours, because she had faith in herself and the courage to do so. Evelyn puts forth a great deal of hard work. She has put forth a lot of effort—far more than the other classical musicians—to elevate percussion in the orchestra. She holds that for those that put in the necessary effort and maintain their focus, no objective is insurmountable. She worked hard to transition from orchestra to solo concerts, and because of her proficiency on several different instruments, she eventually rose to become an internationally famous percussionist. She is an example to everyone because of her strength of character and ability to overcome her impairment.

THE LITTLE GIRL

EXTRACT BASED QUESTIONS

Read the extract given below and answer the questions that follow.

1X4=4

"But it was for your b-b-birth day." Down came the ruler on her little, pink palms. Hours later, when grandmother had wrapped her in a shawl and rocked her in the rocking-chair, the child clung to her soft body. "What did God make fathers for?" she sobbed.

Q 1: Who is responding in the first line and to whom?

- (a) The father is responding to Kezia. (b) The mother is responding to Kezia.
(c) Kezia is responding to her father. (d) Kezia is responding to her grandmother.

Answer:-(c) Kezia is responding to her father.

Q 2: How did the father react?

- (a) The father got angry and beat her. (b) The father became happy and kissed her.
(c) The father just gave her a smile and went away. (d) The father gave no reaction.

Answer:-(a) The father got angry and beat her.

Q 3: What did the grandmother do?

- (a) She scolded the girl. (b) She beat the girl.
(c) She wrapped the girl in a shawl. (d) She told a story to the girl.

Answer:-(c) She wrapped the girl in a shawl.

Q4: Why did the girl say "What did God make fathers for"?

- (a) because she liked her father. (b) because she disliked her father.
(c) because she was sympathetic towards her father. (d) none of these.

Answer:-(b) because she disliked her father.

SHORT ANSWER QUESTIONS

Answer the questions in 30-40 words.

2x2=4

Q1. Why did Kezia go slowly towards the drawing room when mother asked her to come downstairs?

Answer:-Kezia feared her tyrannical father. He never showed any tender thoughts or compassion for his young daughter and continually reprimanded her for one thing or the other. She was so terrified of him that when she was requested to go downstairs so he could take off his shoes, she walked very slowly in the direction of the drawing room.

Q2. What was unusual about Kezia stuttering?

Answer:-With the exception of her father, Kezia could speak to everyone in the home without stuttering. She struggled to talk in front of her father because of his intimidating presence and stumbled when she tried to communicate with him.

LONG ANSWER QUESTIONS.

Answer the questions about 100-120 words.

1x6=6

Q1.How did Kezia once earn her father's wrath? What punishment did she get for her mistake? Was it justified? What light does this incident throw on her father's character?

Answer:- Kezia once earned her father's wrath for tearing his speech for the Port Authority to stuff a pin-cushion she was making for him as a birthday present. When he discovered that Kezia was the culprit, he punished her by beating her little pink palms with a ruler to teach her not to touch what did not belong to her.

I think it was a very harsh punishment for an innocent mistake of a fond little daughter. It is true that the papers were extremely important for him and their loss must have caused him a lot of inconveniences but he should have understood and appreciated the fact that Kezia was making a birthday present for him. Gentle but firm words would have sufficed to teach the sensitive Kezia that she should not touch things that do not belong to her. But Father instead chose to beat her little pink palms with a ruler. That was much too cruel on his part.

This incident shows that he was a very cruel and insensitive father who demanded a very high standard of discipline from his daughter and could not tolerate any disobedience.

A Truly Beautiful Mind

Teacher (at school): "This boy barely speaks. He's distracted—he'll never do well."

Einstein's Mother: "He's just thoughtful and different. Let him grow in his own time."

Young Einstein: "These rules in school feel so rigid. I want to explore, not just obey."

Friend: "You're really good with numbers."

Einstein: "I love figuring out how things work—especially in physics and maths."

Professor (in Switzerland): "Here, you'll have the freedom to study your way."

Mileva (classmate): "Albert, your ideas are fascinating."

Einstein: "So are yours, Mileva. Maybe we're meant to learn together."

Narrator: "They married and had children, but life grew complicated. Eventually, they separated."

Colleague (Patent Office): "Still scribbling those theories during lunch?"

Einstein: "I'm onto something—energy and mass, they're interchangeable: E

$= mc^2$." **Scientist (1G1G):** "Einstein's theory holds up! During the eclipse, the

light did bend." **The World:** "Einstein's a genius!"

Nobel Committee (1G21): "We honor your contribution to theoretical physics."

Einstein (as Nazis rise): "It's no longer safe here. I must move to America."

To Roosevelt: "Germany may build a bomb—I urge you to act."

After Hiroshima: "This isn't what science should lead to. We need peace and responsibility."

Narrator: "Einstein died in 1955, not just a brilliant physicist, but a voice for peace—a truly beautiful mind."

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

1. At the age of two-and-a-half, Einstein still wasn't talking. When he finally did learn to speak, he uttered everything twice. Einstein did not know what to do with other children, and his playmates called him "Brother Boring." So, the youngster played by himself much of the time. He especially loved mechanical toys. Looking at his newborn sister, Maja, he is said to have said: "Fine, but where her wheels are?" A headmaster once told his father that what Einstein chose as a profession wouldn't matter, because "he'll never be successful at anything." Einstein began learning to play the violin at the age of six, because his mother wanted him to; he later became a gifted amateur violinist, maintaining this skill throughout his life. But Albert Einstein was not a bad pupil. He went to high school in Munich, where Einstein's family had moved when he was 15 months old, and scored good marks in almost every subject.

(A) What effect does Einstein's early struggle with speech, as described in the lines below, have on his social interactions?

"At the age of two-and-a-half, Einstein still wasn't talking. When he finally did learn to speak, he uttered everything twice."

Choose the most suitable option:

- (a) Isolates him from others b) Boosts his confidence
Makes him more social Encourages early learning

(B) Fill in the blank with the correct word from the bracket.

The phrase "Brother Boring" suggests that Einstein's peers viewed him as..... (uninteresting/intelligent)

(C) Briefly explain, the irony of the phrase 'Brother Boring' used for Einstein.

(D) How does the author's use of descriptive language enhance the portrayal of Einstein's childhood personality?

Q2. At the urging of a colleague, Einstein wrote a letter to the American President, Franklin D. Roosevelt, on 2 August 1939, in which he warned: "A single bomb of this typeexploded in a port, might very well destroy the whole port together with some of the surrounding territory." His words did not fail to have an effect. The Americans developed the atomic bomb in a secret project of their own, and dropped it on the Japanese cities of Hiroshima and Nagasaki in August 1945. Einstein was deeply shaken by the extent of the destruction. This time he wrote a public missive to the United Nations. In it he proposed the formation of a world government. Unlike the letter to Roosevelt, this one made no impact. But over the next decade, Einstein got ever more involved in politics—agitating for an end to the arms buildup and using his popularity to campaign for peace and democracy.

(A) Which of these words doesn't relate to 'arms'?

- a) A body part c) Army
b) Weapons d) Branch

(B) Why was Einstein shaken?

(C) Why did Einstein write a letter to Roosevelt?

(D) On the basis of the extract, it can be inferred that Einstein was

Short questions

1. Why did Einstein's playmates call him 'Brother Boring'?

2. Why did Einstein hate school?
3. Mention your views on the two aspects of Einstein's personality as conveyed by the author in 'A Truly Beautiful Mind'.

Long questions

1. "Einstein was deeply shaken by the extent of destruction during the second world war." What does it show about him? What efforts did he make to promote peace and democracy?

The Snake and the Mirror

Doctor (reminiscing): "I was a young, unmarried doctor then—full of pride, obsessed with looks."

(Admiring himself in the mirror): "What a handsome face! I must marry a rich, fat lady doctor. Then I'll never have to run if she gets angry!"

(Suddenly, a thud and a chill)

Doctor (frozen): "Oh no... What just fell on me?"

Narrator: "A cobra had landed on his shoulder and slithered around his arm. He was petrified."

Doctor (silent thoughts): "This is the end... So this is what dying feels like? Should've made better choices..."

(Meanwhile, the snake sees itself in the mirror):

Narrator: "The cobra, entranced by its own reflection, slowly uncoiled and moved away from the doctor."

Doctor (scurrying away): "Freedom! I'm alive!"

(Next morning)

Friend: "What happened to your room?"

Doctor (half amused, half bitter): "A thief took everything—except my dirty vest. Even the snake had better taste!"

• Extract based questions -1

Suddenly there came a dull thud as if a rubber tube had fallen to ground... surely nothing to worry about. Even so I thought I would turn around and take a look. No sooner had I turned than a fat snake wriggled over the back of the chair and landed on my shoulder. The snake's landing on me and my turning were simultaneous. I didn't jump. I didn't tremble. I didn't cry out. There was no time to do any such thing. The snake slithered along my shoulder and coiled around my left arm above the elbow. The hood was spread out and its head was hardly three or four inches from my face!

Q. 1. Complete the sentence:

i. The snake's hood was _____ from the writer.

ii. What does the word 'tremble' from the above lines mean?

(A) terrified (B) shiver (C) dreamt (D) scattered

iii. What did the snake do after landing on the doctor's shoulder?

(A) coiled around his left arm above the elbow (B) coiled around his right arm above the elbow

(C) coiled around his neck (D) coiled around his head

iv. What sound did he hear while sitting on the chair?

- (a) The squeak of a rat (b) The hiss of a snake
(c) The dull thud of something falling to the ground (d) The sound of somebody coming into the room

v. What happened when the narrator turned around to see what had fallen there?

- (a) A fat snake wriggled over the back of the chair and landed on his shoulder
(b) A fat snake fell on the back of his chair
(c) A fat snake landed on his arm
(d) none of these

Extract based questions -2

2. I would marry. I would get married to a woman doctor who had plenty of money and a good medical practice. She had to be fat; for a valid reason. If I made some silly mistake and needed to run away, she should not be able to run after me and catch me! With such thoughts in my mind, I resumed my seat in the chair in front of the table. There were no more sounds from above. Suddenly, there came a dull thud as if a rubber tube had fallen to the ground... surely nothing to worry about. Even so I thought I would turn around and take a look. No sooner had I turned than a fat snake wriggled over the back of the chair and landed on my shoulder. The snake's landing on me and my turning were simultaneous. I didn't jump. I didn't tremble. I didn't cry out. There was no time to do any such thing. The snake slithered along my shoulder and coiled around my left arm above the elbow. The hood was spread out and its head was hardly three or four inches from my face!

i) What is the tone the author is UNLIKELY to have used in the line, 'Suddenly, there came a dull thud as if a rubber tube had fallen to the ground... surely nothing to worry about.'

- (a) Suspenseful (b) Tense (c) Humorous (d) Ominous

(ii) Fill in the blank with the correct word from the bracket. The phrase "The snake slithered along my shoulder and coiled around my left arm" indicates that the narrator felt(fear/ calmness) in that moment.

(iii) 'With such thoughts in my mind I resumed my seat in the chair in front of the table.' What interrupted the doctor that he had to leave his seat?

(iv) How does the narrator's initial confidence about his future contrast with his reaction when the snake lands on him?

Short questions

1. What were the thoughts of the doctor when the snake coiled around his arm?
2. Do you agree that the doctor and the snake share the same characteristics?
3. How does the imagery of darkness and the snake's silent movement contribute to the suspense and tension in the story?

Long questions

1. Without mirror, the story will lose its charm and reality. Justify.

My Childhood

Villager: "That's Kalam's house—modest but always open to guests."

Neighbor: "His father, Jainulabdeen, has such quiet dignity. Never wealthy, but full of wisdom."

Teacher (at school): "Kalam is thoughtful and disciplined. Works hard, that one. Sells tamarind seeds too."

Cousin (passing newspapers): "Here! Help me sort these. You're quick and clever."

Narrator: "Though born into a Muslim family, Kalam shared close bonds with his Hindu friends. They ate together, studied together, laughed together."

Visitor (shocked): "A Muslim boy sitting next to a Brahmin child? That's not proper!"

Lakshmana Sastry (firmly): "That teacher was wrong. Friendship is beyond religion. My son and Kalam stay seatmates."

Teacher (at school): "This boy's potential is immense. He must rise above society's limits."

Teacher's Wife (hesitating in the kitchen): "But... he's from a different background..."

Teacher (decisive): "Then change begins here. He eats with us."

Narrator: "Next time, she served the meal herself—without hesitation."

Relative (hearing news): "He wants to go study in the district? So far from home?"

Father (calmly): "Let him go. Children aren't possessions. They're like arrows from the bow of life itself."

Narrator: "And so he left Rameswaram, carrying the values of courage, equality, and quiet determination."

Extract based questions

1. After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher, and in our presence, told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologise or quit the school and the island. Not only did the teacher regret his behaviour, but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed the young teacher. On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups. However, my science teacher Sivasubramania Iyer, though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He used to spend hours with me and would say, "Kalam, I want you to develop so that you are on par with the highly educated people of the big cities."

(A) Comment on the leadership provided by Lakshmana Sastry towards mitigating negative attitudes about caste and religion in Rameshwaram.

(B) Complete the following analogy using a word from the extract: Mingle: Socialise:
Conventional:

(C) What quality of Lakshmana Sastry is revealed from the passage?

(D) Which of the given sentences makes use of the word 'break' as used in the passage?

(a) Take a break from studies and rest for some time.

(b) It is not easy to break societal norms.

(c) He wanted to break the record of singing for 3 days at a stretch.

(d) This machine is defective. There is a break in its body.

2. Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my

hesitation, he told me not to get upset, saying, "Once you decide to change the system, such problems have to be confronted." When I visited his house the next week, Sivasubramania Iyer's wife took me inside her kitchen and served me food with her own hands. Then the Second World War was over and India's freedom was imminent. "Indians will build their own India," declared Gandhiji. The whole country was filled with an unprecedented optimism. I asked my father for permission to leave Rameswaram and study at the district headquarters in Ramanathapuram. He told me as if thinking aloud, "Abdul! I know you have to go away to grow. Does the seagull not fly across the sun, alone and without a nest?" He quoted Khalil Gibran to my hesitant mother, "Your children are not your children. They are the sons and daughters of Life's longing for itself. They come through you but not from you. You may give them your love but not your thoughts. For they have their own thoughts."

(A) Examine the portrayal of Sivasubramania Iyer in the given lines.

(B) What kind of picture is painted by the line, "Does the seagull not fly across the sun, alone and without a nest"?

(C) Complete the following suitably. The phrase "such problems have to be confronted" implies that Sivasubramania Iyer

(D) Which of these is not correct according to the passage?

(1) Sivasubramania had progressive thoughts.

(2) India's freedom was not sure.

(3) Abdul's father was a conservative man.

(4) Abdul's father fully supported him. Select an appropriate option

(a) (1) only

(b) (2) and (3)

(c) (1) and (4)

(d) (3) only

Short questions

1. 'Kalam's childhood was a secure one, both materially and emotionally'. Illustrate the fact.
2. How did Abdul Kalam earn his first wages?
3. Why does the writer describe his father as 'austere'?

Long questions

1. Compare and contrast the role of two different teachers in Abdul Kalam's life in

ANSWER KEY OF (A Truly Beautiful Mind, The Snake and the Mirror & My Childhood)

A Truly Beautiful Mind

Extract based questions.

- 1.(A) (a) Isolates him from others

(B) uninteresting

(C) The phrase 'Brother Boring' is used for Einstein because he did not know how to play with other children. The other kids made this name for him. But rather than being boring, Einstein preferred to play by himself. He was fascinated with mechanical toys. Hence, the name is ironic.

(D) The author uses phrases like "uttered everything twice" and "Brother Boring" to highlight Einstein's social struggles. The imagery of him playing alone with mechanical toys emphasizes his deep curiosity and preference for logical thinking

2.(A) (c) Army

(B) Einstein was shaken when the Americans dropped the atomic bomb on two Japanese cities and caused massive destruction.

(C) Einstein wrote a letter to the American President Franklin

D. Roosevelt to warn him against the dangers of atomic bomb. (D) a humanitarian.

Short questions

1. Einstein did not mix up with the other children. He did not find their games interesting. He often uttered every word twice. He was often teased for his abnormally huge head. And so his friends nicknamed him "Brother Boring."

2. Einstein disliked the strict rules in school because they demanded too much discipline. He felt exhausted and trapped in such a rigid environment. The atmosphere was suffocating for him, and he often disagreed with his teachers. These clashes made school life even more difficult for him.

3. The author emphasizes Einstein's exceptional intellect and profound humanitarian values. He was a brilliant physicist who transformed science with his groundbreaking theories. At the same time, he was a compassionate visionary, actively promoting peace, democracy, and a world without nuclear devastation.

Long questions

1. Einstein's deep sorrow over the devastation of World War II reflects his strong humanitarian values and moral convictions. Although he had warned about nuclear weapons, he was profoundly troubled by their use on Hiroshima and Nagasaki. His response underscored his commitment to global peace. In an effort to prevent future wars, he urged the United Nations to establish a world government. Despite his proposal being overlooked, he remained dedicated to advocating against nuclear weapons and promoting disarmament. Through his worldwide influence, he supported peace, justice, and democratic ideals.

The Snake and the Mirror

Extract based questions

1 i. Ans. Three or four inches

ii. Ans. Option (B) is correct.

iii. Ans. Option (A) is correct

iv. Ans. Option (C) is correct.

v. Ans. Option (A) is correct.

2. (i) (c) Humorous Explanation: The line creates suspense as the narrator initially dismisses the sound as

unimportant, but it leads to a shocking moment. A humorous tone is unlikely because the situation is serious and tense, with danger approaching unnoticed.

(ii) fear

(iii) When the doctor was engrossed in thoughts of marrying a rich fat lady, some sounds coming from the room interrupted the doctor's thoughts so he stood and looked here and there to find the source of the sound.

(iv) At first, the narrator is lost in his own thoughts, planning his future with confidence and humour. However, when the snake lands on him, he is immediately frozen with fear. His silent and motionless reaction contrasts sharply with his earlier carefree attitude, showing how unexpected danger can overpower confidence.

Short questions and answers

1. When the snake coiled around the doctor's arm, he was completely frozen with fear. He did not jump, tremble, or cry out. His mind, however, remained active. He felt the presence of God and feared that even a slight movement or sound could provoke the snake to strike.

2. Yes, both the doctor and the snake became distracted by their own reflections in the mirror. They were so focused on their appearance that they forgot their true purpose—the doctor, who should have been concerned with medicine, and the snake, which needed to hunt for food.

3. Ans. The dark room, the sudden dull thud, and the snake's silent movement create suspense. The slow, smooth way the snake coils around the doctor increases fear. The lack of light adds mystery, making the reader feel the doctor's helplessness and the eerie tension of the moment.

Long questions

1. The mirror is a key element in the story, influencing both the doctor and the snake. The doctor, absorbed in his reflection, decides to shave daily, grow a thin moustache, and maintain an attractive smile to enhance his appearance. Later, when the snake coils around his arm, it becomes similarly captivated by its own reflection, giving the doctor a chance to escape. This unexpected turn adds humour and irony to

the story, making the mirror not just an object but a driving force in the narrative. Its presence shapes the events and highlights the contrast between vanity and survival.

My Childhood

Extract based questions

1.A. Lakshmana Sastry was a high priest at the temple in Rameshwaram. He was informed by his son, Ramanadha Sastry, how Kalam was made to sit at the back of the class by the new teacher for being a Muslim. He personally admonished the teacher the next day for spreading the poison of social inequality and communal intolerance.

(B) Orthodox.

(C) Laksmana Sastry told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. It shows that he had progressive thoughts.

(D) (b) It is not easy to break societal norms

2. (A) Sivasubramania Iyer is portrayed as a progressive and determined individual. He believes in social equality and is willing to challenge discriminatory norms. His encouragement to Kalam shows his strong belief in changing society.

(B) The line creates an image of independence and growth. It compares Kalam's journey to that of a seagull, highlighting the idea that one must leave the comfort of home to explore new opportunities. It signifies a necessary step in life's journey towards self-reliance and personal development.

(C) believes that challenges must be faced with courage to bring about change.

(D) (b) (2) and (3)

Short questions

1. A.P.J. Abdul Kalam called his childhood a secure one because he had loving and caring parents. He had all necessary things which included food, clothes, medicine, etc. The family also had a pucca house.

2. Kalam's cousin was a newspaper distributor agent. The train halt at Rameshwaram station was suspended. So, the newspapers were bundled up and thrown out from a moving train. Kalam helped his cousin to catch the bundles. He was given money for it.

3. The writer intends to say that his father was not interested in luxury or unnecessary comforts. Rather, he made sure that all the needs of his family were met with his middle-class income. 'Austere' refers to someone who is not interested in the luxuries and comforts of life.

Long questions

1. Two teachers played contrasting roles in Abdul Kalam's life regarding social and communal intolerance. One of his teachers, a strict conservative, displayed religious bias by asking Kalam, a Muslim boy, not to sit next to his Hindu friend in class. This incident deeply hurt Kalam but also made him aware of social discrimination. In contrast, his science teacher, Sivasubramania Iyer, was a progressive thinker who actively opposed communal intolerance. He invited Kalam to his home for a meal, challenging orthodox norms despite his wife's initial hesitation. His actions taught Kalam the importance of breaking social barriers and fostering unity. These experiences shaped Kalam's belief in communal harmony and inclusivity.

4. Reach for the Top

GIST OF THE LESSON

Sai: Do you know, Sanjana, this chapter presents the journey of two successful women, Santosh Yadav and Maria Sharapova.

Sanjana: Really! Then it will be more interesting for me as a girl student. I have not read yet. Please tell me in a brief way.

Sai: Exactly. Both women show that with determination and hard work, anyone can overcome all obstacles and achieve success.

Sanjana: Please tell me about their achievements.

Sai: Yes, It is Santosh Yadav, a record holding mountaineer. She was born in a very conservative society in Haryana where daughters had no freedom.

Sanjan: Oh! Very sad! How did she reach the top ?

Sai: It was not easy for her. However with her will and dedication , took control of her life. As a result she became the first woman to climb Mt. Everest twice.

Sanjana: Great! But what about Maria Sharapova? Is there same society hindrance in foreign country also?

Sai: No, her struggle is different from Santosh Yadav. In her journey, she made many sacrifices and suffered insults. Still she achieved number one position in World's Women Tennis. Her hard work and mental toughness finally led her to achieve her goal.

Sanjana: Oh! Sports Women. I like it. Thank you for sharing the story of two wonderful women in the world.

MAIN POINTS OF THE LESSON

Part 1: Santosh Yadav

- Santosh Yadav, born in Haryana, India, faced discrimination in a patriarchal society that favoured sons.
- Despite her family's wealth, she was not prioritized for education and was expected to marry at sixteen.
- Santosh defied these expectations, choosing to pursue her education and eventually enrolling in a mountaineering course.
- She became the youngest woman to scale Mount Everest twice, breaking records and inspiring others.
- Her achievements led to the prestigious Padma Shri award, highlighting her remarkable journey.

Part 2: Maria Sharapova

- Maria Sharapova, originally from Siberia, moved to Florida with her father to pursue her tennis dreams.
- She faced numerous challenges, including financial difficulties and separation from her mother.
- Despite these obstacles, she persevered, working tirelessly to improve her game.
- Maria eventually achieved the world number one ranking in women's tennis, showcasing her dedication and ambition.

EXTRACT BASED QUESTIONS

Read the following extracts carefully and answer the questions that follow—

The only woman in the world who has scaled Mt. Everest twice was born in a society where the birth of a son was regarded as a blessing, and a daughter, though not considered a curse, was not generally welcomed. When her mother was expecting Santosh, a travelling 'holy man', giving her his blessing, assumed that she wanted a son. But, to everyone's surprise, the unborn child's grandmother, who was standing close by, told him that they did not want a son.

Question 1: In which field is Santosh Yadav the only woman to excel in the world?

- (a) in the field of entertainment
- (b) in the field of science
- (c) in the field of Lawn Tennis
- (d) in the field of mountaineering

Answer

(d) in the field of mountaineering

Question 2: In earlier days, a daughter was not generally welcomed because:

- (a) A daughter couldn't take the family lineage further.
- (b) A huge sum had to be spent on a daughter's wedding.
- (c) Both (a) and (b).
- (d) None of these.

Answer

(c) Both (a) and (b).

Question 3: Santosh's mother got blessing for a son from :

- (a) a beggar
- (b) a travelling 'holy man'
- (c) a neighbour
- (d) Santosh's grandmother

Answer

(b) a travelling 'holy man'

Question 4: What did the grandmother say which surprised everyone?

- (a) they want a son.
- (b) they didn't want a son.
- (c) they didn't want a daughter.
- (d) they didn't want more children in their house.

Answer

(b) they didn't want a son.

Extract 2 Santosh Yadav- Reach for the Top

The girl was given the name 'Santosh', which means contentment. But Santosh was not always content with her place in a traditional way of life. She began living life on her own terms from

the start. Where other girls wore traditional Indian dresses, Santosh preferred shorts. Looking back, she says now, "From the very beginning I was quite determined that if I chose a correct and a rational path, the others around me had to change, not me."

Question 1: What does the name `Santosh' mean?

- (a) It means pride.
- (b) It means sadness.
- (c) It means contentment.
- (d) It means happiness.

Answer

(c) It means contentment.

Question 2: What was Santosh not contented with?

- (a) her place in a modern way of life.
- (b) her place in a traditional way of life.
- (c) constant comparison of her and her brother.
- (d) the way she was treated by her friends.

Answer

(b) her place in a traditional way of life.

Question 3: How was Santosh different from other girls of her age?

- (a) Other girls were simple, but she preferred heavy makeup.
- (b) Other girls were doing their higher education, but she preferred staying at home.
- (c) Other girls wore jeans, but she preferred saree.
- (d) Other girls wore traditional Indian dresses, but she preferred shorts.

Answer

(d) Other girls wore traditional Indian dresses, but she preferred shorts.

Question 4: What quality of Santosh is mentioned here?

- (a) She was determined.
- (b) She was a happy-go-lucky person.
- (c) She was of traditional beliefs.
- (d) She changed herself according to the other people.

Answer

(a) She was determined.

Extract 1 Maria Sharapova- Reach for the Top

Read the following extracts carefully and answer the questions that follow—

There is something disarming about Maria Sharapova, something that adds with her ready smile and glamorous attire. And that something in her lifted her on Monday, 22 August 2005 to the world number one position in women's tennis. All this happened in almost no time. Poised beyond her years, the Siberian born teenager took just four years as a professional to reach the pinnacle.

Question 1: Which quality/qualities of Maria Sharapova is/are mentioned here?

- (a) her ready smile and glamorous attires
- (b) her simple attires
- (c) her richness and ready smile
- (d) her powerfulness

Answer

(a) her ready smile and glamorous attires

Question 2: She became the world number one player of tennis on :

- (a) 23 September, 2008
- (b) 15 April, 2010
- (c) 22 August, 2005
- (d) 25 March, 200

Answer

(c) 22 August, 2005

Question 3: What is the meaning of 'Poised beyond her years'?

- (a) She is far too childish than her actual age.
- (b) She is far too mature and responsible than her actual age.
- (c) She is mature but not so responsible.
- (d) She is responsible but does silly things sometimes.

Answer

(b) She is far too mature and responsible than her actual age.

Question 4: How much time did she take as a professional to reach the pinnacle?

- (a) She took only one year
- (b) She took only six years
- (c) She took only seven months
- (d) She took only four years

Answer

(d) She took only four years

Extract 2 Maria Sharapova- Reach for the Top

However, the rapid ascent in a fiercely competitive world began nine years before with a level of sacrifice few children would be prepared to endure. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States. That trip to Florida with her father Yuri launched her on the path to success and stardom. But it also required a heart-wrenching two-year separation from her mother Yelena. The latter was compelled to stay back in Siberia because of visa restrictions. The nine-year-old girl had already learnt an important lesson in life- that tennis excellence would only come at a price.

Question 1: Maria was sent off to the US:

- (a) in her college days
- (b) when she was nine-year-old
- (c) when she started a job
- (d) before her seventh birthday

Answer

(b) when she was nine-year-old

Question 2: She went to Florida with:

- (a) her mother
- (b) her friends
- (c) her father
- (d) her coach

Answer

(c) her father

Question 3: Which trip did lead her to the path of success and stardom?

- (a) Her trip to Florida
- (b) Her trip to Siberia
- (c) Her trip to India
- (d) Her trip to Japan

Answer

(a) Her trip to Florida

Question 4: At the age of nine, she had already learnt that tennis excellence would only come:

- (a) with high amount of money
- (b) with high level of sacrifice
- (c) if you have many contacts
- (d) if you are clever

Answer

(b) with high level of sacrifice

Short Answer Type Questions-

1. Why was Santosh Yadav not content with a traditional way of life? What path did she choose and why?

Answer: Santosh was not content with a traditional way of life because she was a bit of a rebel right from the beginning. She wanted to charter her own course in life, rather than following the age-old customs and traditions.

She chose the path of excellence through education, rational thinking and hard work and achieved unparalleled success as a woman mountaineer.

2. When Santosh turned sixteen, why did she consider it to be the ‘right moment’ to fight the system?

Answer: Santosh left home for Delhi when she turned sixteen because her parents had begun to pressurize her to get married in keeping with tradition. She decided that it was the right moment to rebel and she quietly got herself enrolled in a school in Delhi to continue her studies.

3. Why did Santosh’s parents agree to pay for her schooling in Delhi? What mental qualities of Santosh are brought to light by this incident?

Answer: Santosh’s parents agreed to pay for her schooling in Delhi because she told them that she planned to work part-time in order to pay her fees. They realized that their daughter was independent, had a strong will-power and firm self-belief. She could take her decisions and stand by them.

4. What was the most spiritual and proud moment for Santosh Yadav?

Answer: Santosh Yadav, while standing on the ‘top of the world’, was overwhelmed with emotions of patriotism and ecstasy. She felt proud as an Indian when she unfurled the tricolour on Mount Everest. She was so happy that she experienced a kind of spiritual bliss. She found it hard to articulate her feelings.

Long Answer Type Questions-

1. “If I chose a correct and a rational path, the others around me had to change, not me”, said Santosh Yadav. How does her life justify her words?

Answer: Born to conservative parents in a patriarchal, gender-biased and rigidly conventional society, Santosh did not want to let norms dictate her life. She never wanted to adhere to the

irrational, hackneyed customs and wanted to live life on her own terms. In fact, she believed that if she chose a correct and a rational path, others would have to change and align themselves to her choices. Averse to gender discrimination, she resisted the pressure to get married at the young age of sixteen. She declared that she would not marry at all if denied proper education.

Defying tradition, she enrolled in a school in Delhi. When her parents refused to pay for her schooling, she informed them that she would work part-time to manage her school fees. Realising their daughter's determination, they had to submit.

Taking up mountaineering as her career was also an independent decision. However, she tried her best not to hurt her parents and wrote a letter of apology to her father for not having sought his permission before joining the Nehru Institute of Mountaineering at Uttarkashi. Thus, in spite of all the odds, Santosh chose for herself a path which was absolutely unthinkable and unheard of for girls in orthodox society. She, thus, managed to carve her own destiny.

2. Santosh decided to fight the system in her own “quiet way”, says the author. How did Santosh rebel but quietly?

Answer: Santosh was a very rational, progressive, and sensible girl, who wished to shape her life herself. Though it was not easy for a girl to fight the rigid system of those times, Santosh was confident that if she chose a correct and rational path, she would be able to change things around her. She waited patiently for the right moment to take up the issues with the orthodox, irrational and hackneyed traditions that obstructed her aspirations and her goals.

For example, she opposed her parents' decision to marry her off at the early age of sixteen and got herself enrolled in a school in Delhi. When her parents refused to pay for her education in the city, she told them politely that she would earn money for her fees by working part-time. She quietly made it clear that she was determined to overcome all obstacles. Finally, her parents had to surrender. Her decision to take up mountaineering as a career was also handled very boldly and fearlessly by her. She took admission in Uttarkashi's Nehru Institute of Mountaineering without seeking the permission of her parents. Her parents had no choice but to accept her decision. Thus, Santosh rebelled against the orthodox, conservative system in a quiet but sure way.

Short Answer Type Questions (Part-II)

1. What is at odds with Maria's ready smile and glamorous attire?

Answer: The maturity, balanced mind and inner strength of Maria do not appear to be in accordance with her glamorous dress and spontaneous smile. There seems to be some mismatch between her attractive outer appearance and her balanced inner-self.

2. How was Maria different from other children?

Answer: Maria was calmer and more composed, confident and tolerant than the other children of her age. She also had an inner strength that enabled her to endure the sacrifice that few children could think of facing. Unlike most children, she did not buckle under hardships and adverse circumstances.

3. What important lesson did Maria learn during the first two years of her stay in the U.S., away from her mother?

Answer: Maria learnt that excellence comes at a price. Since she wished to reach the zenith in the field of tennis, she knew that she would have to make sacrifices and struggle hard. She

endured the heart-wrenching separation from her mother for two years to attain excellence in tennis. Moreover, she also learnt how to put up patiently with adverse circumstances.

4. Despite staying in America for years, the core of her heart. Justify.

Answer: Maria is a Russian at the Maria moved to Florida, U.S., from Siberia at the young age of nine. Since then she has spent most part of her life here. Yet, she remained a Russian through and through. She is proud of her Russian blood and Russian citizenship. She adds that she would play for Russia in the Olympics if given an opportunity.

5. Why does Maria call tennis business and a sport?

Answer: Tennis is a competitive sport like any other sport and requires stamina, nerve, training, planning and strategizing. It is all about winning or losing. It is also a business

because it is played professionally for money. Its tournaments involve millions of pounds of money expenditures in sponsorship and prize money. Tennis generates a lot of business for media, drinks, clothes and sports companies.

Long Answer Type questions (Part-II)

1. How did adversity stand Maria in good stead in the long run?

Answer: Marie's childhood was full of struggle and loneliness. She had to leave for the U.S. at the young age of nine years. Her mother could not accompany her to the U.S. due to some visa restrictions. She missed her mother terribly during the two years of their heart-wrenching separation. Though her father had accompanied her to the U.S., he too could not frequently visit her as he had to spend a lot of time to earn money to be paid for Maria's tennis training. Apart from it, the other co-trainees used to bully, humiliate and insult her. They were inconsiderate to Maria who was much younger to them. To bully her, they would return to the room late at night, wake her up and make her tidy up the room. All these problems made her life during her training in U.S. miserable and desolate.

However, she was able to sail through these adverse times by never letting herself go into depression or think to quit. Instead, she strengthened her will-power and kept her passion for tennis alive. Eventually, her determined and consistent efforts paid when she became the number one tennis player in the world. She moulded adversity in her favour with her strength, toughness, and tolerance.

2. The lives of Santosh Yadav and Maria Sharapova have much in common to prove that determined and consistent hard work paves the way to success. Identify the points of comparison and contrast in the lives of these two great players.

Answer: Santosh Yadav, the legendary mountaineer from India, and Maria Sharapova, Russia's tennis sensation trained in the U.S., are living examples of determined and consistent hard work. Both these young women started their journey to the top from humble backgrounds. Santosh belonged to a small village in the remote district of Rewari in Haryana while Maria came from the cold Siberia that did not have adequate training facilities for a tennis enthusiast.

Although both were supported by their respective parents, Santosh had to break rules at times to make her conservative family agree to her decisions. However, both the young girls had to sacrifice the loving and protective environment of their homes in order to train for their passion. Both women had an unwavering determination, physical and mental strength, and undivided focus on their goals. They both rose to the number one position in their respective areas within a short span of four years. While Sharapova moved from the frozen Siberia to the plains of Florida, Yadav moved from the plains of Rewari to the frozen Mount Everest. But both of them are devout patriots and share the dream to reach the top.

8. Kathmandu

VIKRAM SETH

[an extract from Heaven Lake]

Payal: Hey Barsha. Are you visiting any tourist place in this coming Autumn Break?

Barsha: No, There is a family function at home. Are You?

Payal: Yes, I am going to Kathmandu to discover the lesson of Vikram seth.

Barsha: I didn't understand your words?

Payal: You have not read the lesson Kathmandu Yet?

Barsha: No. Is there any interesting things?

Payal: Yes , a wonderful discovery by Vikramseth. This lesson "Kathmandu," an excerpt from his book "Heaven Lake", recounts his journey through Tibet and Nepal to India, focusing on his experiences in Kathmandu.

Barsha: Really!

Payal: So wonderful! It highlights the city's vibrant atmosphere, religious sites, and cultural nuances, particularly contrasting the bustling Pashupatinath temple with the serene Baudhnath Stupa. He explores the city's religious diversity, observes the interactions between locals and tourists, and notes the blend of traditional and modern elements. Just I want to have a look on all these sites and gather memory.

Barsha: Very interesting. Good luck for your journey!

EXTRACT BASED QUESTIONS

Read the following extracts carefully and answer the questions that follow—

A corpse is being cremated on its banks; washerwomen are at their work and children bathe. From a balcony a basket of flowers and leaves, old offerings now wilted, is dropped into the river. A small shrine half protrudes from the stone platform on the river bank. When it emerges fully the goddess inside will escape and the evil period of the Kaliyug will end on earth.

Question 1: Which river is being talked about here?

- (a) River Kankai
- (b) Holy river Ganga
- (c) Holy river Bagmati
- (d) Budhi Gandaki river

Answer

(c) Holy river Bagmati

Question 2: What is being dropped into the river? And from where?

- (a) A stone from a bridge
- (b) A basket of flowers and leaves from a balcony

- (c) Petrol from a car
- (d) Lots of trash from a house

Answer

(b) A basket of flowers and leaves from a balcony

Question 3: How does the author indicate the water of the river is polluted here?

- (a) Children take a bath here.
- (b) People drop old offerings here.
- (c) Washermen wash the clothes here.
- (d) All of these

Answer

(d) All of these

Question 4: Which temple is being talked about here and where is it located?

- (a) Prambanan temple, Indonesia
- (b) Pashupatinath temple, Nepal
- (c) Temple of heaven, Beijing
- (d) Golden temple, India

Answer

(b) Pashupatinath temple, Nepal

Extract-2

Kathmandu is vivid, mercenary, religious, with small shrines to flower-adorned deities along the narrowest and busiest streets; with fruit sellers, flute sellers, hawkers of postcards; shops selling Western cosmetics, film rolls and chocolate; or copper utensils and Nepalese antiques. Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows low questioningly at motorcycles, vendors shout out their wares.

Question 1: Kathmandu has a religious look because of:

- (a) shops selling flowers and leaves
- (b) narrow and busy streets
- (c) small shrines and flower adorned deities
- (d) shops selling idols of Gods and Goddesses

Answer

(c) small shrines and flower adorned deities

Question 2: What were the shopkeepers selling?

- (a) fruits and flutes
- (b) film rolls and chocolates

(c) utensils and antiques

(d) all of these

Answer

(d) all of these

Question 3: What kind of utensils and antiques are sold in Kathmandu?

(a) Clay utensils and Indian antiques

(b) Steel utensils and Indian antiques

(c) Brass utensils and Nepalese antiques

(d) Copper utensils and Nepalese antiques

Answer

(d) Copper utensils and Nepalese antiques

Question 4: The meaning of the word 'mercenary' is:

(a) kind

(b) merciful

(c) clever

(d) greedy

Answer

(d) greedy

Short Answer Type Questions-

1. What is written on the signboard outside the Pashupatinath temple? What does the proclamation signify?

Answer: Outside the Pashupatinath temple, the signboard announces: "Entrance for the Hindus only". It signifies the rigid sanctity that this place of worship associates with and the dogmatic discrimination practiced saving this place from being treated like a tourist destination.

2. What does the author imply by 'febrile confusion' in the Pashupatinath temple?

Or

What made the atmosphere in and around the Pashupatinath temple full of 'febrile confusion'?

Answer: The author makes this remark to show the hectic and feverish activity that causes utter chaos. Around the temple, there is a huge crowd of priests, hawkers, tourists, and even cows, monkeys and pigeons. Inside the temple, there are a large number of worshippers who elbow others aside to move closer to the priest. Together, they create utter confusion.

3. What is the belief at Pashupatinath about the end of Kaliyug?

Answer: There is a small shrine on the banks of the holy Bagmati in the Pashupatinath temple. Half of this shrine protrudes from a stone platform. It is believed that when the shrine will emerge completely from the platform, the goddess in the shrine will escape and that will mark the end of the Kaliyug.

4. Describing the streets around the Baudhnath stupa, why does the narrator say this is a

haven of quietness in the busy streets around?

Answer: The narrator observes a sense of stillness at the Buddhist shrine, the Boudhanath stupa. Its immense white dome is ringed by a road with small shops selling items like felt bags, Tibetan prints, and silver jewellery. The quietness of the stupa stands out amidst the busy business activities that go around it. Thus, the narrator regards this place as a haven of quietness in the busy streets around.

5. The writer says, “All this I wash down with Coca-Cola”. What does all this’ refer to?

Answer: All this’ refers to the eatables that the writer enjoys on the road surrounding the Boudhanath stupa. It includes a bar of marzipan and a roasted corn-cob that he enjoys along with the fizzy, carbonated drinks, Coca-Cola. Besides, he also gets some comics with love-stories and a copy of the Reader’s Digest magazine to indulge himself mindlessly.

Long Answer Type Questions-

1. Compare and contrast the atmosphere in and around the Baudhnath shrine with that in the Pashupatinath Temple.

Answer: The Pashupatinath Temple, sacred to Hindus, and the Baudhnath shrine of the Buddhists stand in contrast with regard to their ambiance. The noisy confusion of the Hindu Temple is opposite to the tranquillity that reigns supreme in the Baudhnath shrine. In the Pashupatinath temple, utter chaos is created by a large number of unorganized worshippers who try to push each other to reach closer to the priest and the deity. At Baudhnath stupa, there aren’t many people inside the structure.

The atmosphere at Pashupatinath Temple is made noisy by the heterogeneous crowd consisting of priests, hawkers, devotees, and tourists. The animals like cows and dogs freely move around and the pigeons to contribute to the confusion. Even monkeys play about and fight in the premises of the temple. Confusion is also created by some Westerners who wish to enter the temple.

The Boudhanath stupa, on the contrary, gives a feeling of stillness and silence. Although there are small shops on the road around the temple, run by Tibetan immigrants, there is neither noise nor chaos. The author is so fascinated by the serenity in and around the temple that he calls it ‘a haven of stillness’ standing quietly amidst the busy streets.

2. “To hear any flute is to be drawn into the commonality of all mankind.” Why does the author say this?

Answer: The author hears the music of a flute played by a flute seller in a square near his hotel in Kathmandu and is reminded of the various kinds of music produced by various types of flutes found in various cultures. However, the flute is universal because almost every culture has flutes, though each has a different tone and pitch.

The author further describes the variety of flutes named differently as the shakuhachi in Japan and the bansuri in India. They have different fingering methods and ranges of sound. The Indian bansuri has a deep sound, the South American flute emits clear, breathy sound and the Chinese flute gives out loud, high-pitched melodies.

Despite the variety of flutes and the variations in their music, the author emphasizes that the music of all the flutes closely resembles the human voice. To produce music, every flute needs pauses and breaths in the same manner in which phrases and sentences are uttered in the human voice. These pauses and breaths are generated through fingering of the holes of a flute. This characteristic feature of the flutes gives the author a feeling of being “drawn into the commonality of mankind”, which gives him a sense of universality and harmony.

9. If I Were You

By DOUGLAS JAMES

Summary-(Dialogue Form)

Shaswat: Hey friends! have you read the lesson “If I Were You”?

Jagrat: yes, I have read. Can I help you in any way?

Shaswat: Just the summary if you can.

Jagrat: Yeah, it is a play by Douglas James, centres around Gerrard, a playwright who cleverly uses his wit and intelligence to save himself from a dangerous situation.

Shaswat: Dangerous!

Jagrat: Yes, An intruder, who bears a strong resemblance to Gerrard, enters his home with the plan of killing him and taking on his identity to live peacefully.

Shaswat: Did he kill?

Jagrat: No, when Gerrard got to know of intruder’s plan , he engaged him in a conversation and told him a false story that he has killed a man. He informed him that the police is about to catch them.

Shaswat: Oh! Very smart. What happened then?

Jagrat: With his cleverness, he convinced the intruder regarding the truth of the story and trapped him in the cupboard. Thus, turning the tables and leading to the intruder's arrest. A surprise ending of this act.

Shaswat: Thank you friend. I hope I can answer some questions in English class now.

Extract-1

Read the following extracts carefully and answer the questions that follow—

Gerrard: (pleasantly) Why, this is a surprise, Mr- er-

Intruder: I'm glad you're pleased to see me. I don't think you'll be pleased for long. Put those paws up!

Gerrard: This is all very melodramatic, not very original, perhaps, but...

Intruder: Trying to be calm and-er-

Gerrard: 'Nonchalant' is your word, I think.

Intruder: Thanks a lot. You'll soon stop being smart. I'll make you crawl. I want to know a few things, see.

Question 1: Who is/are the speaker/speakers here?

- (a) The intruder
- (b) Gerrard
- (c) Both (a) and (b)
- (d) None of them

Answer

(c) Both (a) and (b)

Question 2: Where is the conversation taking place?

- (a) in the small cottage of Gerrard
- (b) in the small cottage of the intruder
- (c) in the shop of the intruder
- (d) in a restaurant

Answer

(a) in the small cottage of Gerrard

Question 3: What, according to Gerrard, is very melodramatic?

- (a) A thief's breaking into his house
- (b) The intruder's breaking into his house
- (c) A policeman's coming into his house
- (d) The intruder's sudden exit from his house

Answer

(b) The intruder's breaking into his house

Question 4: How can you say that the intruder's behaviour is harsh?

- (a) The intruder is throwing things in the cottage
- (b) The intruder is shouting very loudly
- (c) The intruder is abusing Gerrard continuously
- (d) The intruder is speaking threateningly

Answer

(d) The intruder is speaking threateningly

Extract 2 If I Were You

Gerrard: Anything you like. I know all the answers. But before we begin I should like to change my position; you may be comfortable, but I am not.

Intruder: Sit down there, and no funny business. (Motions to a chair, and seats himself on the divan by the bag.) Now then, we'll have a nice little talk about yourself!

Gerrard: At last a sympathetic audience! I'll tell you the story of my life. How as a child I was stolen by the gypsies, and why at the age of thirty-two, I find myself in my lonely Essex cottage, how...

Intruder: Keep it to yourself, and just answer my questions. You live here alone? Well, do you?

Gerrard: I'm sorry. I thought you were telling me, not asking me. A question of inflection; your voice is unfamiliar.

Question 1: Where and with whom does Gerrard live?

- (a) in a bungalow, with five servants

- (b) alone in a small cottage
- (c) in a small house, with his wife
- (d) alone in a big house

Answer

(b) alone in a small cottage

Question 2: What did happen when Gerrard was a child?

- (a) He got into an accident
- (b) He was beaten by his neighbour
- (c) He fell ill seriously
- (d) He was stolen by the gypsies

Answer

(b) He was stolen by the gypsies

Question 3: How can you say that Gerrard is funny with the intruder?

- (a) because he asked the intruder to stop laughing
- (b) because he was cracking jokes
- (c) because he was laughing continuously
- (d) because the intruder himself warned him not to be funny

Answer

(d) because the intruder himself warned him not to be funny

Question 4: Why didn't Gerrard answer the intruder's questions?

- (a) because he was not listening to the intruder
- (b) because he was not feeling well
- (c) because he thought he wasn't asked any question.
- (d) because he didn't like the intruder

Answer

(c) because he thought he wasn't asked any question.

Short Answer Type questions-

1. What did Gerrard tell the intruder about himself? Was he telling the truth? Why/Why not?

Answer: Gerrard told the intruder that as a child, he was stolen by the gypsies and now in his thirties, he was all alone in life. He was not telling the truth; he was just being funny as he wished to make it clear that he was not afraid of a gun-toting criminal. In fact, Gerrard had already started concocting stories about himself.

2. The intruder announced, "I'm going to kill you". Was Gerrard in nervous? How would you describe Gerrard's reactions?

Answer: Confident of his presence of mind, Gerrard remained unruffled of on being

threatened by the intruder. He remained so calm and too nonchalant that the intruder was irritated. His sense of humour also enraged the intruder. Thus, Gerrard reacted in a calm and composed way.

3. Why does the intruder intend to kill Gerrard?

Answer: The intruder is a criminal who is being chased by the police for having murdered a cop. As per his plan, the intruder intends to kill Gerrard in order to take on his identity and avoid being caught by the police. In this way, he can lead a peaceful life without being haunted by the fear of arrest and punishment.

4. Why does the intruder call himself ‘a poor hunted rat’?

Answer: The intruder describes himself as ‘a poor hunted rat’ because he is being chased by the police and he has to keep dodging them. He has killed a cop and is trying to escape punishment by hiding like a rat being chased by a cat.

5. Why has the criminal been called an intruder all through the play?

Answer: An intruder is a person who forces his way uninvited and unwelcomed like a criminal. He is called an intruder throughout the play as after forcing his way into Gerrard’s cottage, he is trying to grab Gerrard’s identity as well. Moreover, he refuses to tell Gerrard anything about himself, even his name.

Long Answer Type questions-

1. Gerrard says, “In most melodramas, the villain is foolish enough to delay his killing long enough to be frustrated. Does this statement hold good for the play ‘If I Were You’?”

Answer: In most melodramas, the playwright wants to make the hero successful. The villain in the play wants to kill the hero. But he presented as someone who is foolish. He goes on delaying the killing for one reason or the other. In the end, his plans are frustrated and the hero is able to get the better of him. The same thing holds good of this play. In this play, the villain is the intruder. He resembles Gerrard. So he wants to kill Gerrard and live under his name. He has gathered a lot of information about Gerrard. But he does not know that Gerrard is a stage actor. He can act well. Gerrard poses to be pleased on seeing the intruder. He talks to him in a tactful way. He makes the intruder talk about himself. Thus he goes on delaying the killing. This gives Gerrard enough time to plan to get rid of him. In the end, the intruder’s plan of killing Gerrard is frustrated and he is shut up in a cupboard.

2. Bring out Gerrard’s intelligence, the presence of mind and sense of humour. How did these traits help him outwit the intruder?

Answer: Being an intelligent person, Gerrard did not show even the slightest of nervousness at the sight of the gun-toting criminal. He knew that his cool-headedness and presence of mind would not only help him to manage the crisis but would also contribute towards unnerving the intruder, who too must be having some fear lurking in his mind. Keeping the atmosphere light and lively with his sense of humour and funny remarks, Gerrard instantly cooked up a story about his criminal background. Convincing the intruder that the police would arrive any minute to nab them, he impressed upon the intruder that they would have to escape immediately. Cleverly, he made him peep into a cupboard, saying that it was an escape route. The moment the intruder leaned forward to inspect it, Gerrard pushed him into the cupboard and knocked the revolver out of his hand. He then closed and locked the door. Thus, his intelligence, sense of humour, and presence of mind turned the tables on the intruder.

THE ROAD NOT TAKEN

3 Extract-Based Questions

Each extract has 4 competency-based questions (1 mark each)

Extract 1:

"Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveller, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;"

Q1. Why is the poet feeling sorry?

Ans. The poet is sorry because he cannot travel both the roads and must choose only one.

Q2. What does "yellow wood" suggest?

Ans. "Yellow wood" suggests autumn season, symbolizing change or a turning point in life.

Q3. What does the phrase "diverged" imply in this context?

Ans. It means that the path split into two different directions, representing a life choice.

Q4. What does the poet's long pause suggest?

Ans. It shows he is thinking carefully before making an important decision.

Extract 2:

"Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,"

Q1. Why did the poet choose the second road?

Ans. He felt it was less travelled and thus more adventurous or unconventional.

Q2. What does "just as fair" mean?

Ans. It means the second road seemed equally good or attractive.

Q3. What contradiction does the poet point out?

Ans. Though one road looked less used, both were actually worn the same by travelers.

Q4. What theme of life does this stanza highlight?

Ans. It highlights the dilemma of making choices and how appearances can be deceptive.

Short Answer Questions (2–3 sentences each)

Q1. What is the central idea of the poem "The Road Not Taken"?

Ans. The poem is about the choices we make in life and how they shape our future. It reflects on the importance and consequences of decisions.

Q2. Why did the poet doubt he would ever come back to try the other road?

Ans. Because one decision leads to another and life keeps moving forward, he doubted he would return to explore the alternative.

Q3. What does the road "less traveled by" symbolize?

Ans. It symbolizes unconventional or risky choices that are not commonly taken by others.

Q4. What tone does the poet maintain throughout the poem?

Ans. The tone is reflective and thoughtful, with a touch of ambiguity and mild regret.

Q5. What lesson does the poem convey to students?

Ans. It teaches students to think carefully before making decisions and to understand that every choice has its consequences.

Long Answer Questions (100–120 words each)

Q1. Describe how the poem "The Road Not Taken" reflects the dilemma of decision-making in life.

Ans.

Robert Frost's poem beautifully captures the moment of decision-making through the metaphor of two diverging roads in a forest. The poet must choose one path, knowing he cannot walk both. This represents life's reality, where one has to make choices that may shape their future. The poet chooses the road "less traveled by", which shows his inclination toward non-conformity. Yet, there is a sense of uncertainty and reflection, as he is not sure if the choice was right. The poem mirrors the human experience of weighing options and living with the results of those decisions. It encourages readers to be thoughtful but also to accept that every decision will shape their journey.

Q2. How does Robert Frost use nature as a metaphor for life in "The Road Not Taken"?

Ans.

In "The Road Not Taken," Frost uses a simple forest setting to symbolize life's complex decisions. The "yellow wood" signifies a time of change, possibly adulthood or a crucial life moment. The diverging roads are metaphors for life's choices. The fact that both roads appear similar shows how often choices can be confusing and uncertain. Nature reflects the unpredictability and irreversible nature of life—once a path is chosen, one cannot go back. Frost's use of natural imagery makes the abstract concept of decision-making tangible and relatable. This use of nature not only enhances the poem's beauty but also deepens its philosophical meaning about choices and their long-lasting effects.

Wind

3 Extract-Based Questions

Each extract has 4 competency-based questions (1 mark each)

Focus: comprehension, inference, literary devices, values

Extract 1:

"Wind, come softly.

Don't break the shutters of the windows.

Don't scatter the papers.

Don't throw down the books on the shelf."

Q1. What kind of wind is the poet referring to in this stanza?

Ans. The poet is referring to a violent and destructive wind.

Q2. What is the poet's tone in this extract?

Ans. The poet's tone is pleading and requesting.

Q3. Name the poetic device used in "Wind, come softly."

Ans. **Apostrophe**, as the poet directly addresses the wind.

Q4. What does the poet request the wind not to do?

Ans. The poet requests the wind not to break the window shutters, scatter papers, or throw down books.

Extract 2:

"There, look what you did — you threw them all down.

You tore the pages of the books,

You brought rain again,

You're very clever at poking fun at weaklings."

Q1. How does the poet personify the wind in this stanza?

Ans. The wind is personified as a mischievous and powerful force that enjoys tormenting the weak.

Q2. What attitude of the wind is highlighted here?

Ans. The wind is shown as cruel, mocking, and destructive.

Q3. Explain "you're very clever at poking fun at weaklings."

Ans. It means the wind targets and troubles the weak, both literally and metaphorically.

Q4. What literary device is used in "poking fun at weaklings"?

Ans. **Personification**, as the wind is given human qualities of mocking and cruelty.

Short Answer Type Questions (2–3 sentences each)

Q1. What is the central idea of the poem "Wind"?

Ans. The poem shows how nature's powerful forces test human strength and resilience. It teaches us to build strength to face difficulties bravely.

Q2. What kind of destruction does the wind cause?

Ans. The wind breaks window shutters, scatters papers, throws down books, tears pages, and even brings rain.

Q3. How can we make friends with the wind?

Ans. By becoming strong physically and mentally, we can face challenges like the wind without fear. The poet says strong people can make the wind their friend.

Q4. How is the wind symbolic in the poem?

Ans. The wind symbolizes the challenges, difficulties, and hardships of life that test a person's strength and character.

Q5. Why does the poet describe the wind as being cruel to the weak?

Ans. Because the wind destroys things that are weak or delicate, it is seen as mocking or hurting those who cannot withstand its force.

Long Answer Type Questions (100–120 words)

Q1. How does the poet use the wind as a symbol in the poem? What lessons does he want the reader to learn?

Ans.

In the poem "Wind," the poet uses the wind as a symbol of challenges, struggles, and hardships that people face in life. At first, the poet pleads with the wind to be calm and gentle, as it destroys the weak—windows, papers, and books. He then points out how the wind becomes a friend to the strong and supports their growth. The contrast between the destruction of weak fires and the encouragement of strong fires teaches the lesson that we must become mentally and physically strong to face difficulties. Through this powerful metaphor, the poet conveys the value of inner strength, preparation, and courage in dealing with life's adversities.

Q2. What does the poem "Wind" teach us about facing adversity? Support your answer with examples from the poem.

Ans.

"Wind" by Subramania Bharati is a metaphorical poem that teaches us to face adversity with strength and courage. The poet shows how the wind is destructive—it breaks shutters, scatters books, and tears pages. These are symbolic of how difficulties in life can break the weak. However, he also says the wind makes strong fires flourish. This metaphor suggests that strong people grow in the face of adversity. The poet encourages us to be prepared—build strong homes and strengthen our hearts and minds. In short, adversity will always exist, like the wind, but if we are brave and well-prepared, we can not only survive but thrive.

Rain on the Roof

Extract-Based Questions

Each extract has **4 competency-based questions (1 mark each)**

Covers: understanding, inference, poetic devices, emotional response

Extract 1:

*"When the humid shadows hover
Over all the starry spheres,
And the melancholy darkness
Gently weeps in rainy tears,"*

Q1. What are "humid shadows"?

Ans. "Humid shadows" refer to the dark rain-laden clouds that bring rain.

Q2. What does "melancholy darkness" refer to?

Ans. It refers to the sad, gloomy atmosphere created by the rainy night.

Q3. What poetic device is used in “gently weeps in rainy tears”?

Ans. Personification, as darkness is described as weeping like a human.

Q4. How do the stars relate to the setting?

Ans. The stars are hidden behind the clouds, indicating night and rainfall.

Extract 2:

*“Every tinkle on the shingles
Has an echo in the heart;
And a thousand dreamy fancies
Into busy being start,”*

Q1. What does “tinkle on the shingles” refer to?

Ans. It refers to the soft, musical sound of raindrops falling on the tiled roof.

Q2. What effect does the sound of rain have on the poet?

Ans. It brings back memories and stirs emotions in his heart.

Q3. What does the poet mean by “dreamy fancies”?

Ans. He refers to daydreams or imaginative thoughts triggered by the sound of rain.

Q4. Name the poetic device used in “an echo in the heart.”

Ans. Metaphor, comparing feelings to an echo without using “like” or “as”.

Short Answer Type Questions (30–40 words each)

Q1. What is the central idea of the poem “Rain on the Roof”?

Ans. The poem explores the soothing effect of rain, which not only provides physical comfort but also triggers nostalgic memories, especially of the poet’s mother.

Q2. How does the rain affect the poet emotionally?

Ans. The rain makes the poet feel peaceful and nostalgic. It reminds him of his childhood and his mother’s tender care.

Q3. What does the poet hear on the roof?

Ans. He hears the soft and musical sound of raindrops falling on the tiled roof, which fills him with emotions and memories.

Q4. Why does the poet feel the rain is a blessing?

Ans. Because it calms the mind, brings peace, and awakens sweet memories, making it a source of comfort.

Q5. What images does the poet use to describe the rainy atmosphere?

Ans. He uses phrases like “humid shadows,” “melancholy darkness,” and “gently weeps” to describe the calm, emotional mood of the rainy night.

Long Answer Type Questions (100–120 words each)

Q1. How does the poem “Rain on the Roof” explore the theme of memory and nostalgia?

Ans.

The poem “Rain on the Roof” beautifully captures the emotional connection between nature and memory. The poet, Coates Kinney, uses the gentle sound of rain to trigger a stream of memories from his past. As the

raindrops fall on the shingles, they remind him of his childhood and bring forth images of his mother watching over her children as they slept. The sound of rain becomes a link to his mother's love and care, making him relive the warmth of those moments. This makes the poem deeply nostalgic. It shows how even a simple natural phenomenon like rain can stir powerful emotional and personal memories, making us reflect on times gone by.

Q2. Describe how the sound of rain affects the poet. What does it remind him of?

Ans.

The sound of rain falling on the roof deeply affects the poet's heart and mind. It fills him with a sense of calm and peace, but also awakens a flood of memories. The musical rhythm of the raindrops acts like a trigger for his imagination, bringing back the warmth of his childhood days. Most significantly, it reminds him of his loving mother. He recalls how she used to look at her sleeping children with affection before leaving them to rest. The rain makes the poet emotional as he relives those precious moments. Thus, the sound of rain becomes a powerful emotional experience, connecting him to his past and the love of his mother.

The Lake Isle of Innisfree

Extract-Based Questions

Each extract has **4 competency-based questions (1 mark each)**

Covers: understanding, inference, literary devices, emotional tone

Extract 1:

*"I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made;
Nine bean rows will I have there, a hive for the honeybee,
And live alone in the bee-loud glade."*

Q1. Where does the poet want to go and why?

Ans. The poet wants to go to Innisfree to find peace and live a simple, natural life.

Q2. What does the poet plan to do at Innisfree?

Ans. He plans to build a small cabin, grow beans, keep bees, and live in solitude.

Q3. What does "bee-loud glade" suggest?

Ans. It refers to a peaceful place where the only sound is the buzzing of bees, symbolizing harmony with nature.

Q4. Which poetic device is used in "I will arise and go now"?

Ans. **Repetition** and **alliteration** are used for emphasis and rhythm.

Extract 2:

*"And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings."*

Q1. What kind of peace does the poet describe?

Ans. A deep, natural peace that slowly envelops the surroundings.

Q2. What poetic device is used in “peace comes dropping slow”?

Ans. Personification, as peace is described as something that gently falls like rain.

Q3. What natural images are used in this stanza?

Ans. Veils of morning, cricket sounds, midnight glimmer, purple noon glow, and linnet’s wings.

Q4. What effect do these images create?

Ans. They create a calm, dream-like atmosphere filled with beauty and serenity.

Short Answer Type Questions (30–40 words each)

Q1. Why does the poet want to go to Innisfree?

Ans. The poet wants to escape the noise of city life and find peace and solitude in the calm, natural beauty of Innisfree.

Q2. What kind of life does the poet want to live at Innisfree?

Ans. He wishes to live a quiet, simple life—growing food, listening to nature, and enjoying inner peace.

Q3. How is nature portrayed in the poem?

Ans. Nature is portrayed as peaceful, gentle, and healing. It offers comfort and spiritual satisfaction to the poet.

Q4. What does the phrase “peace comes dropping slow” mean?

Ans. It means peace in nature is gentle and gradual, not sudden, and it seeps into one's soul over time.

Q5. How does the poet contrast urban life with life at Innisfree?

Ans. Urban life is noisy, dull, and artificial, while Innisfree offers calm, beauty, and natural simplicity.

Long Answer Type Questions (100–120 words each)

Q1. How does “The Lake Isle of Innisfree” reflect the poet’s longing for peace and nature?

Ans.

In “The Lake Isle of Innisfree,” W.B. Yeats expresses his deep yearning for peace and a life close to nature. Tired of the noisy, lifeless city life, he dreams of escaping to Innisfree—a quiet, beautiful place filled with natural serenity. He imagines building a small cabin, growing beans, keeping bees, and living alone with

nature. The sounds of the lake water, birds, and the peaceful surroundings appeal to his soul. Even when he is physically in the city, he hears the lake’s gentle sounds in his heart. The poem reflects his emotional need for harmony, silence, and a return to the natural world, which he associates with true peace and happiness.

Q2. What imagery does the poet use in “The Lake Isle of Innisfree” to create a peaceful atmosphere?

Ans.

The poet uses rich and vivid imagery to create a calm and peaceful atmosphere in the poem. He describes building a simple cabin made of clay and wattles, planting “nine bean rows,” and having “a hive for the honeybee.” The phrase “bee-loud glade” evokes the quiet hum of bees, adding to the tranquility. He uses visual and auditory imagery like “midnight’s all a glimmer,” “noon a purple glow,” and “evening full of the linnet’s wings” to depict the beauty of each part of the day. The sound of “lake water lapping with low sounds” creates a soothing rhythm. These images together evoke an ideal world far from the chaos of city life.

A Legend of the Northland

Dialogue on "A Legend of the Northland"

(Aarav): Hey, Ananya! Did you finish reading the poem "A Legend of the Northland"?

(Ananya): Yeah, I just did. It's such an interesting story! I liked how the poem gives a moral lesson through a legend.

Aarav: Same here! It starts with the poet describing the Northland, right? A really cold place with long nights and short days.

Ananya: Exactly. The poet even says that people there tie reindeer to sledges, and the children wear such furry clothes that they look like bear cubs!

Aarav: I liked that image too. Then the poet says the people there tell a story to children—he's not sure if it's true, but there's a lesson in it.

Ananya: Yes, and that's when the real story begins. Saint Peter visits a little woman who is baking cakes in her cottage.

Aarav: And he was so hungry because he had been fasting all day. He just wanted a small piece of cake.

Ananya: But the woman was too greedy! She tried to make a small cake, but each time she thought it was too big to give away.

Aarav: Right. Even the thinnest one—like a wafer—she couldn't part with. That's what made Saint Peter so angry.

Ananya: And then he cursed her, saying she didn't deserve to live like a human, enjoying food and shelter. He turned her into a bird!

Aarav: Yes, a woodpecker. She flew out of the chimney with a red cap on her head. That's how the poem explains why woodpeckers peck at trees all day.

Ananya: I think it's a clever way to teach us not to be greedy. The poem may be a legend, but the message is real.

Aarav: Totally agree. Sharing is important—and selfishness always has consequences.

Ananya: Well said. It's a poem with a story and a moral. That's what makes it so memorable.

Stanza wise explanation

Stanza 1

Away, away in the Northland,
Where the hours of the day are few,
And the nights are so long in winter
That they cannot sleep them through;

Explanation:

The poem begins by setting the scene in a cold, northern region. The days are short, and the winters are long, with nights that seem endless.

Word Meanings:

Northland – A cold, snowy region near the North Pole

Hours of the day are few – Days are short due to less sunlight

They cannot sleep them through – The nights are so long that one can't sleep for the entire duration
Poetic Devices:

Alliteration: “where the”, “sleep them through”

Imagery: Describes the Northland's climate vividly

Enjambment: The lines flow without punctuation, continuing the idea
Stanza 2

Where they harness the swift
reindeer To the sledges, when it
snows;
And the children look like bear's
cubs In their funny, furry clothes:

Word Meanings:

Harness – Tie animals to something (here,
sledges) Swift – Fast
Sledges – Vehicles used to travel on snow

Bear's cubs – Baby bears
Furry – Covered with fur

Poetic Devices:

Simile: “Children look like bear's cubs” – comparing children to bear
cubs Alliteration: “funny, furry”

Imagery: Creates a picture of snow-covered scenes with reindeer and warmly dressed children
Stanza 3

They tell them a curious
story— I don't believe 'tis true;
And yet you may learn a
lesson If I tell the tale to you.

Word Meanings:

Curious – Strange or
interesting 'Tis – Contraction
of “it is”

Poetic Devices:

Direct Address: The poet speaks directly to the reader (“you”)

Alliteration: “tell the tale”

Rhyme Scheme: a b c b

Stanza 4

> Once, when the good Saint
Peter Lived in the world below,
And walked about it,
preaching, Just as he did, you
know,

Word Meanings:

Saint Peter – A Christian saint and apostle
Preaching – Giving religious teachings

Poetic Devices:

Allusion: Reference to Saint Peter, a biblical figure
Narrative Style: Storytelling tone begins
Rhyme Scheme: a b c b

Stanza 5

He came to the door of a
cottage, In travelling round the
earth,
Where a little woman was making
cakes, And baking them on the hearth;
Word Meanings:

Cottage – A small house

Hearth – The floor of a fireplace

Poetic Devices:

Imagery: Describes the simple life of the woman
Alliteration: “making... baking”
-Stanza 6–9

Word

Meanings:

Dough – A thick mixture used for baking
Wafer – A very thin crisp cake
Greedy – Not willing to share

Poetic Devices:

Repetition: The woman repeatedly makes cakes but refuses to give

Irony: She thinks the cakes are small, but finds them large when asked to share
Imagery: Clear picture of her actions and greed

Rhyme Scheme: a b c b in each stanza
Stanza 10–11

> Then Saint Peter grew
angry For he was hungry
and faint; And surely such a
woman
Was enough to provoke a saint.

> And he said, “You are far too
selfish To dwell in a human form,
To have both food and
shelter, And fire to keep you
warm.

Word Meanings:

Faint – Weak from hunger

Provoke – Make someone angry
Selfish – Only caring about
oneself Dwell – Live
Poetic Devices:

Irony: Even a saint lost patience—shows the extent of her selfishness
Alliteration: “fire... food”, “far... form”
Stanza 12–13

Now, you shall build as the birds
do, And shall get your scanty
food
By boring and boring and
boring All day in the hard, dry
wood.”

Then up she went through the chimney,
Never speaking a word,
And out of the top flew a
woodpecker, For she was changed
to a bird.

Word Meanings:

Scanty – Very little

Boring – Drilling holes (woodpecker action)
Chimney – The passage for smoke

Poetic Devices:

Repetition: “boring and boring and boring” – emphasizes the hard work of a
woodpecker Imagery: Vivid transformation into a bird
Metaphor: Woman turned into woodpecker represents the consequences of greed

Final Stanza

She had a scarlet cap on her head,
And that was left the same;
But all the rest of her clothes were
burned Black as a coal in the flame.

Word Meanings:

Scarlet – Bright red

Coal – Black substance from burnt wood

Poetic Devices:

Imagery: Describes how her red cap remained, and the rest
burned Symbolism: Red cap = identity, black clothes =
punishment

Extract based questions.

1) A Read the following extract and answer the questions that follow:

**Away, away in the Northland
Where the hours of the day are few
And the nights are so long in winter
That they cannot sleep them through**

- Q1. Why is the word 'away' repeated twice?
- Q2. Which place is discussed in this stanza?
- Q3. What does the phrase "hours of the day are few" mean?
- Q4. Why are people unable to get a good night's sleep?

2) Read the following extract and answer the questions that follow:

**For she said, "My cakes that seem too small
When I eat of them myself
Are yet too large to give away."
So she put them on the shelf**

- Q1. Who is the speaker in these lines?
- Q2. When do the cakes seem too small?
- Q3. What kind of cakes did the woman make?
- Q4. What was done with the woman's cakes? Why?

Short answer type questions.

- 1. What does the poet tell us about the story she is about to narrate? Why does she want to tell the tale?

2. What did Saint Peter ask the woman for? What was the woman's reaction?
3. Explain: 'And surely such a woman was enough to provoke a saint.' Who was the lady and how did she provoke the saint?
- 4) You are too selfish to dwell in a human form.' Who said this and to whom? Why did he say so?
5. Do you think that the woman would have been so ungenerous if she had known who Saint Peter really was? What would she have done then?

Long Answer Type Questions

- 1) Briefly narrate the legend of the old woman and St Peter?
- 2) What is a ballad? Is this poem a ballad? What do you learn about the woman and Saint Peter in the poem?

No Men Are Foreign

Dialogue on "No Men Are Foreign"

Characters: Ayaan, Meera, Kabir, and Sanya

Ayaan: Hey everyone! Did you all read "No Men Are Foreign"? I found it really meaningful.

Meera: Yes, I loved it! The poem's message is so powerful. The poet is trying to tell us that all human beings are the same, no matter which country they belong to.

Kabir: Right. I liked how he says that under different uniforms, we all have the same body, and we all breathe the same way. It shows that we're not so different after all.

Sanya: And he even says the land we walk on is the same! Whether someone is from India or any other country, we all live on the same Earth and return to it after death.

Ayaan: Exactly. The poet also reminds us that the sun, air, and water are the same for everyone. Nature doesn't divide us—only people do.

Meera: That's so true. He also says that people everywhere have the same kind of hands, and they all work hard just like us to earn a living.

Kabir: And I loved the part where he talks about love. People in other countries can also be won by love—not by hatred or war.

Sanya: OYes! That's such an important lesson. The poet warns us that when we are told to hate others or think of them as enemies, we are actually harming ourselves.

Ayaan: He even says we should not fight or use weapons, because war only brings destruction and pollutes the earth—our shared home.

Meera: That final stanza really struck me. The poet says that hatred is like fire—it destroys innocence and fills the air with smoke and dust.

Kabir: Yeah. And in the end, he repeats the most important line: "Remember, no men are foreign, and no countries strange."

Sanya: I think the poet wants us to live in peace and harmony, treating everyone as equals.

All Together:

Absolutely! That's the message we should never forget.

Poem: "No Men Are Foreign"

Poet: James Kirkup

Stanza 1

Remember, no men are strange, no countries
foreign Beneath all uniforms, a single body
breathes
Like ours: the land our brothers
walk upon Is earth like this, in
which we all shall lie.

Word Meanings:

Strange – Different or
unfamiliar Foreign – Belonging
to another country
Uniforms – Military dress; symbol of
nationality Beneath – Under
Lie – Rest (here, refers to burial after death)

Poetic Devices:

Repetition: "No men are strange, no countries foreign" – to emphasize the
core message Alliteration: "body breathes", "which we all shall"
Enjambment: Lines continue without pause
Imagery: "Beneath all uniforms, a single body breathes" – universal
human likeness Stanza 2

They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.
Their hands are ours, and in their
lines we read A labour not different
from our own.

Word Meanings:

Harvests – Crops gathered during farming
War's long winter starv'd – A metaphor for the destruction caused by war Labour – Hard
work

Poetic Devices:

Alliteration: "war's winter"
Metaphor: "War's long winter" – war is described as a harsh, lifeless season Repetition:
"Their hands are ours" – unity of all humans
Imagery: Peace vs. war, warmth vs. starvation

Stanza 3

Let us remember, whenever we
are told To hate our brothers, it
is ourselves
That we shall dispossess, betray,

condemn. Remember, we who take
arms against each other

Word Meanings:

Dispossess – To deprive someone (of rights or
belongings) Betray – To be disloyal

Condemn – To strongly disapprove
or punish Take arms – To pick up

weapons, go to war

Poetic Devices:

Repetition: “Remember” – for emphasis

Direct Address: Poet speaks directly to
the readers Irony: Hating others harms
us, not just them

Stanza 4

It is the human earth that we defile.

Our hells of fire and dust outrage the
innocence Of air that is everywhere

our own,

Remember, no men are foreign, and no
countries strange.

Word Meanings:

Defile – Pollute or spoil

Outrage – To insult or harm greatly

Innocence of air – Purity and peaceful nature of the
environment Hells of fire and dust – Symbol of
destruction caused by war Poetic Devices:

Metaphor: “Hells of fire and dust” –

represents war Alliteration: “hells of fire”

Imagery: Vivid picture of destruction and pollution

Repetition: Final line repeats first stanza for a circular structure

Extract based questions

1) Read the following extract and answer the questions that follow:

**Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours the land our brothers walk upon
is earth like this, in which we all shall lie**

Q1. Why does the poet say ‘no men are foreign’?

Q2. Who are referred to as brothers?

Q3. According to lines three and four of the excerpt, what are the two things that all humans have in common?

Q4. “in which we shall all lie” When will this happen?

**2) Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love in every land is common life
That all can recognise and understand**

Q1. How does the author show that men from other countries have the same basic requirements as his own

countrymen?

Q2. In what respect are their eyes compared to ours?

Q3. Whose strength is referred to in the extract?

Q4. Explain how “strength can be won by love”

Short answer type questions.

1. “Beneath all uniforms...” What uniforms do you think the poet is speaking about?
2. How does the poet suggest (in the first stanza) that all people on earth are the same?
3. Why does the poet call harvests ‘peaceful’ and war as ‘winter’?
4. How does the poet propose to win over other countries?
5. In four stanzas out of five, the poet uses the word “Remember”. Why do you think he has repeated this word so many times?
6. How does the title sums up the theme of the poem “No Men are Foreign”?

Long Answer Type Questions

1. In the James Kirkup’s poem “No Men Are Foreign” explain the poet’s use of the word uniform.
2. What does the poet emphasize by beginning and ending the poem with the same line? What message does the poet want to convey? State briefly the theme of the poem.

On Killing A Tree

Poet: Gieve Patel

Dialogue on “On Killing a Tree”

Characters: Rohan, Priya, Aarav, and Sneha

Rohan: Hey guys! Have you read the poem “On Killing a Tree”? It's not just about trees—it has a deeper meaning.

Priya: Yes, I found it really thought-provoking. At first, I thought it was just about cutting trees, but the poet is actually showing us how deeply rooted trees are—just like problems or bad habits in life.

Aarav: Exactly. The poem begins by saying that simply cutting a tree with a knife isn’t enough. It takes much more than that to truly kill a tree.

Sneha: That’s because trees grow slowly over the years. The poet says they take in sunlight, air, and water and grow strong. So they can’t be killed easily.

Rohan: Right. Even if you cut the bark, the tree won’t die. It will heal, and new branches will grow. The poet calls it a “leprous hide”—showing how the tree survives despite wounds.

Priya: Yes, the real way to kill a tree is by pulling it out by the roots. The poet describes this in a very violent way—he uses words like “snapped out” and “pulled out entirely.”

Aarav: That part really hit me. Once the roots are exposed to the sun and air, they dry up and the tree finally dies. It shows how deeply the roots are connected to life.

Sneha: It also made me think of how problems or evil can’t be removed by surface-level actions. You have to deal with the root cause—just like uprooting a tree.

Rohan: That’s a great point. And the way the poet uses strong words and vivid imagery makes the poem really powerful.

Priya: Yes, it’s almost like the tree is a living being, and killing it is like committing a cruel act. It makes us realize the value of nature.

Aarav : I agree. It also indirectly warns us about deforestation and the harm we are doing to the environment.

Sneha: Exactly! The poem may sound harsh, but it's actually a reminder to respect nature and understand the consequences of our actions.

All Together: Absolutely! We should protect trees—not destroy them.

Explanation, word meaning and poetic devices

Theme: The poem shows how deeply rooted and strong trees are, and how much effort it takes to truly destroy them. It also symbolizes that destruction of nature is not easy, and often cruel.

Stanza 1

It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves.

Word Meanings:

Jab – A sudden sharp blow or poke

Crust – The outer layer of the earth

Leprous hide – Diseased or rough bark of the tree

Sprouting – Growing or emerging

Poetic Devices:

Personification: The tree is described as having a “hide” (like an animal)

Imagery: Descriptive words like “leprous hide”, “feeding upon crust” create vivid images

Alliteration: “leprous... leaves”

Enjambment: The lines flow without pause
Stanza 2

So hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.

Word Meanings:

Hack and chop – To cut roughly and violently

Bleeding bark – Sap coming out, as if the tree is wounded

Miniature boughs – Small branches

Unchecked – Not stopped

Poetic Devices:

Metaphor: “Bleeding bark” – compares sap to blood

Alliteration: “bleeding bark”, “will... will”

Irony: Cutting a tree may cause pain, but it will still grow back

Symbolism: Represents resilience of nature

Stanza 3

No,
The root is to be pulled out —
Out of the anchoring earth;
It is to be roped, tied,
And pulled out — snapped out
Or pulled out entirely,
Out from the earth-cave,
And the strength of the tree exposed,
The source, white and wet,
The most sensitive, hidden
For years inside the earth.

Word Meanings:

Anchoring earth – The ground that holds the roots firmly

Snapped out – Broken out suddenly

Earth-cave – Underground shelter of the roots

Source – Root, origin of life for the tree

Poetic Devices:

Repetition: “Pulled out... pulled out” – emphasizes the effort

Alliteration: “white and wet”

Imagery: “earth-cave,” “white and wet” evoke a clear mental picture

Personification: Tree’s root is described as “sensitive” and “hidden”

Stanza 4

Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.

Word Meanings:

Scorching – Burning due to heat

Choking – Suffocating

Withering – Drying and dying slowly

Poetic Devices:

Alliteration: “browning, burning”, “twisting, withering”

Imagery: Vivid description of the root drying and dying

Irony: The poem sounds like it’s giving instructions to kill a tree, but actually condemns the violence

Tone: Sarcastic and critical of human cruelty towards nature

Extract based questions

1) Read the following extract and answer the questions that follow:

**It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves.**

- Q1. Which poem does this extract belong to?
 Q2. Can a few blows from an axe kill a tree?
 Q3. How does a tree gain its strength?
 Q4. Identify the poetic device in the first line of the poem.

2)

**So hack and chop
 But this alone wont do it.
 Not so much pain will do it.
 The bleeding bark will heal
 And from close to the ground
 Will rise curled green twigs,
 Miniature boughs
 Which if unchecked will expand again
 To former size.**

- Q1. Which poetic device is used in the phrase, ‘bleeding bark’?
 Q2. What happens when a tree is cut down?
 Q3. What does re growing of a hacked tree indicate?
 Q4. What do you understand by “miniature boughs”?

Short answer type questions.

- Q1. “So hack and chop. But this alone won’t do it.” What does hack and chop do to a tree?
 Q2. “Which, if unchecked, will expand again to its former size”. What will expand to its former size?
 Q3. What are the two important stages for killing a tree?
 Q4. How does the poet create the feelings of sadness in the poem ‘On Killing A Tree’?
 Q5. What does the killing of a tree symbolize?

LONG ANSWER TYPE QUESTIONS

1. Bring out the sarcasm in the poem On Killing a Tree.
2. Justify the title of the poem ‘On Killing a Tree’.

A Slumber Did My Spirit Seal

Dialogue on “A Slumber Did My Spirit Seal”

Characters: Anika, Rishi, Isha, and Kabir

Anika: Hey everyone! Did you all read the poem “A Slumber Did My Spirit Seal” by Wordsworth?

Rishi: Yes, I did. It’s such a short poem, but so deep. I felt a mix of peace and sadness while reading it.

Isha: Same here. In the first line itself, the poet says, “A slumber did my spirit seal.” I think it means he was in a deep, dream-like state—maybe unaware of reality.

Kabir : Right. It seems like he was so full of love for the girl that he never imagined she could die. He thought she was timeless, untouched by age or fear.

Anika: But then, in the second stanza, everything changes. He suddenly realizes that she’s no longer alive. It’s like reality hit him hard.

Rishi: Yes, the line “No motion has she now, no force” is so heartbreaking. It shows she’s dead—she can’t move or feel anything anymore.

Isha: And now she’s become a part of nature. She rolls around with the earth, along with rocks, trees, and other natural things.

Kabir: It's sad, but also peaceful in a way. The poet seems to find some comfort in the idea that she's now part of the eternal universe.

Anika: That's true. The poem is short, but it expresses deep emotions—love, loss, and acceptance.

Rishi: And I think the title itself reflects that feeling. The “slumber” sealed his spirit—it blinded him from the truth. He couldn't imagine losing her.

Isha: But when she died, he was forced to accept it. And the poem shows how nature continues, even after we are gone.

Kabir : Yes. It teaches us that death is a part of life, and nature absorbs everything in the end.

All Together: Beautiful and emotional—this poem really makes us think.

Extract based questions

1) Read the following extract and answer the questions that follow:

**A slumber did my spirit seal;
I had no human fears:
She seemed a thing that could not feel
The touch of earthly years.**

- Q1. What does the poet mean by “A Slumber Did My Spirit Seal”?
- Q2. Which human fears does the poet talk about?
- Q3. What did the poet feel about his loved one?
- Q4. Which slumber is the poet talking about?

2)

**No motion has she now, no force;
She neither hears nor sees;
Rolled round in earth's diurnal course,
With rocks, and stones, and trees.**

- Q1. What realization dawns on the poet?
- Q2. What shocks the poet?
- Q3. Which words from the poem describe death?
- Q4. Why does the poet compare his loved one to “rocks, stones, and trees”?

Short Answer Type Questions

- Q1. What happened to the poet's beloved?
- Q2. How will time not affect the poet's beloved?
- Q3. How does the poet react to his beloved's death?
- Q4. How does the poet imagine her beloved to after her sudden and untimely death?

Long Answer Type Questions

- Q1. Give a brief analysis of the poem ‘A Slumber Did My Spirit Seal’ in your own words.
- Q2. All of us know that nothing is ours permanently, then why do we suffer so much to have more and more?

A Legend of the Northland

Extract based questions

1)

- 1Ans. To convey a sense of separation, the word away has been used several times.
- 2Ans. Northland, or the cold polar region of the North, including Greenland, northern Europe and Siberia are being discussed here.
- 3Ans. The days are shorter than the nights
- 4Ans. The winter nights are long and cold.

2)

- 1) Ans. The woman is the speaker in these lines
2. Ans. The cakes seemed too small for eating them herself.
- 3Ans. The woman made cakes that were smaller and smaller, till the last one was as thin as a wafer.
4. Ans. The woman believed that the cakes were too large to be donated to charity, so, she put them away.

Short Answer Type Questions

1. Answer: The poet says that she is going to tell a strange tale told by the people of Northlands. She admits that though the story may not be true, still she wants to tell the story because it contains an lesson in generosity and philanthropy. She wants the readers to learn a lesson from the poem.
2. Answer: Saint Peter asked the old lady for a cake from her store of cakes. The woman, who was very greedy, did not wish to part with her cakes as she felt they were too large to be given away. So she made a small cake for him, but, that too, seemed to her too big to be given away. In the end, she made a very small and thin cake. But she did not give even that cake to St. Peter and she put it away on the shelf.
3. Answer: The woman, who was making cakes when the saint visited her was mean and greedy. Though she could see the visitor was tired and hungry, she did not give him anything to eat. She baked cakes that were smaller and smaller, till she made one that was as thin as a wafer, but she could not bear to part even with that. The old lady did not help the hungry and tired saint. Saints are known for their patience, but her selfishness angered the saint, who cursed her.
- 4)Answer: A woman of Northland, who was miserly and selfish was changed to a woodpecker by Saint Peter. She had refused to give even a cake as thin as a wafer to the tired and hungry saint. So, as a punishment, she was turned to a bird who would have to live in a nest and bore into wood for her food.
5. Answer: No, she would not have been so greedy and turned Saint Peter away. On the contrary, since she was a greedy woman, she would have wanted a reward from Saint Peter, and would likely have given him a large piece of cake to make him happy.

LONG ANSWER TYPE QUESTIONS

- 1) When Saint Peter was weak and hungry from his day of fasting, he once stopped by an elderly woman's cottage. On the fireplace, the woman was preparing cakes. She attempted to bake a little cake for Saint Peter when he requested for one. She discovered, however, that it was too big to be given away as it baked.

She made two more attempts at baking, but even the smallest cakes felt too big to her. The saint was hungry, and she was acting in such a greedy manner. He cursed her, calling her too self-centered human and depriving her of food, housing, and a fire to keep her warm. She thus changed into a woodpecker.

As she climbed the chimney and flew out of the top, all of her clothing was gone save for her scarlet cap. She is reported to have been seen by every rural schoolboy in the forest to this day, drilling into the wood for nourishment.
- 2) Ans. A ballad is a song with few stanzas that tells a story. Folk songs, which are passed down orally from one generation to the next, include ballads. Because it tells the tale of an elderly woman who is self-centered and has been passed down through the generations, the poem "A Legend of the Northland" is also a ballad. Ballads share a puzzling tale with them.

In the poem, the woman is avaricious and self-centered. Despite having a vast supply of cakes, she won't provide even one wafer-sized cake to a weary traveller.

Peter spreads the gospel of God across the nation. On his journey, he occasionally runs out of food and water. Additionally, he must observe fasts. He often gets hungry and exhausted as a result. Despite being a saint, he becomes enraged and curses the woman, turning her into a woodpecker as a result. He ought to have extended the woman mercy and forgiveness because he is a saint.

No Men Are Foreign

Extract based questions

1)

1. Ans. According to the poet, no person is weird or unique since, while having a unique exterior, every person breathes similarly to everyone else.
2. Ans. Despite their outward differences, all people are brothers.
3. Ans. This is because all walk on the same land and will be buried in the same earth after death.
4. Ans. When we pass away, we will be buried beneath the ground in a grave.

2)

1. Ans. Men from other countries have the same requirements as his own countrymen by saying that they enjoy the same sunlight, breathe the same air and drink the same water.
2. Ans. In that they wake and sleep like us, their eyes are compared to ours.
3. Ans. The poet is making a point on the fortitude of people from other nations.
4. Ans. Their strength can be won by love because everybody responds to love and appreciates the feeling of brotherhood.

Short answer type questions.

1. Answer: The poet is speaking about the dresses or uniforms that armies of different countries wear. Though these 'uniforms' are absolutely different in appearance the bodies under them are the same. The poet tries to convey that the differences among the people of different countries are superficial. Essentially, all human beings are the same.
2. Answer: In the first stanza, the poet suggests that no human being is strange or different. Beneath the superficial surface of our bodies, we all have similar hearts, minds and souls. We all breathe and live in a similar manner. The earth is our common asset and one day we all shall die and be buried in the same way.
3. Answer: Harvests are called 'peaceful' because they bring abundance and prosperity and they thrive in peaceful times only. War, on the other hand, is like the severe and harsh 'winter' that ruins the crops and starves people. It is only the peaceful times that bring harmony and contentment. War destroys everything and forces people to face hunger, poverty, disease and death.
4. Answer: The poet proposes to win over other countries through the divine force of love. It is a universal fact that this world responds positively to love and kindness. So the poet plans to use it to end all hatred and war and create peaceful heaven on earth.
5. Answer: By repeating the word 'remember', the poet wishes us never to forget that our ideas, emotions and experiences are similar to that of the people we conventionally think of as 'strange' or 'foreign'. He wants to emphasise that all human beings are identical in nature and phases of human life are the same anywhere in the world.
6. Answer: Right through the poem, the poet talks about the concept of universal brotherhood and peaceful co-existence, without any place for any kind of prejudice. He emphasises the fact that all human beings are inherently the same and divisions based on nation, caste, colour, creed or religion are baseless. James Kirkup, the poet, has beautifully conveyed these ideas through the title of the poem "No Men Are Foreign".

Long Answer Type Questions

1.

The literal meaning of "uniform" is a dress, costume or identification code that is similar to a group or organisation. The poet, here, uses the word "uniform" metaphorically to denote the universal brotherhood of man. On the other hand, uniforms are necessary especially during war in order to identify oneself as belonging to that country so as not to kill or harm its own people.

In the wearing of their country's uniform, they contradict the meaning of the word since they are set apart and identified as different—the enemy. Thus, James Kirkup points out the irony in the word uniform. This contradiction is based on the uniformity of man, as the poet suggests that all men are uniform themselves in the sense that they are

“aware of sun and air and water” and they share humanity, and different uniforms identifying the wearers as being different from each other.

2. Ans. The poet emphasises his point about the unity of spirit in brotherhood by using the same sentence at both the beginning and end of the poem. Despite the fact that the message in both lines is the same, the opening line uses the adjective “foreign” to describe nations and “strange” to describe men. In contrast, the final line uses the adjective “foreign” to describe men and weird to describe countries. The two adjectives are thus combined to form one. Nature does not divide humanity; rather, it is man who does so. Countries only exist because of human creation. But everyone in the world is the same.

The poet wishes to convey that there shouldn’t be prejudice or hostility between people because of their race, religion, or geographic location. Hating someone because of their ethnic heritage is unhuman. The poet exhorts readers to treat one another with compassion because all men are brothers.

The poem’s core themes include globalisation, all-encompassing fraternity, and a rejection of conflict. Everyone in the world is related to one another; there are no strangers, and we all have the same needs and desires. Therefore, fighting against our brothers is pointless.

On Killing A Tree

Extract based questions.

1)

1. Ans. It comes from Gieve Patel’s poem, “On Killing A Tree”.

2. Ans. No, a few blows from an axe can not kill a tree. It takes much more than that to kill a tree.

3. Ans. A tree draws its strength from the earth’s crust by absorbing the sunlight, air and water.

4. Ans. Consonance (prominence of ‘t’ sound) is used in the first line of the poem.

“It takes much time to kill a tree.

2)

1. Ans. Alliteration is used in the phrase, ‘bleeding bark’

2. Ans. When a tree is cut down, it sprouts green curled twigs which develop into full-sized branches.

3. Ans. Hacked tree indicates that nature is not easily defeated by man.

4. Ans. Miniature boughs are new branches that sprout where a tree has been cut or hacked. If left unchecked, they will grow into a massive tree.

Short answer type questions.

1. Ans. To kill a tree, according to the poet, is not a simple task. A quick knife stab will not cause any harm. The tree doesn’t seem to be in too much pain. A knife stab does not destroy the tree; it merely injures the bark. The tree will re-grow.

2. Ans. A tree is not killed when it is chopped down, according to the poet. Only the branches bleed. They quickly recover and get back up. If the tiny branches are allowed to grow unchecked, they quickly enlarge and grow into a big tree.

3. Ans. A tree can be killed in two stages. The tree should first be completely uprooted. Its roots must be exposed to the elements of the nature, like air and sun. Second, the roots must be exposed to the sun’s heat. The roots become dark, hard, and withering when they are burnt. Finally, the tree is killed.

4. Ans. The poet uses terms like “killing,” “jabbing,” “bleeding,” “uprooting,” etc. to convey a sense of melancholy. The “bleeding bark” symbolises a tree’s suffering. The sentences that make readers melancholy include “No so much suffering will do it” and “The wounded bark will heal.”

5. Ans. Killing a tree is a metaphor for breaking a habit. Habit strengthens over time, much like a tree. It cannot be abandoned all at once. To break a habit, significant time is required. It must be abandoned with unwavering resolve.

LONG ANSWER TYPE QUESTIONS

1.

“On Killing a Tree” is a sarcastic poem about man’s indiscriminate destruction of trees. The tree is presented as an enemy to man. The poem begins ironically, describing the crime committed by the tree. For years, it has consumed the

earth's crust. Like a thief, it has absorbed sunlight, air and water. It has grown up like a giant. So the tree must be killed. But it is not an easy task. A simple jab of knife will not do it. From close to the ground it will rise up again. To kill it, the tree should be tied with a rope and pulled out from the anchoring earth, exposing its bleeding white root. Once the root withers and chokes, the tree will die.

2.

The title, 'On Killing a Tree' is ironical, and is apt and justified. The tree has been personified by the poet Gieve Patel. He laments the deforestation that is taking place. The poet says that the act of killing a tree is a ceremonial task. The tree grows up consuming nutrients from the soil and absorbing sun, air and water and becomes stronger.

A simple jab with a knife, or hacking and chopping cannot kill a tree, because the tree will regenerate. To kill a tree, the roots have to be pulled out of the anchoring earth, exposed to the sunlight and air for scorching and choking. The act of killing a tree becomes complete when the tree becomes completely withered and dies.

A Slumber Did My Spirit Seal

Extract based questions

1)1Ans. The poet implies that a deep slumber (sleep) prevented him from seeing the reality of life.

2. Ans. The poet discusses the human fears of dying, being sick and starvation.

3. Ans. The poet felt that his loved one was immortal.

4. Ans. The poet is talking about the false impression he had about his loved one.

2)

1. Ans. The poet realises that his loved one's body is motionless and lifeless.

2. Ans. The realization that his loved one is not alive, shocks the poet.

3. Ans. 'No motion', 'no force' and 'neither hears nor sees'

4. Ans. The poet compares his loved one being now a part of the earth, the poet's loved one now spins with the earth, much like rocks, stones, and trees do.

Short Answer Type Questions

1. Answer: The poet's beloved was dead. She was not alive now. The poet remembers her beloved through the poem. Her death has sealed or made her spirit peaceful. Her death has ended all human fears. She was no more and was beyond the mortal earthly touch.

2. Answer: The poet's beloved is dead and a dead thing becomes immortal. It is a universally accepted fact that immortality is not affected by time or the physical world. She cannot hear or see. She has gone beyond the physical world. She is beyond the touch of earthly years now. She has become a part of nature's diurnal course.

3. Answer: The death of the poet's beloved is so sudden and unexpected that his mind as well as his body seems to be closed off. A deep slumber has taken hold over him. His spirit seems to be sealed. He has lost touch of earthly consciousness. Her death has cut him off from all earthly fears. A deep slumber has engulfed all his worldly feelings.

4. Answer: Now his beloved is no more a part of this mortal world. She would be beyond the touch of earthly years. She is beyond the action and reaction of all five senses and the earthly body. However, she will become an inseparable part of nature. She will be rolling round in earth's diurnal course. She will become one with rocks, stones and trees.

Long Answer Type Questions

1. Answer: In the poem 'A Slumber Did My Spirit Seal' the poet describes his beloved after her death. In the first stanza, the poet says that the death of his beloved made him very depressed. He says that his beloved has now become a non-living thing which cannot feel the touch of anything on the earth. In the second stanza, he says that his beloved has no motion. She can neither hear any sound nor can she see any thing. She is trapped under the earth and revolves with rocks, stones and trees.

2. Answer: It is true that nothing belongs to us permanently because one day we have to leave all the things on the earth. Nevertheless, people crave for more wealth, fame, knowledge, beauty and even commit crime, because this is human nature. We cannot separate ourselves from such things. If we give up our greed to have more and more, the world would be a much better place to live in. People would not go to extremes to achieve something.

HAVE A GLANCE OF THE TOPIC

SETTING	CHARACTERS	PLOT	THEMES
(Fair in a Village)	- The Child (Innocent, curious, fascinated by fair)	- Visit to a fair	- Child psychology
	- Parents (Caring, cautious)	- Attraction to	- Parental love & bond
	- Crowd	toys, sweets	- Innocence
	- Stranger (Kind and helpful)	etc.	- Emotional security

SUMMARY

Teacher: Good morning, class! Today, let's revise the lesson "*The Lost Child*"

Student : Sir, what is the story "The Lost Child" about?

Teacher: Good question! *The Lost Child* is a touching short story about a small child who visits a fair with his parents. The story explores a child's desires and how quickly they disappear when he is separated from his parents.

Student : What kind of things attracted the child at the fair?

Teacher: The child was fascinated by everything he saw — toys, balloons, sweets, garlands, and the roundabout. Each time he saw something, he would ask his parents for it, but they often ignored his requests or distracted him.

Student : Why didn't the child insist on buying anything after he got lost?

Teacher: That's a key point in the story. After he realizes he is lost, all his desires vanish. He doesn't want toys or sweets anymore. He only wants to find his parents. His emotional need becomes greater than any material wish.

Student : Who tries to help the lost child?

Teacher: A kind stranger notices the crying child and tries to comfort him. He offers him all the things the child wanted earlier — toys, sweets, balloons — but the child rejects everything and just keeps crying, "I want my mother, I want my father!"

Student : What is the main theme of the story?

Teacher: The story shows the innocence of childhood, the natural attraction of children towards worldly things, and how parental love and security are far more important to a child than material possessions.

Student : What is the message the author wants to give?

Teacher: The author wants to show that a child's world revolves around his parents. When he loses them, even the most attractive things become meaningless. It also highlights the emotional bond between parents and children.

Student : Why is the story called "*The Lost Child*"?

Teacher: The title is symbolic. It refers not only to the physical loss of the child in the fair, but also to how a child can emotionally lose everything when separated from parental care.

Teacher: Well done, everyone! This story reminds us to value relationships over material things.

COMPETENCY BASED SHORT ANSWER TYPE QUESTIONS

Question:1 -Mention the items that tempted the child before he got lost.

Answer:

The child was tempted by toys at the shop, garlands of gulmohur, colorful balloons, sweets like burfi, and the roundabout in the fair.

Question:2 -Describe the behavior of the parents before the child got lost.

Answer:

The parents were cautious and caring. They asked the child to stay close and constantly reminded him not to lag behind while walking through the fair.

Question:3 -Describe the reaction of the child after being separated from his parents during the fair.

Answer:

The child became frightened and started crying bitterly after being separated from his parents. He ran in different directions, calling for his mother and father. He lost interest in all the things that had attracted him earlier and only wanted to be with his parents.

Question:4 - Explain the role of the stranger who found the child.

Answer:

The stranger noticed the lost and crying child. He tried to comfort him by offering sweets and toys, and then attempted to help him find his parents.

Question:5 -

Indicate the change in the child's priorities after getting separated.

Answer:

Before getting lost, the child was attracted to material things in the fair. After separation, his only concern was to find his parents, and he lost interest in everything else.

Question:6 -

State the response of the child to the roundabout ride before getting lost.

Answer:

The child eagerly wanted to ride the roundabout and ran towards it. He was fascinated by its spinning motion and the joyful children on it, completely unaware that his parents had moved ahead without him.

Question:7 -

Describe the child's condition when a stranger found him in the crowd.

Answer:

The child stood alone, trembling and sobbing. Tears streamed down his face as he called for his mother and father. His clothes were dusty, and he appeared completely lost and frightened amid the noisy crowd.

Question:8 -Mention the efforts made by the stranger to console the child.

Answer:

The stranger offered the child sweets, garlands, balloons, and a ride on the roundabout. Despite all efforts, the child showed no interest in anything. He cried continuously and kept pleading to go to his parents.

Question:9 -State the behavior of the parents as the child got distracted at the fair.

Answer:

The parents remained patient but firm. They guided the child gently, occasionally stopping for him. They asked him to walk beside them and warned him not to lag behind while he wandered toward different attractions.

COMPETENCY BASED LONG ANSWER TYPE QUESTIONS

1. Describe the child's journey through the fair and his changing emotions.

Answer:

The child began his visit to the fair with great excitement. He was fascinated by toys, sweets, balloons, and other attractions. His emotions were filled with joy and curiosity as he explored each wonder. He repeatedly asked his parents for things, but they gently refused. As he moved ahead, his mood shifted suddenly when he realized he was alone. Fear and panic replaced happiness. He cried out, calling for his parents. Offers from a kind stranger for toys, sweets, and rides failed to interest him. His only desire became the safety and comfort of his parents' presence. This journey showed the child's transformation from excitement to fear, revealing that parental love mattered more than material attractions.

2. Present the symbolic meaning behind the child's refusal of fair items after getting lost.

Answer:

The child's refusal to accept toys, sweets, and rides after being lost reflects a deeper emotional truth. Initially attracted by worldly pleasures, the child had been eager for every shiny object and treat. However, once separated from his parents, his priorities changed. The same items that had once fascinated him became meaningless. His repeated rejection of every offer made by the stranger shows the emotional void he felt. His longing for his parents overpowered every physical desire. This shift symbolizes the importance of emotional security over material joy. It highlights a child's deep attachment to love and care, proving that without a sense of belonging, nothing else holds value or comfort.

3. Show the importance of parental presence in a child's life using the story's events.

Answer:

Parental presence offers safety, guidance, and emotional support, which the story clearly demonstrates. At first, the child felt secure enough to admire the fair, even though his parents refused his requests. Their presence gave him the confidence to enjoy his surroundings. However, when he became separated, he was overtaken by fear and anxiety. Despite being offered all the attractions he previously desired, he showed no interest. The presence of a stranger, though kind, could not replace the comfort of his parents. His emotional breakdown and desperate cries for them illustrate that, for a child, parental presence is not just physical—it is essential for emotional well-being. The story emphasizes that for children, love and security matter more than any external pleasure or entertainment.

HAVE A GLANCE OF THE TOPIC

SUMMARY

Teacher: Good morning, students! Today, let's discuss the humorous and adventurous story "*The Adventures of Toto*".

Student : Sir, who is Toto and how did he come into the narrator's house?

Teacher: Toto is a mischievous little monkey bought by the narrator's grandfather from a tonga driver for five rupees. Grandfather loved collecting unusual pets, and he thought Toto would be a good addition to his private zoo.

Student : Was Toto easy to handle?

Teacher: Not at all! Toto was very naughty and destructive. On his very first day, he tore the narrator's blazer and broke things in the house. He also scared the other animals in the zoo.

Student : Where did they keep Toto to hide him from Grandmother?

Teacher: Initially, Grandfather kept Toto in a little closet and later tied him to a peg in the servant's quarters. But Toto kept causing trouble wherever he was kept.

Student : I remember Toto was taken on a train. What happened there?

Teacher: Yes! Grandfather secretly took Toto to Saharanpur in a black canvas bag. Toto kept moving inside, making it difficult to hide him. Eventually, he poked his head out, and the ticket collector charged Grandfather for carrying a dog — even though Toto was a monkey!

Student : What was the funniest thing Toto did?

Teacher: There were many funny moments, but one was when Toto tried to boil himself in a kettle full of water! He loved warm baths and jumped into the kettle, but had to jump out when the water became too hot.

Student : What happened to Toto in the end?

Teacher: In the end, Grandfather realized that Toto was too troublesome to be kept as a pet. He sold him back to the Tonga driver for three rupees — a loss of two rupees, but definitely a relief!

Student : So what's the message of the story?

Teacher: The story is humorous but also tells us that wild animals, no matter how cute or clever, do not make good domestic pets. It also highlights the unpredictable and mischievous nature of monkeys.

Student : Did the narrator enjoy Toto's company?

Teacher: Yes, he was quite fascinated by Toto's intelligence and antics. Though troublesome, Toto was entertaining and full of life.

Teacher: Great questions, everyone! This story by Ruskin Bond reminds us to admire animals in their natural surroundings rather than trying to control their behavior at home.

Students (together): Thank you, sir! That was fun!

COMPETENCY BASED SHORT ANSWER TYPE QUESTIONS

1. Question: Describe Toto's behavior during his stay in the narrator's house.

Answer:

Toto was mischievous and playful. He tore clothes, broke dishes, and disturbed the other animals. Despite his smartness and energy, his destructive behavior made it difficult for the family to keep him at home.

2. Question: Explain Toto's actions inside the bathroom when left alone.

Answer:

Toto enjoyed taking baths in warm water like humans. He used soap and water carefully but once nearly boiled himself when he jumped into a kettle on fire, mistaking it for a bath filled with hot water.

3. Question: Describe the incident that took place in the train compartment with Toto.

Answer:

Toto peeked out of the bag in the train, shocking the ticket collector. Grandfather had to pay extra fare for him as he was considered a dog under railway rules, even though Toto was a monkey.

4. Question: Mention Toto's interaction with Nana, the family donkey.

Answer:

Toto constantly troubled Nana by biting her ears. Nana, though gentle, became irritated and frightened of Toto. Their relationship reflected Toto's naughty nature and his habit of disturbing other animals in the household.

5. Question: State the reason Toto was finally returned to the tonga-driver.

Answer:

Toto caused frequent damage to household items and proved to be too expensive to keep. His behavior remained uncontrollable, so Grandfather returned him to the tonga-driver, accepting that Toto was not fit for the family.

6. Question: Describe Grandfather's feelings about Toto's arrival.

Answer:

Grandfather felt delighted and fascinated by Toto's intelligence and tricks. He believed Toto would be a clever companion. However, his excitement slowly turned into concern due to Toto's mischievous and destructive behavior at home.

7. Question: Explain the effect Toto had on household expenses.

Answer:

Toto increased household expenses by damaging clothes, dishes, and other items. He also created disturbances that required extra care and attention. Grandfather eventually realized that keeping Toto was financially and practically unsustainable for the family.

COMPETENCY BASED LONG ANSWER TYPE QUESTIONS

1. Describe Toto's behavior and the effect it had on his surroundings.

Answer:

Toto's behavior was mischievous and often destructive. He pulled out wallpaper, tore clothes, broke dishes, and scared people. His energy and curiosity caused chaos in the house. His actions, though entertaining, created problems for the family. The narrator's grandfather found his mischief amusing, but others grew tired of it. Toto did not fit into the household setting, and his unpredictable nature made him difficult to manage. Whether placed in a cupboard or tied to a peg, he always found a way to create trouble. His constant pranks showed intelligence but lacked discipline. This behavior made it clear that a domestic environment was unsuitable for a wild animal like Toto. Eventually, peace returned only after Toto was sent back to the tonga-driver.

2. Explain the contrast between the narrator's grandfather's affection for Toto and Toto's actual behavior.

Answer:

The narrator's grandfather showed great affection for Toto. He bought him from a tonga-driver and believed Toto would make a charming pet. He overlooked the monkey's destructive acts and treated him with patience and love. In contrast, Toto's behavior did not reflect gratitude or obedience. He destroyed household items, frightened other animals, and even caused trouble during a train journey. Despite grandfather's admiration for Toto's cleverness and spirit, the monkey continued to create problems. This contrast highlights the gap between love for an animal and the practical challenges of keeping one. Grandfather's affection blinded him to the realities of Toto's wild nature, while others in the house saw the chaos he caused. Eventually, reason prevailed, and Toto was returned.

3. Present Toto's actions during the train journey and the response it received.

Answer:

During the train journey, Toto was hidden in a canvas bag by the narrator's grandfather. However, he managed to create a scene even there. He moved inside the bag, making it bulge and shake, which drew the attention of fellow passengers. Once exposed, Toto grinned and frightened the ticket collector. The collector, though amused, still charged a fare for Toto. This incident caused both embarrassment and inconvenience. The grandfather had tried to avoid trouble by hiding Toto, but the monkey's active nature could not be contained. This episode showed Toto's inability to remain still and the impracticality of taking such a creature on public transport. The incident also reflected the comic element of the story while revealing the challenges of handling a wild pet.

SUMMARY

Teacher: Good morning, class! Today we'll summarize the story "*Iswaran the Storyteller*".

Student: Sir, who is Iswaran and what is the story about?

Teacher: Iswaran is a cook who works for Mahendra, a junior supervisor in a firm. The story revolves around Iswaran's love for telling dramatic and exaggerated stories, which entertain — and sometimes scare — his master.

Student : What kind of stories did Iswaran tell?

Teacher: Iswaran was a master storyteller. He narrated tales full of suspense, horror, and drama — like ghosts, elephants, and supernatural events. He had a unique way of describing scenes with sound effects and gestures.

Student : Was Iswaran's storytelling believable?

Teacher: Not always! His stories were often exaggerated. For example, he once claimed to have tamed a wild elephant with just a stick. Mahendra knew the stories were too good to be true, but he still enjoyed listening to them.

Student : What is the main incident in the story?

Teacher: The central incident is when Iswaran tells Mahendra about a ghost woman he sees around the work site — a figure holding a foetus in her arms. Though Mahendra dismisses it as nonsense, he later sees the same ghostly figure himself and becomes frightened.

Student: Did Mahendra really see a ghost?

Teacher: That's left somewhat open to interpretation. The story plays with the idea that Iswaran's vivid storytelling can influence the listener's imagination. It's likely that Mahendra's mind was affected by Iswaran's tales, making him think he saw a ghost.

Student: How does Mahendra react in the end?

Teacher: Mahendra becomes so disturbed by the ghost sighting that he decides to resign and leave the place. Iswaran's storytelling had a powerful effect on him!

Student: What is the theme of the story?

Teacher: The story highlights the power of imagination, storytelling, and how narration can influence people's minds. It also shows how some people can use fiction to entertain, impress, or even manipulate others.

Student: Was Iswaran a good worker?

Teacher: Yes, besides being an amazing storyteller, he was also an excellent cook and caretaker. He was devoted to Mahendra and managed the household efficiently.

Teacher: Well done, everyone! This story shows that words can be as powerful as actions — especially when told by someone like Iswaran!

COMPETENCY BASED SHORT ANSWER TYPE QUESTIONS

1. Question: Describe the role Iswaran played in the narrator's daily life.

Answer:

Iswaran managed all household tasks efficiently. He cooked meals, cleaned the house, and kept Mahendra entertained with engaging and dramatic stories. His presence made Mahendra's life comfortable and full of amusing experiences.

2. Question: Explain the way Iswaran narrated his stories.

Answer:

Iswaran narrated stories with vivid expressions and gestures. He used dramatic pauses, voice modulation, and hand movements, creating suspense and excitement, making even ordinary incidents sound extraordinary and thrilling to Mahendra.

3. Question: Describe the story about the elephant shared by Iswaran.

Answer:

Iswaran claimed that a mad elephant entered his school, breaking furniture and terrifying everyone. He said he bravely knocked it down with a stick by hitting its toenail, though the story sounded exaggerated and unbelievable.

4. Question: Mention the effect of Iswaran's ghost story on Mahendra.

Answer:

Mahendra, though rational and brave, felt disturbed after hearing the ghost story. He began imagining ghostly figures at night and felt uneasy, showing how Iswaran's storytelling deeply influenced his mind and emotions.

5. Question: Describe Mahendra's reaction on seeing a figure outside his window.

Answer:

Mahendra trembled in fear upon seeing a ghost-like figure outside his window. He was shaken by the eerie experience, which matched the story Iswaran had told, and he decided to leave the place shortly after.

6. Question: Explain the qualities that made Iswaran an ideal caretaker.

Answer:

Iswaran was disciplined, resourceful, and loyal. He handled all responsibilities without complaint and kept Mahendra entertained with imaginative stories. His storytelling skills and dedication made him an exceptional and reliable companion.

7. Question: Describe the influence of Tamil thrillers on Iswaran's storytelling.

Answer:

Iswaran was deeply influenced by Tamil thrillers. He adopted their dramatic style in his narration, using suspense, intense action, and exaggerated events, which made his stories entertaining and sometimes spooky for his listener.

8. Question: Explain the reason Mahendra decided to leave his job location.

Answer:

Mahendra felt haunted after seeing the ghost-like figure and recalling Iswaran's story. The fear unsettled him, despite his rational thinking. Unable to shake off the anxiety, he requested a transfer from his current posting.

COMPETENCY BASED LONG ANSWER TYPE QUESTIONS

1. Describe Iswaran's storytelling technique and its impact on Mahendra.

Answer:

Iswaran used vivid imagination, dramatic expressions, and suspenseful pauses in his storytelling. He narrated ordinary incidents with such enthusiasm and detail that they seemed extraordinary. His habit of building suspense before revealing key moments made his stories gripping. Mahendra, though educated and practical, often became deeply engaged in Iswaran's tales. Over time, these stories began to influence his thoughts and emotions. For example, the story of the ghostly woman left a strong impression, eventually making Mahendra feel the presence of the supernatural. Iswaran's technique blurred the line between fiction and reality, showing the power of storytelling. His style not only entertained but also impacted Mahendra psychologically, demonstrating the storyteller's deep influence on his master's mindset.

2. Explain the role of imagination in shaping Iswaran's character and daily life.

Answer:

Imagination formed the core of Iswaran's personality. Whether narrating stories or handling daily chores, he used to add elements of drama and exaggeration. He turned simple events into adventurous tales, like elephants going wild or ghosts appearing at night. His storytelling reflected not just creativity but also a deep need to entertain and hold attention. Even his descriptions of cooking or small accidents were laced with suspense and flair. This imaginative nature gave him confidence and made his life colorful. His master, Mahendra, often got drawn into these stories, indicating the strength of Iswaran's imaginative influence. Although not always based on truth, his tales brought life and emotion to otherwise mundane moments, showing that imagination can become a central part of personality and routine.

3. Present the effect of Iswaran's ghost story on Mahendra's behavior.

Answer:

After hearing Iswaran's ghost story, Mahendra's thoughts shifted from skepticism to fear. Initially, he dismissed the tale as superstition. However, the vivid description stayed with him. One night, he felt uneasy and imagined a figure outside his window, just as Iswaran had described. This reaction showed that even a logical mind could be influenced by repeated exposure to imaginative storytelling. The fear Mahendra experienced highlighted the deep psychological impact Iswaran's words had on him. The incident revealed that emotions could overpower reason, especially when reinforced by someone trusted. Mahendra's decision to leave the place showed that Iswaran's storytelling, though entertaining, had real consequences on his master's mental state, leading to actual changes in his life.

SUMMARY

Teacher: Good morning, class! Today, we'll revise the story "*In the Kingdom of Fools*".

Student: Sir, why is the story called "*In the Kingdom of Fools*"?

Teacher: Great question! The title reflects the central idea of the story — a kingdom ruled by foolish people, including the king and his minister, where everything happens in a strange and illogical way.

Student: What was foolish about the king and his rules?

Teacher: The king and his minister made absurd laws. For example, they decided that everyone should work at night and sleep during the day. Anyone who disobeyed would be punished. Even the pricing system was ridiculous — everything cost the same, whether it was a measure of rice or a bunch of bananas!

Student: Who were the main characters in the story?

Teacher: The key characters are the foolish king, his equally foolish minister, a clever guru, and his wise disciple. There's also a thief, a merchant, and a dancing girl who play roles in the turning point of the plot.

Student: What happened to the disciple in the kingdom?

Teacher: The disciple was initially fascinated by the cheap food and decided to stay in the kingdom, despite his guru's warning. Later, he was wrongly chosen for execution due to a bizarre turn of events and the foolish logic of the king.

Student: Why was the disciple sentenced to death?

Teacher: The king wanted to execute a merchant whose wall had killed a thief, but due to a series of strange and illogical events, the blame kept shifting from one person to another. Finally, the disciple was chosen for execution just because he was "the right size" to fit the new stake!

Student: How was the disciple saved?

Teacher: The guru, using his wisdom, arrived just in time. He cleverly tricked the king and minister by pretending that dying at the new stake would bring great spiritual benefits. The foolish rulers, eager for such benefits, decided to die in place of the guru and disciple.

Student: What happened after the king and minister died?

Teacher: After their deaths, the people begged the guru and the disciple to become their new rulers. They agreed, but only after changing all the foolish laws and bringing wisdom and justice to the kingdom.

Student: What is the message of the story?

Teacher: The story teaches us that foolishness in leadership can lead to chaos and injustice. It also shows that wisdom, quick thinking, and intelligence can overcome even the strangest of situations.

Teacher: Excellent questions, everyone! This story uses humor and fantasy to highlight the value of common sense and the dangers of blindly following illogical rules.

COMPETENCY BASED SHORT ANSWER TYPE QUESTIONS

1. **Question:** Describe the king's method of governing the kingdom.

Answer:

The king ruled foolishly by reversing logic. He ordered nights to be treated as days and food to be sold at absurdly low prices. His methods confused the people but ensured strict obedience from them.

2. **Question:** Explain the guru's reason for leaving the kingdom.

Answer:

The guru sensed danger in a place where foolishness ruled. He believed unpredictable rulers could act irrationally, risking lives. Therefore, he left the kingdom, valuing wisdom and safety over comfort or cheap food.

3. **Question:** Describe the disciple's reaction to the cheap food.

Answer:

The disciple was delighted by the abundance of cheap food. He ignored the guru's advice and stayed, lured by his greed. He thought only of food, not the dangers of living under foolish rulers.

4. **Question:** Tell how the disciple ended up in danger.

Answer:

The disciple was mistaken for a thief due to his large size. The foolish king decided to execute someone who fit the hanging noose, showing his absurd sense of justice. The disciple nearly faced death.

5. **Question:** Describe the guru's plan to save his disciple.

Answer:

The guru used wisdom to manipulate the king. He pretended that whoever died on the noose would be reborn as king. The foolish rulers believed him and chose to die themselves, saving the disciple.

6. **Question:** Explain the role of wisdom in the guru's actions.

Answer:

The guru used logic and clever thinking to counter the absurdity of the kingdom. His wisdom turned the situation in his disciple's favor, proving that intelligence can outwit foolishness even in dangerous circumstances.

7. **Question:** State the change in the kingdom after the guru's intervention.

Answer:

After the foolish king and minister died, the people begged the guru and disciple to rule. They agreed but changed the laws. Normalcy returned as wise governance replaced foolishness, restoring peace and order.

8. **Question:** Tell the impact of foolish rulers on common people.

Answer:

Foolish rulers created confusion and fear among the people. Absurd laws and irrational justice systems led to unpredictability. The citizens lived under threat, unable to trust the law or its enforcers.

COMPETENCY BASED LONG ANSWER TYPE QUESTIONS

1. Describe the characteristics of the king and his governance style in the kingdom of fools.

Answer:

The king in the kingdom of fools was known for his absurd and illogical approach to governance. His laws and orders defied common sense, such as treating night as day and selling food at ridiculously low prices. He enforced these strange rules strictly, expecting absolute obedience from his subjects. This unconventional style created confusion and fear among the people. The king's decisions were unpredictable, often causing chaos. Despite the madness, people complied because opposing him could lead to punishment. His governance reflected a world turned upside down, where logic was ignored, and foolishness ruled supreme. The king's methods showcased how power without wisdom could lead to disorder and misery for the subjects.

2. Explain the guru's actions and reasoning upon entering the kingdom of fools.

Answer:

The guru, upon entering the kingdom of fools, quickly sensed the danger of staying there. He observed the illogical behavior of the king and the absurd laws governing the land. Recognizing the risk posed by foolish rulers, he decided to leave immediately. His decision was based on a desire to protect himself and his disciple from harm. However, his disciple, enticed by cheap food and entertainment, chose to remain. The guru's actions reflected wisdom and caution, contrasting with the folly surrounding them. His quick departure illustrated the importance of recognizing and avoiding harmful situations. The guru's reasoning showed a clear understanding of the consequences of living under irrational leadership.

3. Describe the disciple's experience and the eventual outcome during his stay in the kingdom.

Answer:

The disciple's stay in the kingdom of fools began with excitement over abundant and cheap food. He ignored the guru's warning and enjoyed the fair-like atmosphere. However, trouble soon followed when the king accused him of theft due to his appearance. The disciple was caught in the foolish justice system and faced the threat of execution. The guru intervened cleverly, tricking the king and minister into believing that dying on the noose would lead to rebirth as kings themselves. This ploy caused the rulers to hang themselves, saving the disciple's life. Eventually, the disciple and guru took control of the kingdom, restoring order and replacing foolishness with wisdom. The disciple's experience highlighted the dangers of foolishness and the power of cleverness.

SELF STUDY MATERIAL (MOMENTS)

THE HAPPY PRINCE

SUMMARY

Abhishek: Hey, Swikrutee, have you read "The Happy Prince"? It's such a touching story.

Swikrutee: Yes, I did! I was really moved by how the Happy Prince and the little swallow sacrificed so much to help the poor people in the city.

Abhishek: Absolutely. The prince was once a real prince who lived in luxury and happiness. He was completely kept in dark to the widespread poverty and hardships of the city's residents. But as a statue, he sees all the misery around him and wants to help.

Swikrutee: That is an irony of the story. The prince after his death, when he can no longer directly help anyone, he becomes aware of the suffering around him and seeks to alleviate it by giving away his own adornments.

Swikrutee: Once a swallow, delayed in his migration to Egypt, takes rest at the foot of the statue. The swallow becomes the prince's messenger. Right, and the swallow helps him by taking the jewels from the statue to give to those in need. It's amazing how the swallow stays even though it means he won't survive the winter.

Abhishek: And despite all their efforts, the people like the seamstress, the playwright, and the match Swikrutee still struggle. It's like Wilde is showing how deep societal problems are.

Swikrutee: True, and even after the statue is stripped of all its beauty, the townspeople don't appreciate the sacrifice. They just melt it down and throw away the swallow.

Abhishek: Yes, He is God who recognizes the prince's true worth is in his selfless acts, not in his outward appearance unlike the townspeople who no longer value the statue without its jewels. An Angel takes the swallow and the prince's leaden heart to God, who declares them the most precious things in the city, and they are granted eternal life in paradise.

Swikrutee: Yes, Wilde really blends fantasy and reality to show that true beauty lies in selflessness and compassion, not in outward appearances.

Abhishek: I could not understand this Point. Which are the fantasy elements and which are the real elements in this.

Swikrutee: The talking statue and sparrow are fantasy elements while the real elements of the story are income inequality and the lack of concern of the rich and powerful for the suffering of others.

COMPETENCY BASED EXTRACT- THE HAPPY PRINCE

Extract 1-My courtiers called me the Happy Prince, and happy indeed I was. So, I lived, and so I died. And now that I am dead, they have set me up here so high that I can see the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot choose but weep."

(A) Why did the courtiers call the prince "Happy Prince"?

Answer -The prince has been living a sheltered life and kept away from sorrows and suffering of life. He was living a happy life. So, the courtiers called the prince "Happy Prince".

(B) Why did the prince mean by ‘So, I lived, and so I died. ‘

Answer -The prince lived a happy life in his life time and died without the knowledge of sorrows and suffering of life.

(C) Why does the prince cannot help but weeping?

Answer -The prince observed the suffering, illness, hunger of the residents of his city. He realizes that true happiness is not just a feeling of pleasure, it's the ability to overcome misery. So he weeps.

Extract -2- “I am beginning to be appreciated,” he cried. “This is from some great admirer. Now I can finish my play,” and he looked quite happy

(A) Who does “I” refer to?

Answer -I refer to the Playwright

(B) Why does the speaker feel he is being appreciated?

Answer -The Playwright receives a sapphire lying on the withered violets. He believes that someone is recognizing his artistic talent and has sent a sapphire.

(C) Is the speaker really appreciated for any reason?

Answer -The gift by the happy prince is not about his artistic talent but to alleviate his starvation. The playwright misinterprets the gift as a gesture of appreciation of his artistic talent. He thinks so as desire for recognition is a common human tendency.

SHORT ANSWER TYPE QUESTION

(1) Question– Where was the swallow migrating to and where did he stop?

Answer - The swallow was migrating to the Egypt for the winter when he stopped to take a break and spend the night at the foot of the statue of the Happy Prince.

(2) Question - The swallow plans to spend one night at the foot of the statue of Happy Prince and to resume his journey at the day break. But he stays there until his death. What does make him so? Can we find textual evidence?

Answer -Despite his initial reluctance and the swallow agrees to spend one more day as he is moved by the prince’s tears and sadness, which sparks a sense of empathy within him. This is reflected in the textual evidence

The Happy Prince looked so sad that the little Swallow was sorry.

He agrees to help the prince distribute his jewels and gold to the needy, gradually developing a deeper bond with him

(3) Question– Why did the Swallow decide to stay always with the Prince ?

Answer - The Happy Prince requests the Swallow to strip him of his jewels in order to save others from illness, hunger and violence. As the swallow took the last jewel from the prince’s eye , the prince turns blind after the removal of the eye , the Swallow promises to stay with him.

(4) Question– Can we find some evidences in the text that hard work of the working-class people is not appreciated by their immediate authorities

Answer - The seamstress's work is not appreciated by the lady for whom she works, the playwright's work is not appreciated by the director of the theatre, the poor match girl's labour is rewarded with punishment from her abusive father. Though the seamstress goes on working instead of taking care of her ailing son and the poor playwright starves in his garret.

(4) Question -Why is the statue of the Happy Prince dismantled?

Answer - The mayor and the town councillors consider the statue giving a shabby look. The art professor at the University declares the statue must be taken down because "As he is no longer beautiful, he is no longer useful.". The statue of the Happy Prince is pulled down and melted in a furnace.

LONG ANSWER TYPE QUESTION

1. Which are the ironies in the story "The Happy Prince" ?

The story "The Happy Prince" is rich in ironies. These ironies centre round the contrast between appearance and reality as well as the societal values of beauty and utility.

When the Prince was alive, he lived in luxury and was unaware of the suffering outside his palace. After his death, being a statue put on a high point, when he can no longer directly help anyone, he could see the misery and poverty that he was previously blind to.

Another irony is the town authorities' perception of the statue. Initially, they admire the statue for its beauty, adorned with gold and jewels. However, as the Happy Prince gives away these riches to help the poor, the statue becomes plain and is no longer valued by the town authorities. They decide to melt the statue because it has lost its beauty. They fail to recognize the true value of the prince's actions. This is ironic because the prince's true worth is in his selfless acts, not in his outward appearance.

But eventually, God values the prince's lead heart and the dead swallow as the most precious things in the city, granting them eternal life in His "city of gold." This highlights the difference between human and divine values, where true worth is found in selflessness and love, not in material wealth or beauty.

How did the swallow prove to be the true friend of the Happy prince?

The Swallow proves to be the true friend of the Happy Prince through his selfless actions and deepening bond with the statue. Initially, the Swallow intends to leave the city to join his friends in Egypt but is moved by the Happy Prince's tears and sorrow for the suffering people in the city.

This moment marks the beginning of the Swallow's transformation from a self-interested bird to a compassionate helper. The Swallow agrees to stay temporarily to assist the Happy Prince in distributing his jewels and gold to the needy, including a seamstress, a playwright, and a match girl.

As the story progresses, the Swallow's loyalty and affection for the prince grow stronger. Despite the cold weather and the risk to his own life, the Swallow stays with the Happy Prince,

carrying out his requests to help the poor, and eventually sacrifices his own life out of love and devotion.

FIGURES OF SPEECH-THE HAPPY PRINCE

(1) "I have a golden bedroom."- Metaphor

This metaphor compares his comfortable perch to a bedroom, which it is not, as he discovers when the tears begin to fall upon him since there is no roof.

(2) "But the happy prince looked so sad that the little swallow was sorry" – Swallow was sorry – Personification

The swallow is personified as he is able to speak and feel pity for the statue. This means that he is given a human trait that he could not literally possess.

(3) *His hair is brown and crisp, and his lips are red as a pomegranate*

red as a pomegranate -Simile -comparisons using "like" or "as"

(4) " but I feel quite warm now, although It is so cold,"- Paradox

It cannot be true because it contradicts itself: how can the bird be warm when it is so cold out? The prince's statement clarifies the paradox. The bird feels warm because he has just done something good and kind for someone else.

(5) *We have bread now!* - "Bread" is a synecdoche

When the swallow gives the hungry children gold from the statue of the Happy Prince to buy food, they say, "We have bread now!". "Bread" is a synecdoche When the children say they have bread, what they really mean is food.

(6) *Bring me the two most precious things in the city,* " said God to one of His Angels;

Precious- metaphor - When God asks for the two "most precious things" in the city and angels bring him those items that were cast off, it is a metaphor showing that real value lies in unselfish living and giving rather than in outward beauty or monetary worth.

MAJOR CHARACTERS -"THE HAPPY PRINCE?"

The Happy Prince. The main character in this story. He used to live a happy life as a prince in the royal palace until he dies. A statue of him is then built and placed on a tall column high above the city, where he is able to see the misery of the residents of his city. A swallow enroute to Egypt to join his friends takes rest at the foot of the statue of the Happy Prince. He asks the swallow to bring his ruby to a seamstress, his two sapphires to a playwright and a little match girl respectively, and deliver all the gold leaves covering his body to poor people. Then the statue of the happy prince looks little better than a beggar. The town councillors pull it down and melt it in a furnace. Its broken lead heart will not melt in the furnace, so it is thrown away.

The swallow- He is on a journey to Egypt to join his friends for winter.. When he passes by the statue of the Happy Prince, he decides to take a break. Seeing the Happy Prince weep for the poor people, he agrees to be his messenger and help him give out his precious ruby, sapphires, and gold leaves to those in need. He also accompanies the Happy Prince and tells him stories

for many days. However, after he finishes all those tasks, the weather has become so cold that he has no strength to fly any further. He dies at the feet of the Happy Prince.

Town Councillors. They give compliments on the original appearance of the Happy Prince but call it shabby afterward and eventually destroy the statue.

A seamstress. She is embroidering passionflowers on a satin gown for a royal member, but she has nothing to feed her little boy who is lying ill. The swallow brings her the ruby of the Happy Prince's.

The playwright. He is trying to finish a play for the Director of the Theatre, but he is too cold to write anymore and hunger makes him faint. The swallow brings him one of the Happy Prince's sapphires.

Little match girl. She is crying because she lets her matches fall in the gutter and cannot bring back any money to her father. She fears that her father may beat her. The swallow brings him the second sapphire of the Happy Prince's.

God. He tells an angel to bring him the two most precious things in the city. The angel brings him the leaden heart and the dead bird. God says that the angel has made the right choice.

THE LAST LEAF

SUMMARY-

Abhishek: Hey, Swikrutee did you read "The Last Leaf"? It's quite a story about hope and sacrifice."

Swikrutee: "Yes, I did. It's about Johnsy, right? She was so sick and convinced that she would die when the last leaf on the vine outside her window fell."

Abhishek: "Exactly! And her friend Sue was really worried about her. Sue tried to keep her spirits up and even worked on her art to support them both."

Swikrutee: "I remember that part. And then there's Behrman, the old artist. He always talked about painting a masterpiece but never did."

Abhishek: "Right, but in the end, he creates his masterpiece by painting a leaf on the wall after the real one fell. It was to give Johnsy hope."

Swikrutee: "It's so ironic, isn't it? He finally creates his masterpiece, but it's a simple act of kindness that costs him his life. But it saves Johnsy."

Abhishek: "Yeah, it's a powerful message about selflessness and how art can inspire hope and change lives, even if it's just a simple painted leaf."

MAJOR CHARACTERS - THE LAST LEAF

Mr. Behrman - Mr. Behrman has failed in his career as an artist. He always meant to paint a masterpiece, but never has. he is a kind-hearted, compassionate man. We know this because he loses his own life by working all night out in icy, rainy cold to paint a leaf on the vine Johnsy has been watching. It is his masterwork, and it fools Johnsy, who believes she will die after the last leaf falls. Of course, being painted on, this last leaf doesn't fall, allowing Johnsy to recover.

The old artist shows his goodness in his willingness to risk pneumonia, which he does get and die from, to try to save Johnsy.

Sue- Sue exhibits a strong sense of optimism and determination. Despite the doctor's bleak opinion for her friend Johnsy, who is suffering from pneumonia, Sue remains optimistic and supportive. Sue is also strategic and resourceful. She involves their neighbour, Behrman, in a plan to give Johnsy hope and a reason to live. This plan ultimately leads to Behrman's selfless act of painting the last leaf, which becomes a pivotal moment in the story. Sue's actions highlight her compassion and dedication to her friend's recovery.

Johnsy - Johnsy's belief in the connection between the leaves and her life reflects her superstition and emotional weakness. She turns fatalistic, resigning herself to die, which highlights her initial lack of will to fight against her illness. This is demonstrated when she tells Sue that she will die when the last leaf falls, showing how she has allowed her mental state to dictate her physical health.

Despite this initial weakness, Johnsy's character undergoes a transformation by the end of the story. The painted leaf, a symbol of hope and resilience, inspires her to choose life over despair. This change demonstrates her capacity for inner strength and resilience, although inspired by the selfless act of another. The story thus portrays Johnsy as a complex character, embodying both vulnerability and the potential for emotional growth.

COMPETENCY BASED EXTRACT- THE LAST LEAF

Extract 1-Johnsy woke up next morning. In a feeble voice she asked Sue to draw the curtains. Sue was nervous. She drew back the curtains very reluctantly.

(A) Why has Johnsy a feeble voice?

Answer -Johnsy is seriously ill with pneumonia. She has associated her life to the last leaf's fall on the ivy leaves outside her window. For physical and mental exhaustion, she has a feeble voice.

(B) Why is Sue nervous and reluctant to draw the curtains?

Answer -Sue is frightened to confirm that Johnsy's belief that her fate is linked to the falling leaves. She is apprehensive about the last leaf on the vine. She is also reluctant as she is aware of Johnsy's weak mental state

(C) The moment of drawing the curtains is very significant. Why?

Answer -This moment could either reinforce Johnsy's despair or inspire her will to live. Johnsy was anxious for the survival of the last leaf after the stormy night. So this moment is significant.

Extract-2- "I have been a bad girl. You have looked after me so lovingly and I have not cooperated with you. I have been depressed and gloomy. The last leaf has shown me how wicked I have been. I have realised that it is a sin to want to die.

(A) Who does "I" refer to?

Answer -I refer to the Johnsy

(b) Why does the speaker admit to have been a bad girl?

Answer -Johnsy realizes that her previous resignation to death was illogical and misguided. She sees the leaf's endurance as a symbol of hope and resilience. She admits that her resignation to death was her wicked attitude.

(C) Why does the speaker have a sense of regret?

Answer -Johnsy had been suffering from pneumonia and had lost the will to live, believing that she would die when the last leaf on the ivy vine outside her window fell. Next day when she finds the last leaf persist despite the harsh weather, she realizes her association of the leaf and life is illogical and she regrets her behavior and attitude.

SHORT ANSWER TYPE QUESTION

Question - How does Sue try to Cheer Johnsy up after the bleak prognosis of doctor?

Answer – Sue talks about clothes and fashions, brings her drawing board into Johnsy`s room and starts painting. To take Johnsy`s mind off her illness, she whistles while working. But all these efforts of Sue fail to yield the intended result.

Question - Why does Sue go down to visit Behrman?

Answer -Sue is strategic and resourceful. She gets disturbed by Johnsy's dreary declaration She wishes to explore the assistance of the old artist Behrman to bring Johnsy out of her illogical obsession. Both Sue and Behrman come to Johnsy to find her fixing on the last leaf left on the vine.

Question – When and Why does Behrman decide to paint an Ivy leaf?

Answer -When both Sue and Behrman come upstairs to see Johnsy, they have the emotional realization that Johnsy will give up her spirit if she sees that all the leaves except one have died on the outside vine. It is also at this moment that Behrman realizes that he must do something to save Johnsy. He decides to paint the leave onto the window in order to rescue Johnsy from certain death.

Question – How are Sue and Johnsy different from each other?

Answer - There are significant differences between Sue and Johnsy. Sue is more proactive and optimistic than Johnsy is. When Johnsy gets sick, Sue takes emotional and physical action to restore her health. She brings in her drawing board and whistles to try and lift Johnsy's depression. She tries to feed soup so that she can gain the nutrition and physical strength to overcome her illness

Johnsy is much more pessimistic and reactive. She simply waits to die and convinces herself that when the last leaf falls, her life will end. She refuses to take soup that Sue offers her, believing that there is nothing that will restore her health.

LONG ANSWER TYPE QUESTION

1.What lessons do we learn from the story " The Last Leaf " by O. Henry

One of the central lessons of the story is the power of hope and belief in sustaining life. Johnsy, a young artist, becomes seriously ill with pneumonia and stay obsessed on the idea that she will

die when the last leaf falls from the vine outside her window. However, the persistent leaf gives her a renewed sense of hope and the will to fight her illness. This reflects the idea that hope can be a powerful motivator in overcoming adversity.

The story also highlights the theme of sacrifice, as reflected by Behrman. Behrman's selfless act ultimately costs him his life, as he contracts pneumonia from being out in the cold to paint the leaf. This demonstrates how true sacrifice can have a profound impact, even if it goes unnoticed by the world.

Additionally, the story emphasizes the transformative power of art. Behrman's painting becomes his masterpiece, not because it is widely celebrated or brings him fame, but because it saves a life. Through this act, O. Henry suggests that art's true value lies in its ability to inspire, uplift, and change lives, rather than in achieving personal glory.

Finally, the story illustrates the importance of friendship and support. Sue's unwavering care for Johnsy and her collaboration with Behrman to save her friend underscore the impact of love and compassion in overcoming challenges.

FIGURES OF SPEECH-THE LAST LEAF

Symbolism

Leaves - fading hope and the randomness of fate, highlighting the psychological impact of illness.

Situational Irony

The masterpiece -Behrman had always talked about painting a masterpiece but never began one. Ironically, his masterpiece is not a celebrated painting but a selfless act of painting a leaf to give Johnsy hope and save her life.

A HOUSE IS NOT A HOME

SUMMARY

Abhishek: Hey, Swikrutee Have you read "A House is Not a Home"?

Swikrutee: Yes, I did. It's such a touching story. What do you think about it?

Abhishek : I really like it. It's about this Abhishek who feels lost after his house burns down, right?

Swikrutee : Exactly. He not only loses his home but also feels disconnected at his new school. It's like everything familiar is gone.

Abhishek : Yeah, and he struggles with that feeling of not belonging. But then, things start to change for him.

Swikrutee : Right! His classmates and teachers begin to support him. They offer him clothes and school supplies, and he starts feeling more at home.

Abhishek : I thought it was really moving when he realizes that home isn't just a physical place. It's about the people and the connections you have.

Swikrutee : Absolutely. The story shows that while he lost his house, he gained a new sense of community and belonging.

Abhishek : And I love how his pet cat, which he thought was lost, eventually returns. It's such a hopeful moment.

Swikrutee : Yes, it ties everything together. It's like a reminder that even after loss, good things can happen, and you can rebuild your life.

Abhishek :It's a great story about resilience and the importance of relationships.

Swikrutee : Definitely. It teaches us that a home is more about the love and support you receive than just the walls around you.

Abhishek: Agreed. It's a powerful message.

MAJOR CHARACTERS - "A HOUSE IS NOT A HOME "

Author - The author is emotionally weak in the wake of losing their home and cherished possessions. She experiences a deep sense of loss and displacement. But she demonstrates resilience in the face of adversity and gradually finds the strength to persevere and adapt to their new circumstances, showing a determination to rebuild their life. She appreciates human connections and the importance of community support during difficult times. She undergoes personal growth and comes to a realization about what truly constitutes a home. She understands that home is more about the people and relationships that provide comfort and security, rather than just a physical structure. Her reflective and introspective quality allows her to gain deeper insights into human values and priorities.

Author's Mother - The author's mother is very loving to her husband & wishes to cherish his memories. She even risks her life by running back into the burning house to save important documents and memories of the author's deceased father. She is stay persistent and optimistic in the face of difficulties. She burrows money from the author's grandparent to meet her immediate expenses. She is consistently supportive of her child, understanding and acknowledging the emotional turmoil that comes with losing their home and possessions. She offers comfort and reassurance, reminding the author that they can rebuild their lives together. Her support is crucial in helping the author navigate the difficult period of adjustment.

COMPETENCY BASED EXTRACT- A HOUSE IS NOT A HOME

Extract-1- The more I tried to fit in, the worse it got. Was I destined to be an outcast and a geek all my life? That's what it felt like. I didn't want to grow up, change or have to handle life if it was going to be this way. I just wanted to curl up and die.

(A) Why does the speaker say "I just wanted to curl up and die."

Answer -The author is deeply embarrassed the next day in school because he was still wearing the dress he had worn to church that morning. The clothes he was wearing looked weird. Because of severe embarrassment, he says "I just wanted to curl up and die."

(B) Why does the speaker feel to be an outcast?

Answer -The speaker feels embarrassed and insecure in his school because he doesn't have his school supplies or his usual attire. He feels like an outcast and wishes he could just disappear.

(c) What made the speaker wear weird clothes?

Answer -The speaker lost his usual clothes to the fire accident in his house. So, he was wearing weird clothes

Extract-2-As I sat there with my friends and my cat curled up in my lap, all the overwhelming feelings of loss and tragedy seemed to diminish. I felt gratitude for my life, my new friends, the kindness of a stranger and the loud purr of my beloved cat. My cat was back and so was I.

(A) Who is the stranger whose kindness the speaker is talking about?

Answer - The speaker is talking about the woman who finds and returns his missing cat.

(B) Why does the speaker feel grateful to his life?

Answer - The speaker misses his pet cat. After a month, a noble lady takes great pains and finds the owner. She brings happiness back to the speaker. As the feeling of loss and tragedy is gone, he is grateful to life.

(C) Why does the speaker say that he is also back?

Answer - After the fire the narrator loses interest in life. He feels that he has lost everything. He gets books and other items from his schoolmates and his cat, his best mate. He regains interest in life. He feels both his house and his life are being rebuilt

SHORT ANSWER TYPE QUESTION

Question - What does the author notice one Sunday afternoon? What is his mother's reaction? What does she do?

Answer - One Sunday afternoon, the author noticed a strange smell. Then he saw smoke pouring in through the seams of the ceiling. By the time they ran out into the front yard, the roof was already engulfed in flames and the fire was spreading very quickly. But his mother risks her life by running back into the burning house to save important documents and memories of the author's deceased father.

Question - Why is author deeply embarrassed the next day in the school

Answer -At school, he is conscious of her changed appearance, as he has to wear borrowed clothes and shoes that do not fit well. This makes him feel out of place and self-conscious among her peers. He feels embarrassed and insecure because she doesn't have her school supplies or her usual attire. His first day back at school is tough, he feels like an outcast and wishes she could just disappear.

Question - What actions of the schoolmates change the author's understanding of life and people

Answer -When author's schoolmates organize a drive to collect essential items and personal belongings to help him and his family recover from the disaster. The actions of the schoolmates teach the author that people can be incredibly caring and supportive in times of need and strengthens the idea that a community can be a source of strength and comfort.

Question -Where was the cat after the fire? Who brings it back and how?

Answer - The cat was so frightened by the fire and ran a mile away from the house. One woman found her and took her in. She located the author's number on the cat's collar.

However, she couldn't reach them as the phone had been disconnected because of the fire. The woman then made personal efforts to find the author and return the cat.

LONG ANSWER TYPE QUESTION

1. Justify the title of the story "A House is Not a Home"

This story explores the difference between a house and a home, emphasizing the emotional and personal connections that transform a simple structure into something much more meaningful.

In the story, the author faces a challenging situation when their house is destroyed. This traumatic event leaves the author lost and disconnected as the physical space that held their memories and provided comfort is gone. However, as the narrative unfolds, it becomes clear that the true essence of "home" resides in the relationships and support systems that surround the protagonist.

The title is justified through the author's journey of realizing that a home is not about the physical structure but about the people and the love that fill that space. When family, friends, and community come together to support and help rebuild their lives, the author realizes that these connections are what truly make a home.

Thus, the story and its title remind us that while a house can be destroyed or lost but a home is resilient because it is built on the enduring foundation of love and relationships. This distinction between a house and a home is at the heart of the narrative makes the title both appropriate and meaningful.

FIGURES OF SPEECH-THE HOUSE IS NOT A HOME

Imagery

Fire- The whole roof was engulfed in Flames – Helping visualization

Metaphor:

The Title - "A House Is Not a Home," - Home encompasses the love and care shared with family and friends.

Symbolism

House- Now I was sitting there watching my house being rebuilt when I realised my life was doing the same thing- The transition from a house to a home is symbolic of the protagonist's journey to understanding that a home is built on relationships and love, not just physical structures.

“THE BEGGAR”

SUMMARY –

Abhishek: " Hey, Hi Swikrutee , have you ever heard the story of 'The Beggar' ?

Swikruti: "No, what's it about?"

Abhishek: "It's about a beggar named Lushkov who meets a lawyer, Skvortsov. The lawyer offers him work instead of just giving him money."

Swikruti: "Why would he do that?"

Abhishek: "Well, Skvortsov believes that giving Lushkov work will help him more in the long run than just giving him money. He wants to help him become self-sufficient."

Swikruti: "That makes sense. So, does Lushkov take the job?"

Abhishek: "Yes, but reluctantly. He's not very enthusiastic at first, but he starts doing some work, like chopping wood."

Swikruti: "Does he change over time?"

Abhishek: "Yes, he does. Over time, with encouragement and some help from Skvortsov's cook, Lushkov starts to change. He eventually finds a better job and becomes a notary."

Swikruti: "Wow, that's quite a transformation!"

Abhishek: "Yes, and it shows how a little push in the right direction and some kindness can really change a person's life."

MAJOR CHARACTERS - "THE BEGGAR"

Lushkov: He is the beggar of the title of the story. He is poor and drinks too much. He lies to get money or food. Finally, he changes into a gentleman.

Skvortsov: He is a lawyer, kind hearted man and have compassion for the poor. When Lushkov begs to him the lawyer does not give alms but tells him to work for him and get money.

Olga: She is the cook of the lawyer. Olga is strict by her nature but full of kindness she scolds the beggar for drinking but she does his work and causes a change in him.

COMPETENCY BASED EXTRACT- THE BEGGAR

Extract-1- Sergei flushed and turned from the ragged creature with an expression of disgust. This is dishonesty, my dear sir!" he cried angrily. "This is swindling — I shall send the police for you, damn you!

(A)Who does the ragged creature refer to?

Answer -The ragged creature refers to the poor alcoholic beggar named Lushkoff who used to beg on roads.

(B)Why is Sergei disgusted with the ragged creature?

Answer - Sergei immediately recalls that he has seen the beggar on another street, the other day. At that time, he had said that he was a student who had been expelled. So, Sergei the lawyer, is filled with disgust.

(B)Why does Sergei threaten the ragged creature to handover to the Police?

Answer -Sergei threatens the beggar named Lushkoff to hand over to the police for cheating people by telling lies.

Extract-2- Well, I am happy that my words have taken effect," he said, handing him a rouble. "Here's for your pains. I see you are sober and have no objection to work. What is your name?"

(A) Why is the speaker feel happy?

Answer -The speaker finds Lushkoff to be a sober and courteous fellow properly packing and hauling the furniture. So, the speaker feels happy considering this change to be the impact of his advice.

(B) Why does the speaker handover a rouble to the listener?

The speaker employs Lushkoff for packing and hauling the furniture. So, he hands over a rouble to him as his wage.

(C) What does the speaker give to the listener other than his wage?

Answer -Sergei gives a letter to be sent to a friend where he would need to do some copy work.

LONG ANSWER TYPE QUESTION

Question – What does inspire Lushkov to change his life

Answer- The arrogant and self-righteous lawyer thinks he has saved the beggar by teaching him how to work for a living. In fact, he would have never continued the original task if it weren't for the example of the lawyer's compassionate cook, who quietly chopped the wood for him without expecting anything in return. It was Olga's example of self-sacrifice, not Skvortsoff's example of doing something good that inspires the man to change his life. It is only through the kindness of Olga that Lushkov begins to really change his life and give up drinking. It is through listening and talking to Olga that Lushkov sees the error of his ways and is able to mend his life

Question – What are the differences between Skvortsov and Olga?

Answer - Skvortsov the lawyer helps Lushkov the beggar only after the latter agrees to chop wood for the lawyer, who believes honest labor will reform Lushkov. He thinks he is acting out of charity he is in fact gaining something. Each task that he asks Lushkov to perform is for his own gain. He cleanses his soul by way of paying Lushkov and in many ways patronizing him when it comes to Lushkov's alcoholism. Skvortsov never understands Lushkov's alcoholism.

Olga, on the other hand, is the opposite to Skvortsov. She physically attempts to help Lushkov by chopping the wood and giving him advice on the evils of alcohol. She takes more of an interest (selflessly) in Lushkov's life. She helps Lushkov without making demands on him. She roundly scolds him with a sharp tongue, but she ends up chopping the wood for him.

PREPARED BY PRADIP KUMAR PANDA

PGT ENGLISH, PM SHRI KV BOUDH

KENDRIYA VIDYALAYA SANGATHAN
SESSION ENDING EXAMINATION

Set-1

Class-IX
Sub- English Language and Literature

Maximum Marks- 80
Time- 3 hours

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General Instructions:

- (i) **The question paper is divided into three sections:**

Section A: Reading Skills	20 Marks
Section B: Writing and Grammar	20 Marks
Section C: Literature	40 Marks
 - (ii) **All questions are compulsory.**
 - (iii) **You may attempt any section at a time.**
 - (iv) **All questions of a particular section must be attempted in the correct order.**
 - (v) **Marks are indicated in the right-hand side.**
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SECTION A- READING SKILLS (20 MARKS)

1. Read the passage given below.

Every time a child takes a soft drink, he is laying the ground work for a dangerous bone disease. Fizzy and sugary drinks don't cause osteoporosis but, because they are often a substitute for a glass of milk, the children miss out on taking in the calcium and vitamin D they need to build a strong skeleton. Many of them also lead a sedentary lifestyle, so they aren't getting the bone-building benefits of vigorous exercise either. These children tend to suffer from brittle bones and fractures later on in life. In addition, they could be at a risk of being diagnosed with osteoporosis at an earlier age than most others.

The Indian Society for Bone and Mineral Research (ISBMR), a body comprising experts on osteoporosis, was established in 1996, with the aim of promoting research and circulating awareness about metabolic bone diseases especially this bone- crippling disease. Osteoporosis starts in childhood but its consequences are apparent at a later stage in life. This condition causes bones to become riddled with holes, like the framework of a house that's been attacked by termites. This can lead to broken bones, which in turn, can cause deformity, chronic pain, and disability.

Osteoporosis can be fatal: up to 25 per cent of older people who suffer a broken hip, die within a year. Osteoporosis isn't just your grandmother's health threat. Although it strikes over 50 million women in India, it also menaces over 12 million men. It causes loss of height, pain in joints and back, and fractures, and can be very depressing. So, it is important that we adopt preventive measures to save millions of people from the risk of suffering from osteoporosis.

There is a new medical understanding of the best ways to protect ourselves and our children. "Simple changes in lifestyle and nutrition will help save bones", says Dr Mittal. He suggests, it's never too late to adopt bone-friendly habits, like exercise that includes walking, jogging or skipping, getting enough sunlight, and getting adequate calcium, especially through fruits, vegetables, and fermented dairy products. This move in the right direction will keep the bones healthy and prevent osteoporosis.

On the basis of your reading of the given passage, choose the correct option. (1×10=10)

(a) Which of the following would be an ideal title for the passage?

- | | |
|---------------------------------|------------------------------------|
| (i) Metabolic Bone Diseases | iii) Osteoporosis and Fizzy Drinks |
| (ii) Lifestyle and Osteoporosis | iv) Prevention is better than cure |

(b) Osteoporosis causes bones to become ____.

(c) What is the aim of ISBMR?

(d) Based on your reading of the passage, choose the incorrect statement from the following.

- (i) Simple changes in lifestyle and nutrition will help save bones.
- (ii) It is never too late to adopt bone friendly habits.
- (iii) Osteoporosis starts in childhood.
- (iv) Fizzy and sugary drinks cause osteoporosis.

(e) Choose the option that correctly states the two meanings of 'ground work', as used in the passage.

- | | | |
|-------------------|-------------------|---------------|
| A. Difficult work | B. Important work | C. Basic work |
|-------------------|-------------------|---------------|

D. Ordinary work

E. Preliminary work

i) A and C

ii) C and E

iii) B and D

iv) B and E

(f) Children could be at risk of being diagnosed with _____ at an earlier age.

(g) Select the option that makes the correct use of 'measures', as used in the passage, to fill in the blank.

(i) The snake measures around 8 meters.

(ii) One tusk of the elephant _____ 6 feet.

(iii) She has to figure out how to convert the _____ of distance to miles.

(iv) The situation called for extreme _____.

(h) 'Osteoporosis can be fatal.' Substitute the underlined word with the most appropriate option.

(i) Deadly

(ii) Harmless

(iii) Beneficial

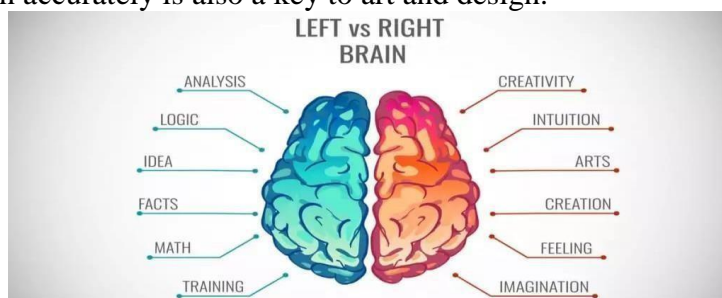
(iv) Brittle

(i) What is the difference between the number of men and women in India suffering from Osteoporosis?

(j) Which is the best way to protect ourselves from Osteoporosis?

2. The secret of Leonardo da Vinci's talent and Pablo Picasso's success may have been their dyslexia. The two men suffered from 'word blindness', that affects as many as one in twelve children, seems it can develop keen spatial awareness that makes the difference between a jobbing painter and a master of art.

Researchers put forty-one men and women through tests to assess their visuo-spatial abilities. Although we tend to think of this skill in terms of map-reading and parking, the ability to process 3D information accurately is also a key to art and design.



Around half of those taking part were dyslexic and so had trouble learning to spell, read and write. The dyslexic men did better than the other men on many of the tests, including recalling the direction of the Queen's head on a postage stamp and reproducing designs using coloured blocks. According to a report of the journal Learning and Individual Differences, they were also faster and more accurate at navigating their way around a virtual town on a computer screen. The researchers said that there could be several explanations for the findings, including dyslexics developing an enhanced sense of space to compensate for problems with language. Also, many dyslexic people prefer to work-out problems by thinking and doing, rather than by speaking. This could help dyslexic men develop the kind of skills they need to succeed in the artistic and creative world. However, the dyslexic women had no better spatial awareness than the other women, perhaps reflecting that the ability to manipulate 3D images tends to be more of a male trait.

Dyslexic brain tends to be more creative. Most of them use their right brain more than their left brain. The Yale Center for Dyslexia and Creativity reported that high creativity in children and adults with dyslexia is merely a result of the dedication and time dyslexics spend exploring new methods of learning. They significantly have higher propensity for usual combination of ideas, which is an aspect of creative thinking, comparing with normally developing children.

Now, we have real evidence to indicate that dyslexic men are better in this area. Artists who are known or believed to have suffered from dyslexia include Leonardo da Vinci, Picasso, Rodin and Andy Warhol. Leonardo da Vinci, who is also thought to have suffered from attention deficit hyperactivity disorder (ADHD), wrote his notes backwards, from right to left and Picasso had trouble reading and struggled at school.

On the basis of your reading of the given passage, choose the correct option. (1×10=10)

- (a) What is the full form of ADHD?
- (b) What was Picasso not good at, as a student?
- (i) Reading (ii) Speaking (iii) Writing (iv) Listening
- (c) The researchers put forty-one men and women through tests to assess their ____.
- (d) A key to art and design is the ability to accurately process:
- (i) 3D information (ii) virtual town (iii) postage stamp (iv) coloured blocks
- (e) How do dyslexic people prefer to work out problems?
- (f) Word blindness, that affects as many as one in twelve children, seems to develop a keen sense of:
- (i) spatial awareness (ii) ADHD (iii) reading ability (iv) listening ability
- (g) The secret of Leonardo da Vinci's and Pablo Picasso's success have been their ____.
- (h) Many dyslexic people prefer to work-out problems by:
- (i) thinking (ii) doing (iii) both (i) and (ii) (iv) neither (i) nor (ii)
- (i) The dyslexic women had no better ____ than the other women.
- (i) visuo-spatial abilities (ii) spatial awareness
- (iii) map reading skills (iv) parking skills
- (j) Which side of the brain do dyslexia tend to use more?

SECTION-B (WRITING SKILL AND GRAMMAR) 20 MARKS.

3. Do As Directed.

Attempt ANY TEN of the following questions.

1X10=10

Marks

(i) _____ by hunger, the elephant herd entered the sugarcane field.

(A) Drove (B) Driving (C) Driven (D) Drives

(ii) Read the conversation between Suraj and his mother. Complete the sentence by reporting Suraj's reply correctly.

Mother: You seem so tired. Take some rest.

Suraj: I can't even think of relaxing. I have lots of homework to do.

Mother said to Suraj that he seemed so tired and advised him to take a rest. Suraj replied that _____.

(iii) Identify the **ERROR** in the given sentence and write the **CORRECTION**.

We, there in India have so many religions, we eat so many different foods and wear so many different kinds of dresses

Error _____ Correction _____

(iv) Report the dialogue between Ravi and the Peon, by completing the dialogue

Ram: I want to meet the Principal

Peon: Sir, he is not in the office. He may have gone to the garden at the back.

Ram told the peon that he wanted to meet the Principal. The peon respectfully told him that _____.

(v) Mother said to her son, "Don't touch the live electric wire."

Choose the correct option from the following:

- a) Mother warned her son to not touch the live electric wire.
 b) Mother warned her son saying don't not touch the live electric wire.
 c) Mother warned her son to not to touch the live electric wire.
 d) Mother warned her son not to touch the live electric wire.

vi) It was during the rule of Ashoka the great that Buddhism _____ (spread) far and wide outside India. (Choose the correct VERB form to fill in the blank)

- a) Spread b) spreaded c) has spreaded d) have spread

Use the correct form of the verb given in the brackets

vii) There are not _____ artist who can play this instrument.

- a) many b) much c) any d) more

viii) Neither Ram nor any of his classmates _____ (award) the best student award.

(Use the Correct VERB form given below)

- a) was awarded b) were awarded c) was awarding d) were awarding

ix) Don't you see? The man _____ so fast in the busy street now.

- a) drive b) drove c) driving d) is driving

x) Aditya, _____ mother got the best teacher award, is my nephew.

- a) who b) which c) whose d) whom

xi) Last Monday, while coming from the market I _____ him.

- a) See b) seeing c) saw d) seen

xii) Twenty-five years _____ the minimum age to fill this form.

- (a) are (b) is
(c) has (d) have

4. Write a factual description, in not more than 100-120 words, of a potted plant that you and your sibling recently chose to gift your parent.

(5)

Or

Write a factual description, in not more than 100-120 words, of an English Notebook that you have to submit to your teacher.

(5)

5. The annual examination results have been declared and you found out that you have secured first division but your closest friend was unsuccessful. **Write a diary entry in around 100-120 words** about how that made you feel and what you think would help to motivate him/her to work harder and try for a re-examination.

(5)

Or

Construct a story with the given outline, in about 100-120 words.

An old lady becomes blind- consults a doctor- commits to pay him a huge amount if he is able to cure her eyes- doctor takes away her furniture one by one- finally cures her eyes- fees demanded- refused by the lady- reason behind the cure incomplete- doctor filed a court case- reason given that she is still not cured- cannot see the furniture- verdict given in her favour.

(5)

Section-C (Language through Literature) 40 Marks.

6. Read the following extracts carefully and answer the questions that follow by choosing the correct option. (attempt any **one**)

(1×5=5)

"I have got freedom to gain. As for myself, I am a poor hunted rat. As Vincent Charles Gerrard I am free to go places and do nothing, I Can eat well and sleep and without having to be ready to beat it at the sight of a cop.

(a) I have got freedom to gain." Why does the intruder say this?

- (i) He was a captive. iii) He was an escaped prisoner.
(ii) He was trying to evade the police. iv) All of these

(b) What would the intruder gain after impersonating as Vincent Charles Gerrard?

- (i) Freedom to go places iii) A chance to build a new life
(ii) Riches iv) A property and a car

(c) How would the intruder attain ease once he becomes Gerrard?

(d) What makes you think that the intruder was foolish?

(e) The intruder was hunted because _____.

Or

When Toto was finally accepted by Grandmother he was given a comfortable home in the stable, where he had for a companion the family donkey, Nana. On Toto's first night in the stable, Grandfather paid him a visit to see if he was comfortable. To his surprise he found Nana, without apparent cause, pulling at her halter and trying to keep her head as far as possible from a bundle of hay.

(a) Toto's companion in the stable was ____.

(b) Why do you think Toto was initially not accepted by Grandmother?

(c) Why did grandfather visit Toto in the stable?

(d) Which of the following describes Nana's condition as given in the passage?

- i) Humble ii) Irritated iii) Angry iv) Happy

(e) Which of the following is not synonymous to the word 'apparent'?

- i) Evident ii) Obvious iii) Applicable iv) Seeming

7. Read the following extracts carefully and answer the questions that follow by choosing the correct option. (1×5=5)

When the humid shadows hover Over all the starry spheres
And the melancholy darkness Gently weeps in rainy tears,
what a bliss to press the pillow of a cottage chamber bed
And lie listening to the patter Of the soft rain overhead!

(a) What does 'humid showers hover' mean?

- (i) Dark clouds cover the night sky iii) Shadows are lurking
(ii) Humid atmosphere iv) Darkness

(b) The word from the stanza that rhymes with 'spheres' is ____.

(c) Which of the following poetic devices has not been used in the given stanza?

- (i) Enjambment iii) Alliteration
(ii) Oxymoron iv) Metaphor

(d) What is the poet doing in the above stanza?

(e) How is the darkness described in the poem?

OR

For she said, "My cakes that seem too small When I eat of them myself
Are yet too large to give away." So she put them on the shelf.
Then good saint Peter grew angry, For he was hungry and faint;
And surely such a woman
Was enough to provoke a saint.

(a) Why didn't she give the cake to the man?

(b) The rhyming scheme of the poem is ____.

(c) Why was saint Peter angry?

(d) Which of the following behaviours best describes the lady?

- i) Hungry ii) Little iii) Selfish iv) Fainted

(e) Which of the following words means the same as 'enrage'?

- i) Give ii) Grew iii) Hungry iv) Provoke

8. Answer **any four** of the following questions in 40-50 words.

(3×4=12)

(a) How does Tommy describe the old kind of school?

(b) Why did Bismillah Khan refuse to start a Shehnai school in the USA?

(c) Why did Einstein play by himself in childhood?

(d) How did Kalam earn his first wages?

(e) Can a simple jab of the knife kill a tree? Why not?

9. Answer **any two** of the following question in 40-50 words.

(3×2=6)

(a) Why does the child lag behind while going to the fair with his parents?

(b) Why does the disciple decide to stay in the kingdom of fools? Was it a good idea?

(c) What is Behrman's masterpiece? What makes Sue say so?

10. Answer **any one** question in 100-120 words.

(6) As the author of 'Kathmandu', make a diary entry of your visit to the Pashupatinath Temple.

OR

Narrate the incident of the new teacher's behavior with Kalam in the classroom. Was his action appropriate? What values did the new teacher learn after that incident?

11. Answer **any one** question in 100-120 words.

(6)

What is the meaning of the sentence, "My cat was back, and so was I"? Had the author gone somewhere? Why does he say that he is also back?

OR

How important is it to take sensible decisions, and seek the help of wise people while doing so? Explain in the context of 'In the Kingdom of Fools'.

KENDRIYA VIDYALAYA SANGATHAN

SESSION ENDING EXAMINATION

SET-2

Class-IX

Sub- English Language and Literature

Maximum Marks- 80

Time- 3 hours

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General Instructions:

- (i) **The question paper is divided into three sections: Section**

A: Reading Skills	20 Marks
Section B: Writing and Grammar	20 Marks
Section C: Literature	40 Marks
 - (ii) **All questions are compulsory.**
 - (iii) **You may attempt any section at a time.**
 - (iv) **All questions of a particular section must be attempted in the correct order.**
 - (v) **Marks are indicated in the right-hand side.**
-

1. Read the passage given below.

(1) The Road to success is not straight, there is a curve called failure, a loop called confusion, speed bumps called friends, caution-lights called family, and you will have flats called jobs. But, if you have a spark called determination, an engine called perseverance, insurance called faith, and a driver called God, you will eventually make it to a place called success!

(2) In spite of all our planning and preparation, unexpected challenges are certain to arise. The bumps in the road will be unavoidable, but you'll never get to your destination if you aren't willing to drive over them. The difference between a disaster and triumph lies in whether or not you're prepared and willing to weather the storm. If you're ready, those bumps will become the stepping stones.

(3) The key thing to realize is that working harder is the same as working smarter. How do you work smarter? You just need to have the right skills. People want improved circumstances and a better life without an improved self. They want victory without paying the price or making efforts. It really cannot happen without the other. Any improvements that have not been generated by improving yourself are superficial and short-lived. If you want to have a better future, you have to change yourself. Stop worrying about the various challenges that will come your way. Just believe in yourself and use them as stepping-stones.

(4) "Success" is getting whatever you want out of life without violating the rights of others." It is not an accident. Success is the result of our attitude and our attitude is a choice. Hence success is a matter of choice and not chance.

(5) Today success represents a holistic and positive attitude to life. Attitude is everything. Success is not restricted within some kind of brick and mortar premises. It assumes the individuality of a complete act executed with perfection; material achievements do not define life. We don't remember sports stars for the products they endorse but the spirit of

achievement that they represent. In the abundance of positive attitude, lies the grandeur of a truly rewarding rich life.

(6) Success can be measured from two standpoints- the external and the internal. Externally it is the measure of a job well done and the recognition. Internally it is the feeling of achievement and wholeness derived from the completion of a task or fulfillment of desire.

On the basis of your understanding of the above passage, answer the questions that follow: (1x10)

- i. What qualities lead one to the place called success?
- ii. Why is the road to success said to be curved?
- iii. What determines the difference between a disaster and triumph?
- iv. How can one have a better future?
(A) By changing the circumstances (C) By changing yourself
(B) By changing the surroundings (D) By putting down others Ans.
- v. Externally success is measured by____
(A) money (C) recognition
(B) position (D) all of these
- vi. According to the text, what is the relationship between working harder and smarter?
- vii. What are the qualifications required to work smarter?
- viii. Internally it is measured by
(A) feeling of achievement (C) feeling satisfied
(B) feeling happy (D) feeling complete
- ix. The synonym of 'victory' as given in paragraph 2 is
(A) planning (C) triumph
(B) preparation (D) challenges
- x. The synonym of 'surplus' as given in paragraph 3 is____
(A) holistic (C) assumes
(B) endorse (D) abundance

2. Read the passage given below.

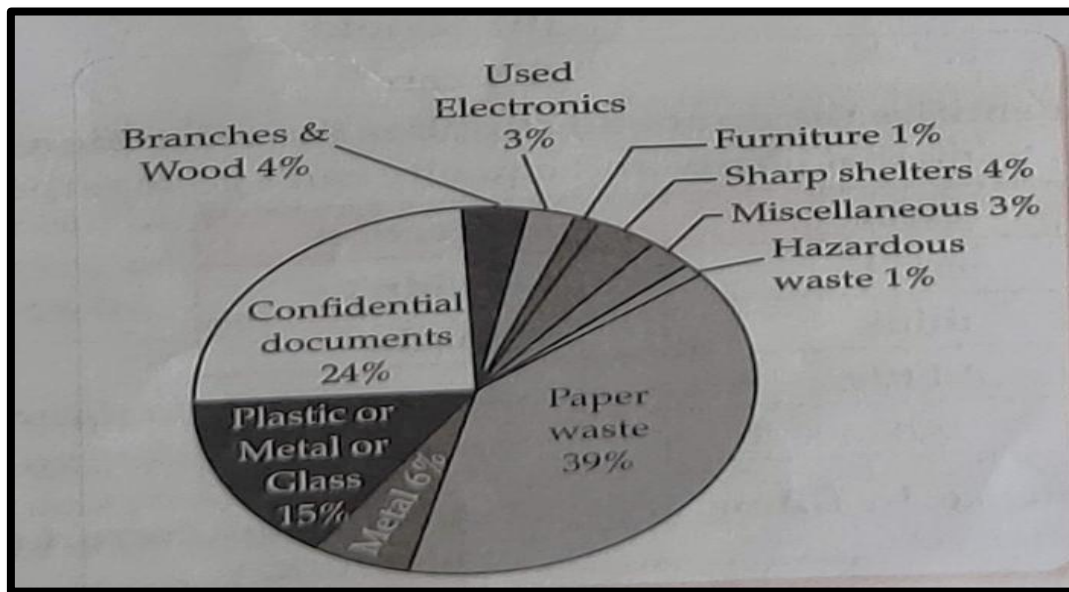
1. Conference series LLC Ltd organizes a conference series of 1000+ global events inclusive of 300+conferences, 900+ upcoming and previous symposiums and workshops in USA, Europe and Asia with support from 1000 more Scientific societies and publishes 700+ open access journals which contain over 30000 eminent personalities, reputed scientists as Editorial board members.

2. Recycling and Waste Management Convention 2018 proudly invites contributors across the globe to 9th World Convention on Recycling and Waste Management during October 22-23,2018 in Osaka,Japan, which includes prompt keynote presentations, oral talks, poster presentations and exhibitions. We are delighted to say that it is the 9th World Convention on Recycling and Waste Management which will be held in the beautiful city of Osaka, Japan and hence we invite you all to attend and register.

3. The 9th World Convention on Recycling and Waste Management is mainly based on the theme “Advocating Waste Disposal and Recycling Practices for Clean and Green Environment.” We

warmly welcome all the participants - leading scientists, researchers and scholars of the world to attend the convention. We provide a platform for young researchers and students to present their research through oral presentations through which they can develop a foundation for collaboration among young researchers.

4. The organizing committee aims at setting a platform for all the budding scientists and researchers to present their real-time work and share their views and aspects related to the theme of the conference. The organizing committee is gearing up for an exciting and informative conference programme including plenary lecture, symposia, workshops on a variety of topics, poster presentations and various programmes for participants from all over the world.



Based on your understanding of the passage, answer the questions given below. (1×10)

- Infer one reason for the following, based on information in the passage. Waste management and recycling it.
- Select the appropriate option to fill in the blanks. _____ has been considered as second nature to us.
 - (a) Sorting of waste
 - (b) Recycling of waste
 - (c) Waste management
 - (d) Implementing steps framed and deployed in convention
- Complete the following analogy correctly with a word/phrase from paragraph
 Delhi : India :: Tokyo : _____
- What theme is being highlighted in the given passage?
 - (a) Efficient means of reducing garbage
 - (b) Various techniques to be employed to recycle the goods
 - (c) Efficient ways of waste disposal
 - (d) Both (b) and (c)
- Which of the following notion in the conference has been emphasized to be deployed?
 - (a) Waste disposal management
 - (b) Waste management
 - (c) Recycling of goods

(d) Reshaping Earth's future

vi. Fill in the blank by selecting the correct option. According to the pie-chart, Branches & wood has been recycled at the rate of _____. (a) 1% (b) 24% (c) 4% (d) 3%

vii. Substitute the word 'present' with ONE WORD similar in meaning, in the following sentence from paragraph 3: We provide a platform for young researchers and students to present their research...

viii. List any two points that the given data represents.

ix. Which activity contributes collectively towards paper waste recycling percentage?

x. What has been considered as an efficient means to reduce landfill area?

(a) Sorting of waste

(b) Recycling or composting waste

(c) Both (a) and (b)

(d) None of these

Section B (Writing and Grammar)

3. Write a descriptive paragraph on the given topic in about 100-120 words. (5m)

How do I spend my leisure time?

OR

Celebration of Republic day

4. You went for a heritage walk to a ruined ancient monument. The place was neglected and encroached upon. Write a description in the diary in about 100-120 words of what you saw and what you imagine the place would have been like, in its heydays. (5m)

OR

Write a short story in about 100 -120 words by using the given outlines. (5m)

Outline: A woodcutter Chopping a tree..... bank of a river.....axe fell down into river.. couldn't swim..... unhappy at his misfortune and wept.....God of Forests appeared.....of gold... "not mine". promised to get back his axe..... dived.....came out with an axe dived again..... came out with silver axe "not mine" said the woodcutter..... dived again... came out with woodcutter's axe..... "this is my axe" truly honest rewarded all the three axes to the woodcutter.

5. Complete **ANY TEN** of twelve of the following tasks, as directed. (1×10)

(i) Fill in the blank by using the correct form of the word in the bracket.

An old priest..... (**tell**) his congregation, "In the next sermon, I will preach to you regarding the sin of lying."

(ii) Identify the **error** in the given sentence. He needs not have shouted at me that way.

Use the given format for your response.

Error

Correction

(iii) Write the correct indirect speech of the following sentence.

The master said to the servant, "Fetch me a glass of water."

(iv) Read the dialogue between a porter and a passenger.

Porter: Madam, Sangam Express is arriving at platform no. 4. Shall I carry your luggage?

Passenger: Yes, but first tell me about your charge for each of my bags.

The porter informed the passenger that Sangam Express was arriving at platform no. 4. He furtherluggage. The passenger answered in affirmation and enquired about his charge for each of her bags.

Choose the correct option to complete the following reported speech.

- (a) asked if he shall carry his (c) asked if he should carry his
(b) asked if he should carry her (d) asked if he shall carry her

(v) Fill in the blank by choosing the correct option.

We have (few/little/many) money right now; we should go out for dinner another day.

(vi) Identify the error in the given sentence and supply the correction. Behind every success film there is a lengthy creative process.

Use the given format for your response.

Error.

Correction

(vii) Select the option that identifies the error and supplies the correction for the following line.

We have been under a lot of pressure to open fifty new stores by the ending of the year

Options	Errors	Corrections
A	Have	Has
B	Under	In
C	Stores	Store
D	Ending	End

(viii) Fill in the blank by choosing the correct option to complete the following sentence. As he.he noticed a young girl sitting on the curb sobbing.

- (a) gets out of his car. (b) get out of his car
(c) got out of his car. (d) got out from his car

(ix) Report the dialogue between Kavya and Aayan by completing the sentence.

Kavya: Where can we meet tomorrow?

Aayan: I may not be able to meet you tomorrow.

Kavya asked Aayan where they could meet the following day. Aayan replied_____

(x) Complete the given sentence from a report, by filling in the blank with the correct option.

Many people reported_____the noise in the night.

- (a) to hear (b) having heard (c) to have heard (d) been hearing

(xi)

correct option to fill in the blank for the given line. I've seen_____of his work to know that he's ready for a promotion.

(a) both (b) a few

(c) several. (d) enough

(xii) Identify the error in the given sentence.

There were extensive lawn in front of the bungalow.

Use the given format for your response.

Error

Correction

Section C (Literature)

6. Read the extract and answer the questions that follow.

(1×5)

Where other girls wore traditional Indian dresses, Santosh preferred shorts. Looking back, she says now, "From the very beginning I was quite determined that if I chose a correct and a rational path, the others around me had to change, and not me."

(a) Mention one example where Santosh was different from the other girls.

(i) Santosh preferred Science over Maths.

(ii) She preferred shorts over Indian dresses.

(iii) She preferred living freely over comfortably.

(iv) She preferred being rowdy.

(b) How did Santosh feel towards her decisions?

(i) Skeptical (ii) Happy

(iii) Unhappy (iv) Determined

(c) What does she mean by 'a rational path'?

(i) One that is logical

(iii) Both (i) and (ii)

(ii) One that is not based on myths and traditions

(iv) Neither (i) nor (ii)

(d) Where does the rational path lead to Santosh?

(i) She becomes a climber.

(ii) She gets to study for her Masters.

(iii) She became the first woman to scale Mt Everest twice.

(iv) She becomes a conservationist.

(e) Choose a word from the following that describes Santosh the best.

(i) Circumspect

(ii) Resolute

(iii) Incurable

(iv) Hopeless

OR

"I hope my dress will be ready in time for the State ball," she said. "I have ordered flowers to be embroidered on it, but the seamstresses are so lazy."

(a) Who is the speaker of the above lines?

(i) Queen

(ii) Maid of honour

(iii) Happy Prince

(iv) Queen's lover

(b) Who is the speaker talking to?

(i) Queen

(ii) King

(iii) Maid

(iv) Lover

(c) She calls the seamstress:

- (i) honest. (ii) wise. (iii) lazy. (iv) old.

(d) She is not right in considering the seamstress to be lazy because it was _____ that had interrupted the completion of order in time.

- (i) hunger (ii) cold (iii) fatigue (iv) all of these

(e) Who are seamstresses?

- (i) Maids (ii) The one who makes clothes
(iii) The one who cleans clothes (iv) None of these

7. Read the extract and answer the questions that follow.

(1×5)

A slumber did my spirit seal.

I had no human fears.

She seemed a thing that could not feel

The touch of earthly years,

(a) Which line of the poem suggests that the passing of time will no longer affect her?

- (i) 'I had no human fears.'
(ii) "She seemed like a thing that could not feel The touch of earthy years."
(iii) 'A slumber did my spirit seal-'
(iv) Both (1) and (iii)

(b) Explain: The touch of earthy years.'

- (i) The human attribute of growing older with the passage of time
(ii) The cycle of season
(iii) It's simply an emphasis on cycle of nature
(iv) God's compassionate touch
(c) What sealed the poet's spirit?

- (i) His hobby (ii) Slumber (iii) His friends (iv) Victory

(d) Who is 'she' in the poem 'A Slumber Did My Spirit Seal'?

- (i) Poet's beloved (ii) Poet's daughter
(iii) Poet's mother (iv) Poet's sister

(e) Which of the following poetic devices has been used in the first line of the stanza?

- (i) Anaphora (ii) Alliteration
(iii) Simile (iv) Assonance

OR

Remember that they have eyes like ours that wake or sleep, and strength that can be won
By love.

(a) Which of the following poetic devices has been used in "they have eyes like ours"?

- (i) Alliteration (ii) Metaphor
(iii) Assonance (iv) Simile

(b) Who is referred to as 'they'?

- (i) The people of countries, whom we considered as strangers. (iii) The sleep and strength
(ii) The poet and his family (iv) The love among people

(c) How can we become strong?

- (i) The strength can be won by continuous sleep.

- (ii) We can become strong by treating everybody equally.
 (iii) The one thing that universally strengthens all human beings is love.
 (iv) None of these
- (d) In the given passage, what all similarities has the poet quoted between all human beings?
- (i) Eyes (ii) Strength (iii) Both (i) and (ii) (iv) Neither (i) nor (ii)
- (e) What do we have to remember?
- (i) That other people too have eyes that wake and sleep which shows that
 (i) all human beings are similar.
 (ii) That everyone has different strength
 (iii) That unlike other we have love for our sleep
 (iv) None of these

8. Answer four questions out of five in 40 to 50 words (3×4)

- A. Why was Margie not able to concentrate on the Arithmetic lesson?
 B. How did Einstein react to the bombing of Hiroshima and Nagasaki?
 C. Why does the poet ask the wind to blow softly?
 D. How is city life different from life at the lake of Innisfree ?
 E. What was the author's reaction to the flute seller in Kathmandu ?

9. Answer two questions out of three in 40 to 50 words (3×2)

- A. What did the stranger man do to make the child happy?
 B. How did Iswaran get into the habit of reading?
 C. Why did Berhman spend a night out in the storm and rain?

10. Answer the following question in 100-120 words. (1×6)

Greed is a quality which God doesn't like to discuss it in context of 'A legend of the borthland'.

OR

Why was Gerrard packing a bag at the beginning of the play? How did it help to outwit and treap the intruder?

11. Answer the following question in 100-120 words. (1×6)

Sergei's sympathy was as important as Olga's noble deeds that reformed Lush off. Discuss

OR

'Sue is a true and faithful friend 'Comm