ENGLISH

Language & Literature

Class X

2026-27

Student Support Material

केन्द्रीय विद्यालय संगठन~Kendriya Vidyalaya Sangathan

विकास गुप्ता, भा.प्र.से.
आयुक्त
Vikas Gupta, IAS
Commissioner

केन्द्रीय विद्यालय संगठन
18, संस्थागत क्षेत्र, शहीद जीत सिंह मार्ग, नई दिल्ली-110016
Kendriya Vidyalaya Sangathan
18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110016

संदेश

शिक्षा केवल पुस्तकों तक सीमित ज्ञान नहीं है; यह स्वयं को पहचानने, अपने विचारों को विस्तार देने और जीवन की चुनौतियों का आत्मविश्वास से सामना करने की सतत् यात्रा है। केन्द्रीय विद्यालय संगठन का सदैव यह प्रयास रहा है कि प्रत्येक विद्यार्थी के लिए ऐसा शिक्षण वातावरण हो, जहाँ जिज्ञासा को प्रोत्साहन मिले, सीखना आनंददायी बने और प्रत्येक बालक अपनी अंतर्निहित क्षमताओं को पहचानकर उन्हें विकसित कर सके।

राष्ट्रीय शिक्षा नीति 2020 ने शिक्षा को सिर्फ रटने से समझने, सूचना से ज्ञान और ज्ञान से जीवनोपयोगी दक्षताओं की ओर अग्रसर किया है। आज का समय कृत्रिम बुद्धिमत्ता (Artificial Intelligence – AI), डिजिटल नवाचार और निरंतर बदलती तकनीकों का है। ऐसे युग में केवल तथ्यों का ज्ञान पर्याप्त नहीं है; आवश्यक है कि विद्यार्थी मनन- चिंतन करना सीखें, प्रश्न पूछें, समस्याओं का समाधान खोजें और नए विचारों के साथ आगे बढ़ें। यही क्षमताएँ उन्हें भविष्य के लिए तैयार करेंगी।

इन्हीं उद्देश्यों को ध्यान में रखते हुए केन्द्रीय विद्यालय संगठन के पाँचों आंचलिक शिक्षा एवं प्रशिक्षण संस्थानों (ZIETs) के माध्यम से, समर्पित एवं अनुभवी शिक्षकों द्वारा कक्षा 9 से 12 के विद्यार्थियों के लिए यह विद्यार्थी सहायक सामग्री तैयार की गई है। यह केवल परीक्षा की तैयारी की संकलन सामग्री नहीं है, बल्कि विषयों को सरलता से समझने, अवधारणाओं को स्पष्ट करने, नियमित अभ्यास करने और आत्मविश्वास के साथ आगे बढ़ने का एक विश्वसनीय साथी है।

इस सामग्री में विषय-वस्तु को विद्यार्थियों की आवश्यकताओं के अनुरूप सरल, व्यवस्थित एवं दक्षता-आधारित दृष्टिकोण से प्रस्तुत किया गया है। मुझे प्रसन्नता है कि इसे हमारे शिक्षकों के अनुभव, नवाचार और विद्यार्थियों के प्रति उनकी प्रतिबद्धता ने समृद्ध बनाया है। मुझे विश्वास है कि यह सामग्री विद्यार्थियों की सीखने की यात्रा को अधिक सहज, रोचक और प्रभावी बनाएगी तथा उन्हें बोर्ड परीक्षाओं के साथ-साथ जीवन की व्यापक चुनौतियों के लिए भी तैयार करेगी।

मेरा विश्वास है कि जब एक जिज्ञासु विद्यार्थी, प्रेरित शिक्षक और सार्थक शिक्षण संसाधन एक साथ आते हैं, तब शिक्षा केवल उपलब्धि का माध्यम नहीं रहती, बल्कि व्यक्तित्व निर्माण की एक सशक्त प्रक्रिया बन जाती है। यही भावना इस विद्यार्थी सहायक सामग्री के केंद्र में है।

मेरी हार्दिक शुभकामनाएँ हैं कि आप सभी सीखने की इस यात्रा में निरंतर आगे बढ़ें, अपने सपनों को नए आयाम दें और ज्ञान, संवेदनशीलता तथा नवाचार के साथ राष्ट्र निर्माण में अपना महत्वपूर्ण योगदान दें।

शुभकामनाओं सहित।

(विकास गुप्ता)

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Sh. Vikas Gupta, IAS, Commissioner, KVS

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Ms. Chandana Mandal,
Additional Commissioner (Acad.), KVS (HQ)

CO-ORDINATOR

Ms. P B S Usha,
Joint Commissioner (Training), KVS (HQ)

COVER DESIGN

KVS Publication Section

EDITORS

Mr. Sardar Singh Chauhan, Director, ZIET Bhubaneswar
Mr. B L Morodia, Director, ZIET Gwalior
Smt. Shruti Bhargava, Director, ZIET Chandigarh
Mr. P I T Raja, Director, ZIET Mysuru
Mr. T Prabhudas, Director, ZIET Mumbai

SUBJECT CONVENOR

SMT. MEENA KUMARI TIRKEY

PRINCIPAL, KV CCL, RANCH

EDITORIAL CONVENOR

SHRI DEEPAK PANDEY, PGT (ENGLISH), KV CCL, RANCHI

SSM DEVELOPMENT TEAM

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1.	MADHULINA BISWAS	K.V MATIHONDAM	A QUESTION OF TRUST AND A TIGER IN THE ZOO
2.	BULBUL RANI ANITA SHARMA	KV NO.1 BOKARO PM SHRI KV HINOO II	NELSON MANDELA: A LONG WALK TO FREEDOM
3.	SANA PARVEEN	KV BOKARO THERMAL	THE THIEF STORY
4.	NEHA KERKETTA ANUPA KERKETTA	KV NO 2 DHANBAD PM SHRI KV PATRATU	HOW TO TELL WILD ANIMALS
5.	SAROJ KUMARI MURMU	PM SHRI KV DUMKA	THE PROPOSAL
6.	DEEPAK RANA	KV TATANAGAR	BHOLI
7.	RAKHI NUTAN ORAON	KV LOHARDAGA	FOG
8.	PRIYANKA RAJ	KV CTPS	GLIMPSES OF INDIA
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11.	MUKESH SAXENA SANJEET KUMAR	KV 3 BOKARO PM SHRI KV RAMGARH	TWO STORIES ABOUT FLYING
12	ARCHANA MISHRA LAXMI KUMAR SAMAD	PM SHRI KV CHAKARDARPUR PM SHRI KV RAMGARH	FROM THE DIARY OF ANNE FRANK
13	ARINDAM SENGUPTA	KV MAITHON DAM	MADAM RIDES THE BUS
14.	DIPANJANA BISWAS J.N BARA	KV MAITHON DAM KV DIPATOLI	THE SERMON AT BENARES
15.	SUPARNA MISHRA S.K JHA	KV MAITHON DAM KV HEC	DUST OF SNOW, FIRE AND ICE
16.	SUNIL KUMAR	KV NO.1 DHANBAD	A TRIUMPH OF SURGERY
17.	CHETAN PRAMANIK	KV.NO.1 DHANBAD	THE MIDNIGHT VISITOR
18.	NEHA KERKETTA	KV.NO.2 DHANBAD	FOOTPRINTS WITHOUT FEET
19.	DEBASISH MANNA	K.V GIRIDIH	THE TALE OF CUSTARD THE DRAGON
20.	NEBANSHU DAS	K.V JAMTARA	FOR ANNE GREGORY
21.	NANDINEE KIRAN	PM SHRI K.V LATEHAR	THE BOOK THAT SAVED THE EARTH
22.	KARUNA TOPPO	PM SHRI KV HINOO	AMANDA
23	INDRANI DAS	PM SHRI KV HINOO	ANIMALS
24	NOEL BARLA	PM SHRI KV HINOO	THE TREES
25.	ARSHI JUBIN	PM SHRI KV NAMKUM	READING SECTION
26.	ARTI SINGH M.K BHAGAT	PM SHRI KV CRPF PM SHRI KV CRPF	WRITING SECTION
27.	SHILADITYA BASU	KV SAHEBGANJ	GRAMMAR SECTION

COMPILED BY:

1. **UZMA GAZHALI , PGT(CS), KV CCL, RANCHI**

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WRITING SECTION AND GRAMMAR

WRITING SECTION

CBSE SYLLABUS FOR WRITING SECTION
Total marks: 10

1. Writing a formal letter based on a given situation in 100-120 words. One out of two to be attempted.(5m)
2. Writing an analytical paragraph in 100-120 words on a given map/chart/ graph/cues. One out of two to be attempted.(5m)

Writing a formal letter based on a given situation in 100-120 words. One out of two to be attempted.
Marking scheme:

Format	1
Content	2
Expression	2

Types of letter to be attempted:

1. Letter placing order.
2. Editorial letter
3. Letter for enquiry.
4. Letter of complaint

<u>Points to be noted.</u>
2. Date: Sample format: 23rd of June 2025
3. Receiver's address
4. The subject of the letter
5. Salutation (Sir / respected sir / madam)
6. Body
   Paragraph 1: Introduce yourself and the purpose of writing the letter
   Paragraph 2: Detail of the communication
   Paragraph 3: Conclude / end
7. Complimentary Closure

<u>Letter of placing order. (Sample)</u>

Question: You are Gunjan/Ranjan, the Laboratory Secretory of ABC Matriculation School. You, along with your committee members, would like to purchase a Digital Oscilloscope. Hence, you require to place an order for the same. Write a letter to Tectronix, Salarapuria premia, Bangalore-560103, placing orders for books you require for the fair. (100-120 words).

Answer:

ABC Matriculation School
Civil Lines, Pune - 411013

20th March, 20XX

Tektronix
Salarapuria Premia
Bangalore - 560103

Subject **Purchase Order for Digital Storage Oscilloscope**

Dear Sir

This refers to your quotation no LSA/23/17-18 dated 4th August, 20XX for Digital Storage Oscilloscope. We are pleased to placed an order on you to supply TBS1000 Digital Storage Oscilloscope, priced at ₹ 35,000/- at the earliest.

Payment will be made after the consignment is received and checked by the school authorities. If defects are found, the consignment will be returned without any payment..

Yours sincerely
Gunjan
Laboratory Secretary

Sender's address
Sender address is written here.
Never put your name here.

Date
The date appears directly below the address after leaving a line

Receiver's name/rank and his/her address

Subject

Salutation
It is a customary greeting with which the sender opens the letter.

Body of the letter
Introduction, details of service, nature of complaint, subscription information.

Subscription/Complimentary close and Signature
Signing off greeting and name.

Sample Editorial letter

Artificial Intelligence (AI) tools are becoming increasingly popular among students for completing assignments and projects. While they offer several advantages, their excessive use may affect creativity and independent thinking.

As a concerned student of Kendriya Vidyalaya CCL, Ranchi, write a letter to the Editor of a national daily expressing your views on the responsible use of AI in education and suggesting measures to ensure its ethical use.

Word Limit: 100–120 words.

Lapat Nagar
Ranchi

14th September 20xx

The Editor
The Hindu
New Delhi
Subject: Need for Responsible Use of Artificial Intelligence in Education
Sir/Madam,

Through the columns of your esteemed newspaper, I wish to draw the attention of educators, parents, and policymakers to the growing influence of Artificial Intelligence (AI) in education. While AI-powered tools have revolutionized learning by providing instant access to information and personalized support, their unchecked use is raising serious concerns.

Many students are increasingly relying on AI applications to complete assignments and projects without engaging in independent thinking. This dependence may hinder the development of critical thinking, creativity, and problem-solving skills, which are essential for academic and professional success. Furthermore, issues related to plagiarism, data privacy, and the authenticity of students' work cannot be ignored.

Rather than discouraging the use of AI, educational institutions should promote its responsible and ethical application. Students must be trained to use AI as a learning aid rather than a substitute for their own efforts. Schools should also incorporate digital literacy and ethical technology use into their curricula.

I hope the concerned authorities will formulate appropriate guidelines to ensure that AI serves as a tool for learning and innovation rather than a shortcut to academic achievement.

Yours faithfully,
ABC
Ranchi

Sample letter for enquiry

You have read an advertisement about a **Cyber Safety and Digital Security Workshop** for teenagers being organized by Safe Net Foundation. As you are interested in learning about online safety, write a letter enquiring about the course details, fee, duration, and certification.

Answer:-
Riya Sharma,
Kendriya Vidyalaya Mayur Vihar,
New Delhi.

23 June 2026

The Programme Coordinator,
Safe Net Foundation,
New Delhi.

Subject: Enquiry about Cyber Safety Workshop

Sir/Madam,

I recently came across your advertisement regarding the Cyber Safety and Digital Security Workshop for school students. As online security has become a matter of growing concern, I am keen to participate in the programme.
I would be grateful if you could provide details regarding the duration of the workshop, eligibility criteria, registration fee, and mode of instruction. Kindly also inform me whether practical sessions on cybercrime prevention and safe use of social media are included in the programme.
Further, please let me know if participants will receive a certificate upon successful completion of the workshop.
I look forward to your response at the earliest.
Yours faithfully,
Riya Sharma

Letter of complaint

You are Rahul Kumar, a resident of Shanti Nagar, Bokaro. The streetlights in your locality have not been functioning for the past three weeks, causing inconvenience and safety concerns for residents. Write a letter to the Municipal Commissioner, Bokaro Municipal Corporation, complaining about the issue and requesting immediate action.

Rahul Kumar,
45, Shanti Nagar,
Ranchi – 834001.

23 June 2026

The Municipal Commissioner,
Bokaeo Municipal Corporation,
Bokaro – 834001.

Subject: Complaint Regarding Non-Functional Streetlights in Shanti Nagar

Sir,

I wish to draw your kind attention to the non-functional streetlights in Shanti Nagar. Most of the streetlights in our locality have remained out of order for the past three weeks.

The poorly lit streets have caused considerable inconvenience to residents, especially senior citizens, women, and students returning home after evening classes. The darkness has also increased the risk of accidents and anti-social activities.

Despite repeated complaints to the local office, no action has been taken so far. I, therefore, request you to direct the concerned department to repair or replace the faulty streetlights at the earliest.

I shall be grateful for your prompt intervention in this matter.

Yours faithfully,

Rahul Kumar

Practice Questions:-

1. You are deeply concerned about the growing problem of **examination stress among students**. Academic pressure, competition, and parental expectations often affect students' mental well-being.

As Riya/Rahul of Kendriya Vidyalaya Dhanbad, write a letter to the Editor of *The Hindu* expressing your concern and suggesting measures to help students cope with stress.

Word Limit: 100–120 words

2.The excessive use of social media has become a major concern among teenagers. It is affecting their studies, health, and interpersonal relationships.

Write a letter to the Editor of a national daily highlighting the issue and suggesting suitable solutions.

Word Limit: 100–120 words

3. Many cities are witnessing a rapid decline in green cover due to urbanization. This has led to environmental degradation and rising temperatures.

Write a letter to the Editor of *The Times of India* expressing your concern and recommending measures to increase greenery in urban areas.

Word Limit: 100–120 words

ANALYTICAL PARAGRAPH

Writing an analytical paragraph in 100-120 words on a given map/chart/ graph/cues. One out of two to be attempted. (5m)

Marking scheme: Content-3 Expression-2

An analytical paragraph is a type of descriptive writing that is developed using information presented in charts, graphs, tables, diagrams, outlines, clues, or other forms of data representation. The objective is to interpret and present the given information accurately and effectively.

- The paragraph should be concise, focused, and relevant to the given data.
- Information must be presented in a logical and systematic sequence.

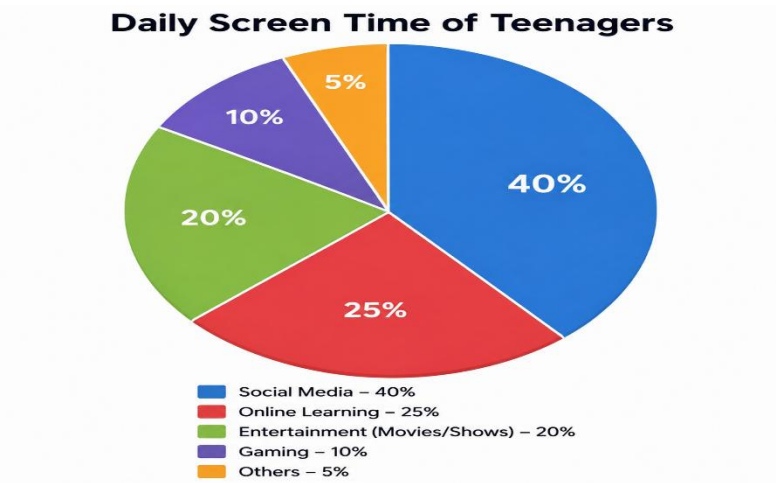
- Ensure that all significant details and data provided in the chart, graph, table, or diagram are included.
- Use clear, simple, and precise language to convey the information.
- Maintain consistency by using the same tense throughout the paragraph.
- Avoid expressing personal views, judgments, or opinions.
- The paragraph should be based solely on the facts and figures provided.
- Do not use first-person pronouns such as *I*, *we*, *my*, or *our*.
- Highlight key trends, comparisons, and observations wherever applicable.
- Ensure that the information is presented objectively and accurately.

Format:

1. Title
2. Introduction
3. Body of the content
4. Conclusion

Solved Examples:-

1. The following pie chart represents the daily screen time of teenagers.Write an analytical paragraph in about 100-120 words, analysing the graph



Answer: The given data presents the distribution of daily screen time among teenagers across different activities. Social media occupies the largest share, accounting for 40% of the total screen time. Online learning constitutes 25%, making it the second most significant activity. Entertainment, including movies and television shows, accounts for 20% of screen usage. Gaming represents 10% of the total screen time, while other activities contribute only 5%.

A comparison of the figures indicates that recreational activities such as social media, entertainment, and gaming collectively account for 70% of the screen time, far exceeding the time devoted to online learning. Social media usage alone is four times higher than gaming and significantly higher than educational activities. Overall, the data highlights the dominant role of social media in the daily lives of teenagers and reflects the growing influence of digital platforms on their routine activities.

Study the following data showing the percentage of students choosing different extracurricular activities in a school, and write an analytical paragraph in about 150 words.

Verbal Cue: The data below shows students' preferences for extracurricular activities.

Sports – 40%
Music – 25%
Art – 15%
Drama – 10%
Others – 10%

Analytical Paragraph:
Students Preferred Career Choices

- Engineering – 30%
- Medical Profession – 25%
- Civil Services – 20%
- Teaching – 15%
- Entrepreneurship – 10%

Write an analytical paragraph based on the above information.

The given data presents the career preferences of students across various professions. Engineering emerges as the most sought-after career, attracting 30% of students. The medical profession occupies the second position with 25% preference, reflecting the continued appeal of healthcare careers. Civil services are preferred by 20% of students, indicating a strong interest in public administration and governance. Teaching attracts 15% of the respondents, while entrepreneurship is chosen by only 10%, making it the least preferred career option. A comparison of the figures shows that traditional professions such as engineering and medicine continue to dominate students' aspirations. Together, these two fields account for more than half of the total preferences. Overall, the data highlights students' inclination towards stable and prestigious careers while entrepreneurial pursuits remain comparatively less popular.

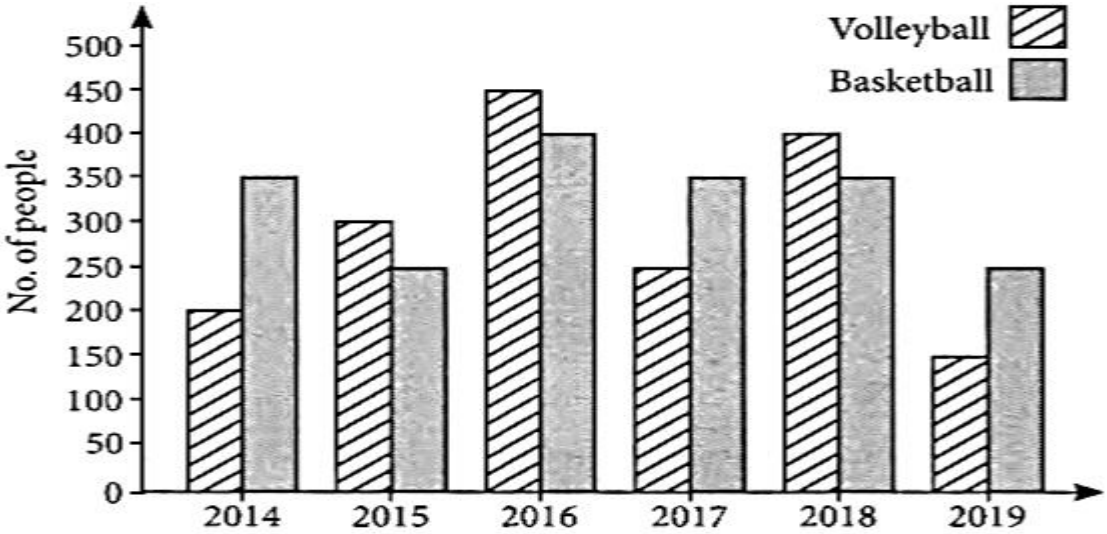
Practice Exercises:-

1. **"A reader lives a thousand lives before he dies, while a non-reader lives only one. Reading broadens the mind and enriches the personality."**

Analyse the statement in about **100–120 words**.

2. The given double bar graph shows the preferences of children in a school in playing different games over the span of six years. Write an analytical paragraph about the given information.

(100-120 words)



3.Critically analyze this statement in about 100-120.

"Academic achievement is important, but maintaining mental and emotional well-being is equally essential for a fulfilling life." Analyse the statement in about **100–120 words**.

GRAMMAR SECTION

1. Determiners
2. Tense
3. Modal
4. Subject-verb concord
5. Reported speech
   - Command and request
   - Statements
   - Questions

DETERMINERS

Determiners are words placed before nouns to clarify what the noun refers to. They help specify **which one**, **how many**, or **whose**.

Types of Determiners:

Articles – a, an, the

Demonstratives – this, that, these, those

Possessives – my, your, his, her, its, our, their

Quantifiers – some, many, few, much, any, each, every, all

Numbers – one, two, first, second, etc.

Distributives – either, neither, each, every

Interrogatives – which, what, whose

ARTICLES(A, AN, THE)

Fill in the blanks with **a, an, the** or **no article (Ø)** wherever necessary.

1. I saw ____ elephant at the zoo yesterday.
2. She wants to become ____ engineer.
3. ____ Sun rises in the east.
4. We visited ____ Taj Mahal during our vacation.
5. He is ____ honest man.
6. My father bought ____ new car last week.
7. ____ Ganga is considered sacred by many Indians.
8. She plays ____ piano very well.
9. I have never seen ____ owl before.
10 ____ Earth revolves around the Sun.
11. She speaks ____ French fluently.
12.He went to ____ school to meet the principal.
13We had ____ wonderful time at the party.
14.____ Himalayas attract tourists from around the world.
15.She is learning to play ____ violin.
16.She has been suffering from ____ malaria.
17. ____ Nile is the longest river in Africa.
18.He is ____ European citizen.
19.They reached ____ airport just in time.
20.___ wisdom comes with experience.

Choose the incorrect article and rewrite the sentence correctly.

1. He is a honest officer.
2. The honesty is an important virtue.
3. She is the doctor by profession.
4. An university was established in the town. .

TENSE

Understand the Three Main Tense Type

Present Tense (e.g. She writes every day)
Past Tense (e.g. He wrote a letter yesterday)
Future Tense (e.g. They will write tomorrow)

Each of these has **four aspects**: simple, continuous, perfect, and perfect continuous.

❖ Know the difference between continuous and perfect continuous tense.

Type	Formula	Example	Meaning
Past Continuous	was/were + verb-ing	I was reading	Action happening at a point in the past(time phrase not included)
Past Perfect Continuous	had been + verb-ing+ time phrase	I had been reading for **2 hours** before she arrived	Ongoing past action completed before another(time phrase included)

❖ **Know the use of past perfect tense.**

If you're telling a story with two past events, use **past perfect** for the first action and **simple past** for the second.

Structure:

h**ad + past participle (V3**)

- **When to Use It:**
  - ❖ To show the earlier of two past actions-**I had eaten before he arrived.**
  - ❖ To explain the cause of a past event-**She was upset because she had lost her phone.**
  - ❖ With time expressions like 'before', 'after', 'when', 'by the time

By the time we got to the station, the train had left.

Sample questions

Complete these sentences using the present tense forms of be :

1. Artificial Intelligence _____ transforming the field of education.
2. The results of the survey _____ quite encouraging.
3. Neither the teacher nor the students _____ aware of the change.
4. Each of the participants _____ given a certificate.
5. The quality of these products _____ remarkable.

Fill in the blanks with is, are, am, was, were, shall be, will be, have, has, had, shall have or will have:

1.The volunteers _____ working tirelessly during the relief operation.

2.Last year, the school _____ awarded for its outstanding performance.

3.By next week, the committee _____ submitted its recommendations.

4. The environmental conditions _____ improving gradually.

5.The scientist _____ made significant contributions to the field.

Simple present tense

Fill in the blanks with the simple present tense of the verbs given in the brackets:

1. Each participant _____ a certificate after completion of the course. *(receive)*
2. The quality of the products _____ excellent. *(remain)*
3. Everybody _____ the importance of discipline. *(understand)*
4. A bouquet of flowers _____ on the table. *(look)*
5. Mathematics _____ my favourite subject. *(be)*

Fill in the blanks with the simple present tense of the verbs given in the brackets:

1. Bees _____ to protect themselves from their enemy.(sting)
2. These girls _____ dance lessons every day. (take)
3. My neighbor has shepherd dog. It _____ after the sheep very carefully. (look)
4. You _____ these answer well.(know)
5. She _____ excellent arguments to prove her point.(give)
6. The Rajdhani Express _____ Agra late in the evening. (reach)
7. Our bus driver _____ all the traffic rules and _____ the bus at a slow speed. (follow, drive)
8. I _____ his address very clearly.
9. Children, you always _____ a noise when I am away. (make)

10. He _____ fast but he _____ clearly. (speak, speak)

Speak out these sentences using the subject given in the brackets in place of 'I' and making other necessary changes.

1. I like western music. (satish)
2. I do the sums very fast. (Renu)
3. I take exercise regularly. (john and Mary)
4. I fly kites on windy days. (he)
5. I generally share my toys with my friends. (you)
6. I always brush my teeth before going to bed. (Amit)
7. I usually carry an umbrella on hot days. (she)
8. I never quarrel with my friends. (Alok)

Speak out these sentences changing the subject from plural to singular and making other necessary changes:

1. These trains stop at small stations.
2. They grow apples in this garden.
3. These shopkeepers treat the customers politely.
4. These newspapers give the latest news.
5. Elephants remember even old things. (An elephant…)
6. Colorful curtains make a room bright.
7. Sometimes children ask very interesting questions.
8. Aero planes fly high in the sky.

Fill in the blanks with the simple present tense of these verbs given in the brackets:

The Solar System _____ (consist) of the Sun and the celestial bodies that _____ (revolve) around it. The Sun _____ (occupy) the central position and _____ (provide) light and heat to the planets. Earth _____ (rotate) on its axis and _____ (revolve) around the Sun. Jupiter _____ (be) the largest planet in the Solar System, while Mercury _____ (remain) the closest to the Sun. Scientists continually _____ (study) the universe and _____ (seek) answers to many unanswered questions about space.

Present continuous tense

Write down the –ing form of the following verbs:

1. Break	2. Buy	3. Come	4. Cut
5. Die	6.Fly	7. Forget	8. Lose
9. Put	10. Sit	11. Teach	12. Write

Fill in the blanks with the correct form of the present continuous tense of the verbs given in the brackets:

1. They _____ furniture for their new flat. (buy)
2. She _____ very fast. I am sure she will win the race.(run)
3. Sapna and Anu _____ near the window. (sit)
4. I _____ up the meaning of some words in a dictionary.
5. You _____ a beautiful dress. Where did you buy it from? (wear)
6. She _____ to her father on the telephone. (talk)

Fill in the blanks with the correct form of the verbs given in the brackets:

1. By the time the train arrived, the passengers _____ (wait) for more than two hours.
Answer: had been waiting
2. When I reached the auditorium, the programme _____ already _____. (begin)
Answer: had already begun
3. The scientist _____ on this project since 2018.
Answer: has been working
4 She _____ her assignment before the deadline yesterday.
Answer: completed
5.At this time tomorrow, we _____ for Delhi.
Answer: will be leaving

Modals

Modals are helping verbs used with the base form of the main verb to express ability, permission, possibility, advice, necessity, obligation, or future intention.

Common Modals: *can, could, may, might, must, shall, should, will, would, ought to*

Ability → *can, could*
• She can solve difficult problems .• He could run very fast in his youth.

Permission → *can, may*
• May I use your pen? • You can enter the hall now.

Possibility → *may, might, could*
• It may snow tonight. • She might attend the meeting.

Advice / Suggestion → *should, ought to*
• You should exercise regularly. • We ought to help those in need.

Necessity / Obligation → *must, have to*
• Students must follow school rules. • I have to complete my work today.

Future Intention → *will, shall*
• I will call you tomorrow. • We shall overcome these difficulties.

Subject-verb concord

1. Singular Subject → Singular Verb

My mother teaches English . The boy plays football

2. Plural Subject → Plural Verb

They write beautifully. My friends live in Delhi.

3. Words Between Don't Matter

The bouquet **of roses** smells sweet. (Not "smell" — "bouquet" is singular)

4. 'Either/Neither/Each/Everyone/Anyone' = Singular

Each student **has** a book. Everyone **loves** holidays.

5. Two Subjects Joined by 'and' = Plural

Ram and Shyam **are** going out.

BUT *if they refer to the same person/thing:*

Bread and butter **is** my favorite.

6. 'There/Here' + Verb = Lsook at Real Subject

There **is** a problem. There **are** many problems.

7. Collective Nouns = Usually Singular

The team **is** winning. (But can be plural if emphasizing individuals: The team **are** wearing different jerseys.)

Reported speech

It's when you report what someone said without quoting their exact words.

Diect: He said, "I am tired." **Reported:** He said **that he was** tired.

Key Changes in Reported Speech:

- Tense Shift (If the reporting verb is in the past, change the verb tense)

Am/is	was
are	were
Have/has	had
will	would
can	could
Do/does	did

- **Pronoun Change**

She said, "I love my dog." → She said **that she** loved **her** dog.

- **Time Word Change**

now	then
today	That day
tomorrow	The nexyt day
yesterday	The day before

<u>RULES FOR CHANGE OF SUBJECT</u>

1. IF THE REPORTING VERB IS IN PRESENT / FUTURE NO NEED TO CHANGE THE TENSE OF REPORTED SPEECH.

HE SAYS, "I AM A GOOD BOY."

V1/V5- PRESENT TENSE, WILL/SHALL + V1- FUTURE EX. HE WILL DO IT.

1	2	3
S	O	N

HE SAYS THAT HE IS A GOOD BOY.

TYPES OF SENTENCES

1. ***AFFIRMATIVE / ASSERTIVE SENTENCE***

POSITIVE (+VE)	***NEGATIVE (-VE)***
He made me fool	*He did not make me fool.*
He goes home.	*He does not go home.*

2. ***INTERROGATIVE/ QUESTION SENTENCE***

+ve Q.	***-Ve Q.***
Did he go to Bhutan ?	*Didn't he go to Bhutan ?*
Do you study diligently?	*Don't you study diligently ?*
Am I a good boy?	*Am I not a good boy?*

3. ***IMPERATIVE SENTENCE***- Command, Request and Advice.

+ ve Imperative	***-Ve Imperative***
Go there.	*Don't go there.*
Take it now.	*Don't take it now.*
Please come soon.	*Please don't come soon.*

4. ***OPTATIVE SENTENCE***

MAY YOU LIVE LONG! *GOD BLESS YOU!*
MAY YOU DIE SOON!

5. ***EXCLAMATORY SENTENCE***

WOW! WHAT A NICE PAINTING. ALAS! HE DIED TODAY.
BRAVO! YOU HAVE DONE WELL.

❖ Remove Quotation Marks and use **'that'**, **'if'**, or **'to'** depending on the sentence.
Examples:

Statement: He said, "I am busy." → He said **that he was** busy.

Question: She asked, "Do you like ice cream?" → She asked **if I liked** ice cream.

Command/Request: Dad said, "Close the door." → Dad told me **to close** the door.

UNSOLVED SAMPLE SETS

SET1

1. By the time the train arrived, we _____ (leave) the station.
2. The bouquet of flowers _____ (smell) wonderful.
3. Convert to reported speech: She said, "I am reading a book."
4. Which modal verb is used to express ability?
5. Each of the students' _____ (has/have) a notebook.
6. Convert to reported speech: He asked, "Do you like coffee?"
7. You _____ (should/must) wear a seatbelt while driving.
8. The team _____ (is/are) playing well today.
9. Convert to reported speech: She said, "I will call you tomorrow."
10. There _____ (is/are) many books on the table.

SET2

1) While I _____ (walk), it started raining.
2) They had been waiting for an hour before the bus _____ (arrive).
3) Choose the modal to express permission: "_____ I go outside?"
4) The news _____ (is/are) shocking to everyone.
5) Convert to reported speech: He said, "She has finished her homework."
6) Ravi and his friends _____ (play/plays) cricket after school.
7) We _____ (could/must) visit grandma this weekend—it's her birthday!
8) Convert to reported speech: They asked, "Are you coming with us?"
9) She _____ (write) a letter when the lights went out.
10) The furniture in the house _____ (was/were) old and dusty.
11) You _____ (ought to/would) listen carefully in class.
12) Convert to reported speech: The teacher said, "Be quiet!"

INTEGRATED GRAMMAR EXERCISE

1. Fill in the blank by choosing the correct option to complete a report on road accidents in India
   Today , road accidents ……..India a dubious distinction. She has the worst road traffic accidents rate.
   Are earning / have earned / earn/ might have earned **Ans- have earned**
2. Read the conversation between a mother and her daughter. Complete the sentence by reporting the mother's question correctly.
   Mother : Why are you looking so worried?
   Daughter : My exams are approaching .

The mother looking at her daughter's anxious face asked ……to which the daughter replied that her exams were approaching. **Ans _ Why she was looking worried**

3. Nowadays , parents are concerned about the misuse of the internet by their kids as they ……the facility of cell phones to continue their online classes
   Ans- have to be given
4. The students preparing for their boards couldn't carry on their studies peacefully and the sleep of the elderly, the sickly and the infants had been ruined
   Error- had been ruined- correction- was ruined
5. Yoga not only……the body but it also……..in replenishing the mind and soul.
   Ans- exercises; helps
6. Dear Sir,
   Subject :- Placement of order for musical instruments
   This is to inform you that our school management……(decide) to place an order with your company for the supply of music instruments ; the list is given below.
   Ans- has decided
7. Report the dialogue
   Frog :- You must practice for longer hours as it will make your voice grow stronger
   Nightingale : But I can't sing as the weather is bad.
   When the Frog advised the Nightingale to practice for longer hours as it would make her voice grow stronger , the Nightingale replied that she ……
   Ans- couldn't as the weather was bad.
8. Identify the error
   The man went out for no other reason than to have the pleasure of feeling the rain over his body, and when he returned , he was thoroughly wet.
   Error- over Correction- on
9. Anil shared some information with Tariq about a holiday on a cruise . Report Tariq's question
   Did you enjoy sailing the sea on a cruise? Ans- Tariq asked Anil if he had enjoyed sailing the sea on a cruise.
10. A poverty stricken man…….not even get a chance ever to come out of this vicious circle of poverty.
    May/ can / could/ will **Ans- may**
11. Daughter: Can I go for a picnic tomorrow with my friends? Mother : No, you have not yet recovered from fever so it's bad idea.
    When the daughter asked her mother if she could go for a picnic the next day with her friends, she refused saying that she had not yet recovered so it was a bad idea.
12. For latest men's and woman's hairstyles.
    Error woman's correction - women's
13. An invasive plant species, the Lantana …..the farmers who live near the forests.
    Upsets/ has upset/ is upsetting / has dared to **Ans- has upset**
14. **Mr Singhania** : I want to meet the Principal **Peon:** Sir , he is on a round. Please wait.
    When a visiting parent, Mr Singhania told the peon that he wanted to meet the Principal, he replied that the principal was on a round and requested to wait.
15. Over the years, the Japanese……..a liking to tuna salad using it as a common filling in the Japanese rice ball called onigiri. (Were taking/ have taken/ has taken/ are taking)
    Ans- have taken
16. It seems that the peace-loving gypsies and the government are in a conflict of interest ever

since the area of their habitation has been declared protective.

Error- protective- Correction- protected

17. The road…….my village from the highway is flanked by neem and banyan trees.

Led to / having led to / leads to / leading to

Ans- leading to

18. An early and appropriate action …… (be) highly……(appreciate)

Yours faithfully.

Harprit Singh

Ans- will be; appreciated

19. **Customer:** (at a bank) – When will the clerk come back to his seat? **Peon:** In another ten minutes

When a customer at a bank asked the peon on duty when the clerk would come back to his seat, he replied that he would return in another ten minutes

20. About 10 years ago, the forest department gave him a bicycle, seeds and saplings had aided him in his mission. **Error- had aided Correction- to aid**

21. Mrs. Malika called up an airline office and informed them that she would like to book two seats on a Delhi-Pune flight. Report the question asked by the receptionist after hearing this?

Ans- May I know, which day and time you prefer, ma'am?

22. The Sun has immense gravity as well as magnetic fields that …..the solar winds under control.

Are keeping/ had kept/ keep/may keep **Ans- keep**

23. **Doctor:** You might need a surgical procedure **Patient:** I am scared of surgeries

On being informed by his doctors that he might need a surgical procedure, the patient remarked that he was scared of surgeries

24. Webb's solar shield …….the light from the Sun,Earth and Moon, which will help it stay cool.

Will block/ is blocking/ has blocked/ blocked **Ans- will block**

25. Last year the peasants adopted hydroponics farming (where plants are grown in nutrient- rich water instead of soil) that has involved floating bamboo rafts for cultivation.

Error- has involved- Correction- involved

26. The sound made by a flock of birds ……..the baying of hounds (Can resemble/ resemble/ resembles/ is resembling) **Ans- resembles**

27. Fill in the blanks by choosing the correct option

Stand up for your rights because nobody else …….(can/should/would/will) **Ans-will**

SECTION C: LITERATURE

1. A LETTER TO GOD

Summary: *A Letter to God* is written by G. L. Fuentes, one of the most renowned novelists of his time. The story revolves around Lencho, a hardworking farmer who is the protagonist of the tale. He lived in a house situated on the crest of a low hill in a valley. From there, he could overlook his fields and the river flowing nearby. Lencho was expecting a good harvest, but his crops needed rainfall. Since morning, he had been watching the sky and told his wife during dinner that it was likely to rain that day.

As they were having their meal, large raindrops began to fall. Soon, the fields were soaked with rain. However, the weather suddenly changed, and the rain turned into a hailstorm. Hailstones continued to fall for an hour, covering the fields as if they had been blanketed with salt. Not a single leaf remained on the trees, and the entire corn crop was destroyed. Lencho was deeply saddened by the devastation and feared that his family would face hunger during the coming year.

Throughout the night, Lencho thought about only one source of hope—the help of God. He firmly believed that God sees everything, even what lies deep within a person's conscience, and would not allow his family to starve.

The following Sunday, Lencho went to the post office and wrote a letter addressed to God. In the letter, he wrote, "God, if you do not help me, my family and I will go hungry this year. I need one hundred pesos to sow my fields again and to survive until the next crop is ready."

After addressing the envelope to God, affixing a stamp, and dropping it into the mailbox, Lencho left. When the postman and the postmaster saw the letter, they laughed at first. However, the postmaster was moved by Lencho's faith and decided not to disappoint him. To preserve the farmer's trust in God, he collected money from his employees and friends and even contributed a part of his own salary. Despite his efforts, he was able to gather only seventy pesos. He placed the money in an envelope, signed it "God," and sent it to Lencho.

The next Sunday, Lencho arrived at the post office earlier than usual, fully confident that he would receive God's help. He eagerly opened the envelope and counted the money. On discovering that it contained only seventy pesos instead of the hundred he had requested, he became angry. Lencho was convinced that God could never make such a mistake. He immediately wrote another letter, put a stamp on it, and dropped it into the mailbox.

Curious, the postmaster opened and read the letter. It stated, "God, only seventy pesos have reached me. Please send the remaining amount, but do not send it through the mail, because the employees of the post office are a bunch of crooks."

The story highlights Lencho's unwavering faith in God and presents an ironic ending that leaves a lasting impression on the reader.

Points to remember

- Lencho was a farmer and had a field of ripe corn.
- He was waiting for a downpour to make his harvest good.
- The rain turned into hailstones and destroyed his whole crop of corn.
- He had left nothing to eat so he wrote a letter to seek help from god.
- He demanded 100 pesos in his letter written to the god.
- The post office employees made fun of him.
- The postmaster decided to help him not to break faith on god.
- The postmaster collected from others and contributed his own but could arrange only 70 pesos.
- Lencho was angry that he could not receive 100 pesos.
- Lencho demanded the remaining 30 pesos by writing another letter to god.

- He requested to send the pesos through another means as he believed that post office employees were a bunch of crooks.

Extract Based Questions and Answers

Question 1. "All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one's conscience."

Questions

(i) What was Lencho's only hope after the destruction of his crop?
Answer: His only hope was the help of God.

(ii) What does the phrase "see everything" suggest about God?
Answer: It suggests that God is omniscient and knows all human thoughts and actions.

(iii) What trait of Lencho is revealed through this extract?
Answer: His deep and unwavering faith in God.

(iv) Which literary device is used in "God's eyes see everything"?
Answer: Personification.

(v) Why is this moment significant in the story?
Answer: It motivates Lencho to write a letter to God, moving the plot forward.

Question 2 "The employees of the post office are a bunch of crooks."

Questions

(i) Who made this remark?
Answer: Lencho.

(ii) Why did he make this remark?
Answer: He believed the post office employees had taken part of the money sent by God.

(iii) Why is the remark ironic?
Answer: The employees had actually contributed money to help him.
(iv) What does this reveal about Lencho's thinking?

Answer: His faith in God was so strong that he could not imagine God making a mistake.

(v) Which theme is highlighted through this statement?
Answer: Irony and unquestioning faith.

Multiple Choice Questions (MCQs)

1.Lencho compared the raindrops to "new coins." What does this comparison suggest?

A. He loved collecting coins. B. He expected financial prosperity from the harvest.
C. He wanted to buy more land. D. He disliked farming.

Answer: B. He expected financial prosperity from the harvest.

2. Which statement best reflects Lencho's character?

A. He depended on others for help. B. He had complete faith in divine power.
C. He doubted everyone around him. D. He was unwilling to work hard.

Answer: B. He had complete faith in divine power.

3. Why is Lencho's reaction to receiving seventy pesos ironic?

A. He did not expect any money. B. He believed God had made a mistake.
C. The money actually came from the people he accused. D. He wanted more than one hundred pesos.

Answer: C. The money actually came from the people he accused.

4. The postmaster's decision to help Lencho primarily demonstrates:

A. Professional duty B. Religious devotion
C. Empathy and generosity D. Financial strength

Answer: C. Empathy and generosity

5. Which theme is most effectively conveyed through the postmaster's actions?

A. Social inequality B. Human compassion
C. Technological advancement D. Political awareness

Answer: B. Human compassion

6. *"God could not have made such a mistake."*

What does this reveal about Lencho?

A. He trusted people more than God. B. He questioned God's existence.
C. He had absolute faith in God's perfection. D. He was disappointed with God.

Answer: C. He had absolute faith in God's perfection.

7. Which of the following best describes the irony in the story?

A. Lencho receives a reply from God. B. The postmaster becomes a farmer.
C. The helpers are considered thieves by the person they help. D. The crops are destroyed by rain.

Answer: C. The helpers are considered thieves by the person they help.

8. What can be inferred about Lencho's understanding of human nature?

A. He trusted everyone equally. B. He had great faith in human generosity.
C. He trusted God completely but doubted people. D. He disliked social interaction.

Answer: C. He trusted God completely but doubted people.

Short Answer type Questions (SQA)

Why did Lencho compare the hailstones to new silver coins?

Answer: At first, he believed the rain would bring prosperity, so the hailstones seemed valuable like silver coins.

What was Lencho's only hope after the hailstorm?

Answer: His only hope was the help of God, in whose power and kindness he had complete faith.

What did Lencho ask God for in his letter?

Answer: He asked God for one hundred pesos to sow his fields again and support his family until the next harvest.

How did the postmaster react on reading Lencho's letter?

Answer: He was amused at first but later became impressed by Lencho's faith and decided to help him.

Some Unsolved questions to practice

1. How would you describe the relationship between faith and generosity in the story?
2. Why did the postmaster decide to answer Lencho's letter despite knowing that God would not?
3. What lesson can modern society learn from the postmaster's actions?

Long Questions and Answers (LQA)

Question 1 The story ends with a powerful irony. Explain how irony contributes to the success of the story.
Answer:

Irony is the most striking feature of *A Letter to God*. The postmaster and the post office employees make sincere efforts to help Lencho by collecting money for him. Their actions are motivated by kindness and a desire to preserve his faith in God.

However, when Lencho receives only seventy pesos instead of one hundred, he assumes that God sent the full amount and that the post office employees stole the rest. In his second letter, he even calls them "a bunch of crooks."

The irony lies in the fact that the very people who helped him are accused of dishonesty. This unexpected twist creates both humour and sympathy. It highlights Lencho's blind faith and innocence while emphasizing the selfless nature of the postmaster's actions. The ironic ending makes the story memorable and thought-provoking.

"The real miracle in the story is not God's help but human kindness." Justify the statement.

Answer:

The story appears to be about divine intervention, but a closer reading reveals that the true miracle is human kindness. After the hailstorm destroys Lencho's crop, he turns to God for help. Although God does not directly respond, the postmaster and his colleagues step in to assist him.

Moved by Lencho's faith, the postmaster collects money from various sources and sends it to him in God's name. This act requires generosity, effort, and concern for a stranger's well-being. The postmaster expects neither recognition nor gratitude.

Ironically, Lencho fails to recognize the source of the help and accuses the post office employees of stealing the money. Despite this misunderstanding, the kindness shown by the postmaster remains the most remarkable aspect of the story. Therefore, the true miracle is the compassion and generosity displayed by ordinary people.

Some unsolved questions to practice

Question1: "Good intentions do not always guarantee appreciation." Discuss with reference to the story.

Question2. Evaluate the statement:
"The real conflict in the story is not between Lencho and nature but between faith and reason."

2. Nelson Mandela: a Long Walk to Freedom

"Nelson Mandela: Long Walk to Freedom" is an extract from Nelson Mandela's autobiography *Long Walk to Freedom*. In this chapter, Mandela recounts the historic occasion of **10 May 1994**, when he was sworn in as the **first Black President of South Africa** at the Union Buildings in Pretoria.

The inauguration marked the end of centuries of racial oppression and apartheid and the birth of a democratic South Africa based on equality, justice, and human dignity. Leaders and dignitaries from across the world attended the ceremony, recognizing the triumph of democracy over discrimination. The display of military aircraft and the participation of security forces symbolized the loyalty of the armed forces to the new democratic government.

Mandela pays tribute to the countless patriots and freedom fighters whose sacrifices made this achievement possible. He acknowledges that the freedom and dignity enjoyed by the nation were the result of years of struggle, suffering, and unwavering determination.

Reflecting on his life, Mandela explains that courage is not the absence of fear but the triumph over it. He observes that every person has twin obligations—towards family and towards society. However, under apartheid, Black South Africans were denied basic human rights, making it impossible to fulfil these obligations freely. The oppressive system transformed Mandela from a law-abiding citizen into a freedom fighter.

The chapter concludes with Mandela's profound understanding of freedom. He realizes that true freedom is not merely the absence of chains but living in a way that respects and enhances the freedom of others. His journey from personal freedom to the struggle for the freedom of his people forms the essence of his "long walk to freedom."

Central Idea

The chapter celebrates the victory of democracy over apartheid and highlights the values of **freedom, equality, courage, sacrifice, and human dignity**. It conveys that true freedom can be achieved only when every individual enjoys equal rights and opportunities.

Key Message

Freedom is meaningful only when it is shared by all. The struggle against injustice requires courage, perseverance, and a commitment to the welfare of society.

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Key Points-

- On 10th May 1994 was day of freedom for South Africa.
- Swearing in ceremony was being held in Union Building in Pretoria and first non-racial government took the charge.
- Nelson Mandela gave speech on the victory for justice, peace and human dignity.
- Mandela pledged to liberate his people from poverty, suffering and discrimination.
- A colorful show by jets and helicopters to show military's loyalty took place.
- Singing of two national anthems -the old 'Nkosi Sikelel' by the whites and the new 'Die stem' by the blacks.
- A new system that recognized the rights and freedom of all people was formed.
- Mandela remembered and thanked great freedom fighters – Oliver Tambo, Walter Sisulu, Chief Luthuli, Yusuf Dadoo and others who sacrificed their lives for the freedom.
- A man has twin obligation-towards his family and towards his country.
- According to Mandela, freedom has many aspects like – for a kid it is to run and play, for an adult it is to fulfil the needs, of his own and his family.
- Real freedom means equal rights for everyone.
- He desired people to live with dignity and respect. He wanted the oppressor and the oppressed to be liberated.
- Patience and perseverance guided by discipline and system yield the desire result.

Very Short-Answer Questions

1.What does Mandela mean by "an extraordinary human disaster"?

Ans: He refers to the cruel system of apartheid that denied basic human rights to Black people.

2.Why does Mandela call the inauguration a common victory for justice and human dignity?

Ans: Because it ended racial oppression and established equality and democracy.

3.What did the presence of international leaders signify?

Ans: It signified global support for South Africa's transition to democracy.
4.What is the central message of *Long Walk to Freedom*?

Ans: Freedom, equality, and human dignity can be achieved through courage, perseverance, and collective struggle.

Short-Answer Questions

What does Mandela mean by saying that courage is not the absence of fear?

Ans: Mandela believed that courage does not mean being fearless. Instead, it means overcoming fear and acting with determination despite difficulties and dangers in pursuit of a noble cause.

What are the twin obligations that Mandela talks about?
Ans: Mandela states that every person has two obligations: one towards family and another towards society and the nation. Both responsibilities are important for leading a meaningful and balanced life.

Why does Mandela say that both the oppressor and the oppressed are robbed of their humanity?
Ans: Mandela believed that oppression harms both groups. The oppressed lose their freedom and dignity, while the oppressors lose their compassion and humanity through hatred and prejudice

Why does Mandela describe freedom as indivisible?
Ans: Mandela describes freedom as indivisible because the freedom of one person is linked to the freedom of others. No individual can be truly free in an unjust society.

Competency-Based Questions:

Read the following excerpt:

"Mandela believed true freedom is not just the absence of oppression but also the presence of dignity and equality."

1. What does Mandela imply by "true freedom"?

Answer: True freedom involves living with dignity, equality, and respect, not just being free from physical chains.

2. Give examples from his life that illustrate this belief.

Answer: Mandela's fight against apartheid, his leadership as President, and his focus on reconciliation and equality demonstrate his commitment to true freedom.

Quiz:

1.What did the military display during the inauguration symbolize?

a) War preparation b) National pride only
c) Loyalty to the democratic government d) Celebration of military power
Answer: c) Loyalty to the democratic government

2.According to Mandela, freedom means:

a) Doing whatever one likes b) Living without responsibilities
c) Respecting and enhancing others' freedom d) Political power
Answer: c) Respecting and enhancing others' freedom

3.Mandela realized that the oppressor is:

a) Powerful and free
b) Also a prisoner of hatred and prejudice

c) Rich and influential
d) Always victorious
Answer: b) Also a prisoner of hatred and prejudice

4.. What is Nelson Mandela's definition of true freedom?

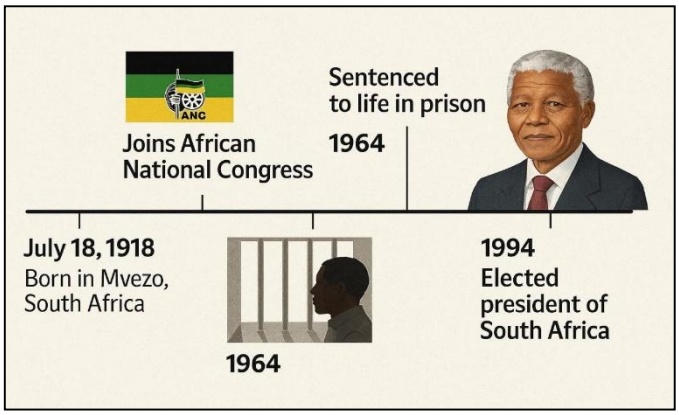
a. The ability to earn wealth
b. The absence of fear and prejudice
c. Independence from colonial rule
d. Being free to speak and act selfishly

5. Which significant event does Mandela describe in the chapter?

a. The Rivonia Trial
b. His 70th birthday
c. His inauguration as President
d. His release from prison

Unsolved questions:

1.Prepare an autobiographical sketch of Nelson Madela with focus on the major phases of his life.



Open-Ended Topics:

1.Why is it important for leaders to prioritize the welfare of society over personal interests? Discuss with reference to Mandela.
2. Evaluate the relevance of Mandela's vision of a democratic and inclusive society in the twenty-first century.

Multimedia Resources

Link to Nelson Mandela's inaugural speech:
https://drive.google.com/file/d/1zexd56QDbsjG4DMsitog-WajJu2kZuCd/view?usp=drivesdk
Audio on apartheid: Link
https://drive.google.com/file/d/1w1IUYBF75RVybJikhmuAUOR6xo2xdO_p/view?usp=drivesdk

Two Stories About Flying

Part 1: His First Flight by Liam O' Flaherty

"The journey of a thousand miles begin with a single step"

His First Flight – Main Points

- **Courage Introduction to the Young Seagull**
  - Young seagull is afraid to fly.
  - His siblings have already learned to fly.
- **Fear and Hesitation**
  - He fears his wings won't support him.
  - He watches others but cannot take the plunge.
- **Isolation**

    - His parents isolate him on the cliff.
    - They refuse to bring him food, hoping to encourage flight.
- **Hunger as a Trigger**
    - His hunger grows stronger.
    - He begs his mother for food.
- **Mother's Strategy**
    - Mother flies close with a piece of fish.
    - She stays just out of his reach to tempt him.
- **The First Leap**
    - In desperation, he jumps towards the food.
    - He starts falling but instinctively spreads his wings.
- **Flight and Freedom**
    - He learns to fly on his own.
    - Experiences thrill and joy of flying.
- **Family's Support**
    - His family joins him in the air.
    - They encourage and celebrate his success.
- **Conclusion**
    - The young seagull overcomes his fear.
    - Learns an important lesson leads to growth.

Character Sketch of the Young Seagull and his transformation

- **Timid and Fearful** – Afraid to fly, lacks confidence.
- **Dependent** – Relies on parents for food and support.
- **Isolated** – Left alone due to fear and hesitation.
- **Desperate** – Hunger forces him to act.
- **Takes a Risk** – Jumps toward food out of desperation.
- **Discovers Strength** – Instinctively starts flying.
- **Gains Confidence** – Learns to fly, feels proud.
- **Transformed** – From fear to freedom; becomes brave and independent.

Extract-based Questions

Extract-based questions are of the multiple-choice variety, and students must select the correct option for each question by carefully reading the passage.

1. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him with his cowardice.

i) Why was the family taunting the seagull?

Ans. They were taunting him because he was a coward.

ii) Herring is a type of _____ a. Whale **b. Fish** c. Bird d. can't say

iii) Choose a synonym of "tear" Ans. Devour

iv) What do we mean by "his parents circled around raising a proud cackle"?

a. They moved around him in a circular path b. They drew a circle

c. They made a cackle sound which could be heard in a circular area d. None of these

2. He was soaring gradually downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings once and he soared upwards. "Ga, ga, ga, Ga, ga, ga, Gaw-col-ah," his mother swooped past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him screaming. He saw his two brothers and his sister flying around him curveting and banking and soaring and diving. Then he completely forgot that he had not always been able to fly, and commended himself to dive and soar and curve, shrieking shrilly.

i) Which option clearly identifies the state of the seagull family as mentioned in the extract?

a. They were trying to save each other from drowning

b. They were celebrating the first flight of the coward seagull

c. They were having a feast of herring

d. They were dancing

ii) Why were the father and mother seagull screaming?

a. They were annoyed b. They were scared

c. They were happy d. They were mad

iii) Why were his two brothers and his sister flying around him curveting and banking and soaring and diving?

Ans. They were teaching him different movements.

Short answer type Questions:

Q1. Why was the young seagull afraid to fly? (CBSE 2011, 2019)

Ans : Whenever the young seagull took a little run forward to the extreme edge of the ledge and attempted to flap his wings, he became afraid. Seeing the vast area of the sea, he thought his wings would never support him.

Q2. How were Seagull's parents helping his brothers and sister for "perfecting them in the art of flight"?

Ans: The young seagull was afraid of flying, but his two brothers and a sister had started flying. But his parents were teaching them to be perfect in the art of flying. They were teaching them how to skim the waves and how to dive for fish. He felt the heat because he had not eaten since the previous nightfall.

Q3. What did the young seagull do to satisfy his hunger?

Ans: The seagull was feeling hungry because he could not fly and his family had left him alone for it. To satisfy his hunger, he was forced to eat whatever he found.

Q4. Why could the young seagull not reach his parents without flying?

Ans: He could not reach his parents without flying because on each side of him the edge ended in a sheer fall in a vertical cliff, with the sea below. Then, between him and his parents there was a deep and wide crack in the land.

Long Answer Questions

Q1. Why was the young seagull left alone in the ledge by his family? OR
"The young seagull was alone on his ledge." How far do you think this condition was by his choice? (CBSE QUESTION BANK)

Ans: The young seagull was afraid to fly. His father and mother wanted him to go and fly with them. But whenever he had taken a little run forward to the extreme edge of the ledge and tried to move his wings he became afraid. He failed to muster up courage to thrust himself forcibly in space, and started flying.

His two brothers and his sister had wings shorter than him but they started flying. But the young seagull somehow thought that his wings would not support him. For this, he was scolded by his parents, who gave a threat to him and he was left alone in the ledge.

Q2. How do you find the seagulls in the beginning and at the end of the lesson?

Ans: In the beginning we find the young seagull too frightened and terrified to fly. He had bigger wings as compared to his two brothers and sister. But still he was afraid even to attempt flying. When they flew away he could gather courage to thrust himself forcibly in space, which made him scared and desperate.

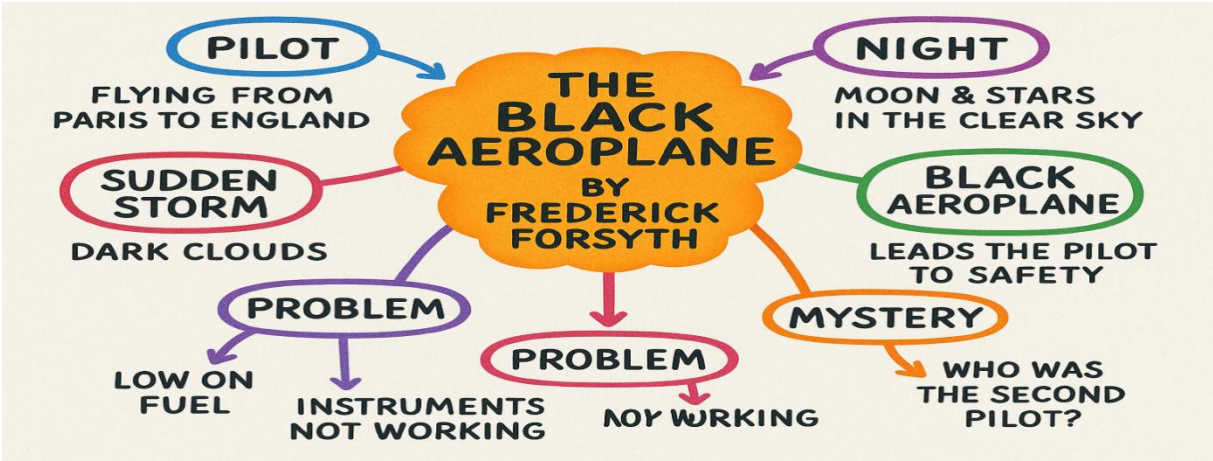
When he was starving for a day, his mother came across to him with a piece of fish in her beak. When she reached near him, she stopped and, maddened by hunger, he dived at the fish. But his mother had swooped upward. He found his wings spread and was more confident now. In the end we see him flying till he was tired and dropped himself on the surface of the sea.

Unsolved questions for practice.

1. What did the young seagull's mother use to tempt him to fly?
2. How did the young seagull finally take his first flight?
3. What did the young seagull experience during his first flight?
4. What message does the story convey about fear and courage?
5. What does the sea symbolize in the story?
6. How does the family react after the young seagull's first flight?
7. What role does hunger play in motivating the seagull to fly?
8. What lesson do we learn from the young seagull's journey?
9. Why is the title "His First Flight" appropriate for the story?

Part 2 : Black Aeroplane by Frederick Forsyth

- **Theme of the Lesson:** Sometimes, it gets tough for us to take decisions and doubt creates a lot of fear. We consider some helpful incidents to be miracles and mysteries. These incidents take us out of trouble and are nothing else but our mind's courage and strength which takes the form of an external factor and takes us out of the doubtful situation. Such incident happens with the narrator, the pilot of the old Dakota plane who is flown out of the storm by a mysterious "Black Aeroplane".
- **Black Aeroplane Mind Map**



- **Summary:-** The story "Black Aeroplane" is about a pilot who feels happy and contended to fly over a city that is sleeping (at night time). He is flying from Paris to London. While taking his flight, he dreams about the long holiday with his family. He also fantasizes about the scrumptious breakfast he would have upon landing. As soon as he crosses Paris, he gets a look of the dark clouds that were a sign of the upcoming storm. The right decision would have been to turn back to Paris for the sake of safety. But he is overshadowed by his dreams and not wanting to delay them, risks the life of his passengers and heads straight into the storm. Everything gets dark, he is unable to see, all his direction instruments stopped functioning and he lost control of the plane. When all hope was lost, he saw another plane whose pilot was more than willing to rescue them. The author was panicking as there was very less amount of fuel left. The anonymous pilot guided them out of the storm and disappeared as soon as they saw light. Upon landing, when he asks the lady in the control room about the other pilot, he is left in shock when she says that his was the only plane in the sky.
- **Character Sketch of the Pilot:** Fredrick Forsyth, the narrator, was a licensed pilot. He was returning to England in his old Dakota aeroplane while flying over France. He was happy to fly to his hometown. He was a devoted family man. While flying, he was daydreaming about spending his holiday with his family. He was also eager to have his much-awaited English breakfast on reaching London. So, he wanted to arrive in time for breakfast.

  When the storm clouds began to form in the sky, he was roughly 150 kilometers from Paris. Although he had less fuel, he made the mistake of flying into the storm clouds in his eagerness to meet his family and enjoy his English breakfast. He disregarded his expert advice and did not return back to Paris. As expected, the storm clouds caused his flying equipment to stop working. His life was in danger. The fuel tank was about to get empty. He was brave and had patience; he never gave up. Then he noticed a mysterious black plane coming to his help. He followed the strange pilot's instruction like an obedient child and landed safely at his destination.

<u>Extract-based Questions</u>

1. Read the given extract and answer the questions that follow:

The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn't a cloud in the sky. I was happy to be alone high up above the sleeping countryside. I was flying my old Dakota aeroplane over France back to England. I was dreaming of my holiday and looking forward to being with my family. I looked at my watch at one thirty in the morning. I should call Paris Control soon. I thought. As 1 looked down past the nose of the aeroplane, I saw the lights of a big city in front of me.

i) How was the weather when the pilot started flying his aeroplane?

Ans: When the pilot started flying his aeroplane, it was a clear weather as the moon was up in the east, stars were shining and there wasn't any cloud in the sky.

ii) Why was the pilot flying his old Dakota aeroplane over France back to England?

Ans: The pilot was flying his old Dakota aeroplane over France back to England because he wanted to enjoy his holiday and morning breakfast with his family.

iii) Find out the word similar in the meaning to 'hoping with pleasure'.

Ans: Looking forward to.

iv) Choose from the passage the word which means 'land outside towns or cities'.

Ans: The word is countryside.

2. Read the given extract and answer the questions that follow:

Paris was about 150 kilometres behind me when I saw the clouds. Storm clouds. They were huge. They looked like black mountains 'standing in front of me across the sky-1 knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south.

i) What happened when the pilot was about 150 kilometers away from Paris?

Ans: The pilot saw storm clouds when he was about 150 kilometers away from Paris.

ii) What does the author compare the clouds to?

Ans: The author compares the clouds to black mountain.

iii) Find out the word similar in meaning as sufficient.

Ans: The word is 'enough'.

iv) The word 'elephantine' is similar in meaning to the word _____.

Ans: The word is 'huge'.

Short answer type question answer

Q1. Describe the author's feeling while he was flying his aeroplane back to England?

Ans: The author was very excited while he was flying his aeroplane back to England because he wanted to spend his holiday with his family at home. He was looking forward to have an English breakfast.

Q2. How much fuel was there in the aeroplane when the writer started flying?

Ans: There was sufficient fuel in the tanks of the aeroplane to reach England safely when the writer started flying. However, he lost his way in the storm and the fuel tank was almost empty.

Q3. What risk did the writer take while flying? Why? (CBSE 2012)

Ans: The writer decided to risk to fly through the storm clouds because he wanted to enjoy his holiday with his family back in England.

Q4. What did the writer feel inside the clouds?

Ans: When the writer entered the clouds, it became impossible to see outside the aeroplane The aeroplane jumped and twisted in the air and all the instruments like compass, etc. stopped working due to the weather conditions

Q5. What did the writer see inside the black clouds?

Ans: The writer saw a black aeroplane which had no lights on its wings. The writer could see the face of the pilot in the black clouds who was waving and signaling him to follow to get out of the storm.

Long Answer Questions

Q1. How did the writer get out of the storm in the night to land safely?

Ans: The writer was flying his old Dakota aeroplane when he saw the black clouds. He was lost in the storm. Suddenly, he saw a black aeroplane by his side, which had no lights, on its wings. The pilot instructed the writer to follow as he had lost the way He obeyed him like a child. He was very happy to follow him.

After some time the pilot of another plane started to land. The writer followed him blindly through the storm and came out of the clouds. He saw the lights of the runway and landed safely.

Q2. Why was the writer happy when he decided to fly at night?

Ans: The writer was very happy when he decided to fly that night because he was going home to his family to- enjoy his holiday. When he started, everything seemed to be perfect. The sky was clear, no clouds could be seen. He was flying back to England in his old Dakota aeroplane over France. He was happy being alone in the sky and was dreaming of his holiday.

Unsolved questions for practice

1.Based on the narrator's experience in the storm, what can be inferred about the importance of preparedness during flights?
2. How does the pilot's internal conflict reflect the theme of trust and faith?
3. Why do you think the narrator chose not to tell the story of the mysterious airplane to the authorities?
4. How does the setting (stormy weather and night sky) contribute to the suspense of the story?
5. Compare the narrator's decision to fly into the storm with the consequences he faced. What does this suggest about human nature?
6. If the narrator had followed the flight plan and not taken the risk, how might the story have changed?
7. What role does imagination play in the narration of the events? Could the black aeroplane be a figment of the narrator's mind?
8. How would you react if you were in the narrator's position and received unexpected help?

4. From the Diary of Anne Frank

Summary: In this lesson, Anne talks about her loneliness. She has no one to talk to though she is surrounded by family and around 30 people whom she called her "friends". Thus, she takes the decision of writing her feelings in a diary. It is unusual for her to write in a diary but she is really in need of a true friend. She decides to name her diary "Kitty". Unlike other people, she is not going to mention just facts in it. She starts with writing her background, to make it easier to understand for anyone who reads it later. She describes her family and early childhood when they all migrated, her early schooling. After giving a brief account of her background, she comes to the present day where she tells us about the result day. Everyone in the class is nervous about his or her result and boys are even making bets. Anne was quite sure about herself and her friends. She had a good relationship with all the teachers except her math's professor, Mr. Keesing. Mr. Keesing was constantly annoyed with her for her talkativeness. He started giving her punishments in the form of essays on weird topics such as "Chatterbox" to which she replied with full wit. She wrote essays that were funny and explained that this was a trait that she had inherited from her mother and now not much could be done about it. He kept on giving her essays until she wrote a satire. After that third and last assignment, Mr. Keesing never pointed her out for talking.

Points to memorize: -

- Anne Frank was a 13-year-old Jewish girl who wrote a diary while her family was hiding in Amsterdam from the Naziz who were incurring atrocities during World War II.
- Anne wrote the diary to overcome loneliness in her life. She named it Kitty.
- She couldn't confide in anyone and felt that paper has more patience. Also, she thought nobody would be interested in the diary as she was a small girl.
- Anne adored her father. She had an elder sister Margot and they lived in Frankfurt before they migrated to Holland for refuge. Her mother stayed behind with her grandmother.

- She had sweet memories of Mrs. Kuperus at Montessori School. Her grandmother fell ill in 1941 and died in 1942. This broke her.
- Anne considered teachers to be the most unpredictable creatures on earth. She had good relationship with all teachers except Mr. Keesing who punished her several times for talking too much during the lessons.
- She wrote an essay on A Chatterbox as punishment, saying that talking was a student's trait and she inherited it from her mother. Again as punishment she wrote an essay on An Incorrigible Chatterbox. Then she wrote an essay on Quack Quack Quack said Mistress Chatterbox.
- Her friend Sanne helped her write it in verse. It said that father Duck beat the three ducklings as they quacked too much and made them deaf.
- Mr. Keesing took the joke in the right way and didn't bother Anne for talking thereafter and didn't give her any extra homework.

EXTRACT BASED COMPREHENSION QUESTION EXERCISES

1. Writing in a diary is a really strange experience for someone like me. Not only because I have never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musing of a thirteen-year-old school girl. Oh well, it doesn't matter. I feel like writing and I have an even greater need to get all kind of things off my chest. Paper has more patience than people. 'I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out.

(a) **Whom does 'I 'refer to in the given passage?**
(b) **Paper has more patience than people –Why did Anne Frank say that?**
(c) **Find a word in the passage that means deep thought.**
(d) **Which word in the passage is a synonym of lethargic?**

Answers:

(a) I 'refers to Anne Frank in the given passage.
(b) Anne Frank said that Paper has more patience than people 'because one can rely on the paper to confide his/her secrets and it listens carefully and silently.
(c) The word is musing.
(d) The word is listless.

2) Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I 'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary.

(a) **Why was Anne Frank disturbed even when she had loving parents, relatives and friends?**
(b) **Why did Anne decide to write a diary?**
(c) **Find the word that means the same as unluckily '.**
(d) **To confide in somebody is to ……**

Answers:

(a) Anne Frank was disturbed even after being surrounded by so many people because she didn't have any true friend.
(b) Anne decided to write a diary because she could not confide in anyone and felt lonely.
(c) The word is unfortunately.
(d) It means to tell somebody your secrets or personal information.

SHORT ANSWER QUESTIONS (30 - 40 words)

1. **Who would Anne consider a real friend?**

Answer: - Anne would call someone a real friend if she could share whatever is there in her heart and confide in him or her. She would be able to get very close to such person.

2. **Why does Anne Frank think that paper 'has more patience than people'?**

Ans. Anne believes that paper has more patience than people because it listens to her more patiently and silently it does not react like other people and also because she can confide in her diary all her secrets.

LONG ANSWER QUESTIONS (100-150 Words)

1. **Anne called 26th July a tumultuous 'day. Explain the reasons behind it.**

Ans. Anne called 26th July a tumultuous day as it was full of tension and fright. The first warning siren was sent off in the morning but nobody paid any attention to it because it only meant that the planes were crossing the coast. The siren alarmed again around 2 O'clock in the afternoon. Anne and her sister went upstairs but after five minutes they heard loud gunshots. After half an hour, drone of engines faded and life became normal. The city was enveloped in thick fog. But after dinner time, there was another gun-fire round and swarms of planes. The air was buzzing with the drone of engines. Nobody was able to sleep that night because it repeated again at midnight.

2. **How does Anne feel about Mr. Keesing's essay assignment and what is her purpose of writing them?**

Ans. Anne takes Mr. Keesing's assignment as a challenge. She thinks Mr. Keesing is either trying to teach her a lesson or make fun of her by doing so. Therefore, for the first essay, her purpose is to convince Mr. Keesing of the importance of talking and why it is impossible for her to talk less. For her third essay, she tries to be inventive and composes a poem to humour Mr. Keesing. Both these incidents show us that Anne is a creative person who takes challenges in her stride. After the submission of all essays, she is also successful in being permitted to talk less. This also shows that she is a good writer.

5. Glimpses of India

PART – 1 (A Baker from Goa)

The lesson begins with how narrator's elders often recall the time when Goa was under the rule of the Portuguese. They talk how the importance of bakers is still maintained in their villages even after the Portuguese have left. They are known as 'Paders' in Goa. The mixers, moulders and their time-tested furnaces continue to serve the people of Goa with their famous bread loaves. It is possible that the original ones may not exist, but their profession is being continued by their sons. The thud of their bamboo stick can still be heard in some parts of the village. The same jingling thud would wake the narrator and his friends during their childhood days who would go running to him without brushing or washing their mouth properly. It was the maid-servant of the house who collected the loaves while children sorted out the bread bangles for themselves. Bakery products have importance in the culture and traditions of Goa. Bol or sweet bread is a part of marriage gifts, cakes and Bolinhas or coconut cookies are eaten at every festival and the lady of the house prepares sandwiches at her daughter's engagement. Earlier bakers wore a unique frock of knee-length known as 'kabai' but during the narrator's childhood days, they wore a shirt and trousers of length slightly shorter than the usual ones. They generally collected their bills at the end of every month. Bakery has continued to be a profitable profession, managing to keep their families joyous and prosperous.

Main Points of the Story

- The Portuguese in Goa were lovers of bread
- Those eaters of bread have now gone but is makers still exist.
- During the childhood days of the narrator, a baker used to be their friend, companion and guide.
- The baker came twice a day – once in the morning and again while returning home.
- After finishing his sailing.
- The jingling thud of the baker's bamboo woke up the sleeping children.
- The loaves were delivered to the servants of the house.
- The children would peep into the baker's basket for the bread bangles.
- The children would eat bread with hot tea.
- The marriages were incomplete without the popular bol bread.
- Bolinhas was a must during Christmas and all other festivals.
- The makers wore a particular knee length frock known as kabai.
- Baking was a profitable profession. Bakers had a plump physique testifying to this.
- The bakers collected their bills at the end of the month.

Extract Based Questions

1. We kid would be pushed aside with a mild rebuke and the loaves would be delivered to the servant. But we would not give up. We would climb a bench or the parapet and peep into the basket, somehow. I can still recall the typical fragrance of those loaves. Loaves for the elders and the bangles for the children.

(a) Who are 'we' in the extract?

(b) Why were the children pushed aside?

(c) Which word/phrase in the extract means the same as 'an expression of disapproval/a scolding'?
(d) What was there in the basket?
Answer
(a) 'We'in the extract refers to the narrator and his friends.
(b) The kids were pushed aside so that the breads can be delivered to the servants.
(c) The word 'rebuke' from the extract means 'an expression of disapproval/a scolding'.
(d) There were some loaves for the elders and some bangles for the children.

2. Marriage gifts are meaningless without the sweet bread known as the bol, just as a party or a feast loses its charm without bread. Not enough can be said to show how important a baker can be for a village. The lady of the house must prepare sandwiches on the occasion of her daughter's engagement. Cakes and bolinhas are a must for Christmas as well as other festivals. Thus, the presence of the baker's furnace in the village is absolutely essential.
(a) What are compulsorily prepared during Christmas in Goa?
(b) Why is a baker necessary in a village?
(c) Find the word in the extract which means 'celebration meal'.
(d) What is must to be prepared on a daughter's engagement by a lady?
Answer
(a) During Christmas cakes and Bolinas are compulsorily prepared in Goa.
(b) A baker is necessary in a village because different kinds of breads are required by the villagers for daily consumption as well as for special occasions.
(c) 'Feast' from the extract means 'celebration meal'.
(d) The lady of the house must prepare sandwiches on the occasion of her daughter's engagement.

Short Answer Questions (30-40 Words)

Q1. What did the baker do first once he reached a house?
Ans. The baker would first greet the lady of the house by saying —Good Morning. He would then place the basket on the vertical bamboo and deliver the loaves to the servant.
Q2. How did the baker make his entry?
Ans. The baker used to enter with the Jingling sound of his specially made bamboo staff. His one hand supported the basket on his head and the other banged the bamboo on the ground.
Q3. How do we get to know that the makers of bread still exist?
Ans. The narrator states that the eaters of loaves might have vanished but the makers are still there. He further says that those age-old, time-tested furnaces still exist and the fire in the furnaces had not yet been extinguished.
Q4. What is the importance of breads for the Goans? OR
Why was the Baker's furnace essential in a traditional Goan village?
Ans. Different kinds of breads are important during the different occasions. Bolinhas had to be prepared during Christmas and other festivals. The mothers used to prepare sandwiches on the occasion of their daughter's engagement. So, the baker's furnace was essential.

Long Answer Questions (100-150 Words)

1. Instead of enjoying their childhood, the children today are keen to enter adulthood. After reading about all the joys that the author Lucio Rodrigues had in his childhood do you think such a keenness on the part of children is desirable?

Ans. I don‘t think that the keenness of the children these days to enter adulthood is desirable. Children these days are in a hurry to enter adulthood and have access to technology. Due to this they are learning things earlier than usual and getting matured beyond their age.

Hence, they are losing out their childhood and missing the joys that it brings with it. As per my thinking, they should grow at a slow pace and enjoy their childhood to the fullest. Children who miss out on their childhood cannot be a complete adult. So, they should not hurry up to be an adult and grow at nature‘s pace.

2. After reading the story A Baker from Goa, do you think our traditions, heritage, values and practices are the roots that nourish us? Why/why not?

Ans. A Baker from Goa highlights the importance of the traditional practice of making breads for every occasion and festival of the Goan people. This tradition continues even today. This shows how our traditional practices can keep us to our past and heritage. Traditional values shape our personality and also provide us emotional support. They enable us to face difficult situations and make us mentally strong. Traditional practices also have an impact on our behavioral pattern towards the other people in society.

PART – 2 (COORG)

The writer describes the hill station of Coorg located in the western ghats in the state of Karnataka. It is located midway between Bengalore and Mangalore. The suitable time to visit Coorg is from September to March. The place is famous for coffee plantations and spices. There are abundant rainforests which cover 30 percent of the area. The Coorgi men are brave warriors who are permitted to keep firearms without a licence due to their trustworthiness. The women of Coorg are pretty. Coorg is also known as Kodavu and the Kodavus, though are Hindus by religion but their customs differ from those of mainstream Hindus. They marry within their community. Kodavus are said to be of Greek or Arabic descent. Some soldiers of Alexander’s army settled there. Also, as the ethnic dress of the Kodavus, Kuppia is similar to the Arab garment Kuffia, it is said that maybe their ancestors were Arabs or Kurds. The river Kaveri originates from Coorg. The fish named Mahaseer is found in the river. Many animals and birds like kingfisher, langur, squirrels and elephants can be spotted along the river. Tourists relax in the serene atmosphere and also enjoy adventure sports like river rafting, canoeing, rappelling, mountain biking, rock climbing and trekking. While trekking on the nature trails, animals like Macaques, Malabar squirrels, langurs and slender loris can be spotted on the trees. The major tourist attractions are Brahmagiri hills, Nisargdham island and Bylakuppe Tibetan settlements. Coorg gives visitors a feel of India’s diverse cultures.

Main Points of the Story

- Coorg is situated between Mysore and the coastal town of Mangalore.
- It is called the land of rolling hills.
- Coorg is inhabited by a proud race of martial men, beautiful women and wild creatures.
- It is the smallest district of Karnataka.
- Coorg is the home of evergreen forests, spices and coffee plantations.
- September to March is the most pleasant season for the tourists.
- During this period, weather is perfect and the air breathes of coffee.
- The people of Coorg are fiercely independent people.
- They are possible of Greek or Arabic origin.
- It is said that a part of Alexander’s army settled there and married amongst the locals.
- Their long black coat with an embroidered waist-belt Kuppia resembles the kuffia worn by the Arabs.
- Coorgi homes are known for their hospitality.

- The Coorg Regiment is one of the most decorated in the Indian Army.
- The first Chief of the Indian Army, General Cariappa, was a Coorgi.
- The river, Kaveri, obtains its water from the hills and forests of Coorg.
- High energy adventures with river rafting, canoeing, rock climbing and mountain biking are quite popular in Coorg.
- Birds, bees, butterflies, Malabar squirrels and langurs find shelter in the rainforests of Coorg.
- The top of the Brahamagiri hills gives you a panoramic view of the misty valley of Coorg. India's largest Tibetan settlement at Bylakuppe is famous for its Buddhist monks and temple.

Extract Based Questions

1. Midway between Mysore and the coastal town of Mangalore sits a piece of heaven that must have drifted from the kingdom of God. This land of rolling hills is inhabited by a proud race of martial men, beautiful women and wild creatures. Coorg, or Kodagu, the smallest district of Karnataka, is home to evergreen rainforests, spices and coffee
plantations.

(a) Which kind of animals are we likely to see at Coorg?
(b) What is Coorg known for?
(c) Which word in the extract means the same as 'having to do with war'?
(d) Where is Coorg situated?
Answer:
(a) We are likely to see wild animals in Coorg.
(b) Coorg is known for its evergreen rainforests, spices and coffee plantations.
(c) 'Martial' from the extract means 'having to do with war'.
(d) Coorg is situated between the midway of Mysore and the coastal town of Mangalore.

Question 2.
The fiercely independent people of Coorg are possibly of Greek or Arabic descent. As one story goes, a part of Alexander's army moved south along the coast and settled here when return became impractical. These people married amongst the locals and their culture is apparent in the martial traditions, marriage and religious rites, which are distinct from the Hindu mainstream.

(a) Which descent do the people of Coorg belong to?
(b) Where can we find the culture of Coorg most apparently?
(c) Which word in the extract means 'an act that is part of a religious ceremony'?
(d) Which story is famous about the people of Coorg?
Answer
(a) The people of Coorg belong to Greek or Arabic descent.
(b) The Coorg people's culture is most apparent in their martial traditions, religious rites and marriages.
(c) 'Rites' from the extract means 'an act that is part of a religious ceremony'.
(d) It is said that the people of Coorg were the descendants of Alexander's army who settled here when return became impractical.

Short Answer Questions (30-40 Words)

Question1. From whom have the inhabitants of Coorg descended, as per the legend?

Answer: As per the legend, a part of Alexander's army, when retreating from India, went South and settled in Coorg when they found that they could not return home. Then they married among the locals and their descendants are the Kodavus. (The people of Coorg).

Question2. How has the Coorgi tradition of courage and bravery recognized in modern India?

Answer: The Coorgi tradition of courage and bravery has been recognized by awarding the Coorg Regiment with the most number of gallantry awards. Besides, the Coorgis are the only Indians allowed to carry firearms without a license.

Question3. Describe the wildlife of Coorg.

Answer: The wildlife of Coorg consists of animals like macaques, langurs, squirrels, loris and elephants. The birds spotted in Coorg are kingfishers.

Long Answer Questions (100-150 Words)

Question1. The Coorgis are the descendants of the Greeks or the Arabs and are still are able to maintain their traditional practices. Do you agree that following these practices today is important? Why or why not?

Answer: After reading the text, I feel that it is important to follow the traditional practices, as it has kept the tradition of Coorgis known to the people even today. If the people of Coorg had not followed it their tradition would have perished and nobody would have remembered them today because of their culture and traditional practices. According to the text, their traditions can be seen in the martial traditions, religious rites

and marriages. The Kodavus even wear the dress which resembles Arabs. Traditional practices also play a very important role in maintaining values amongst people and have an impact on shaping the behaviour of people.

Question2. How do Coorg's location, people and natural features add to the diversity of India?

Answer: Coorg, or Kodagu, the smallest district of Karnataka, is home to evergreen rainforests, spices and coffee plantations. Evergreen rainforests cover thirty percent of this district. During the monsoons, it pours enough to keep many visitors away. The season of joy commences from September and continues till March. The weather is perfect, with some showers thrown in for good measure. The air breathes of invigorating coffee. Coffee estates and colonial bungalows stand tucked under tree canopies in prime corners. Coorg is beautifully located and described as a piece of heaven that must have drifted from the kingdom of God. It has rolling hillsides with a pollution free river and forests teeming with wildlife. Here nature exists in its pristine glory, which adds to the diversity of India. Further, it has coffee and spice plantations, quite different from the rest of India. The local people, the Kodavus, are a martial race. Of course, they are well known for their hospitality, just like all Indians. All these features of Coorg add to the diversity of our country.

PART – 3 (Tea from Assam)

The story revolves around the infamous beverage 'tea' telling us more about its history and discovery. It begins from the scene where two friends, Pranjol and Rajvir are set to go to Assam, Pranjol's hometown when a tea vendor asks them if they would like to have some freshly made tea. They buy two cups joining almost every other person in their compartment. From there, the journey begins and Pranjol starts reading his detective book while Rajvir decides to enjoy the scenic beauty. There were soft green paddy fields followed by tea bushes. Rajvir is very excited on seeing such large plantations of tea but Pranjol is unable to match the same level because he was born and brought up in Assam, famously known as the 'Tea

country'. Visiting there for the first time, Rajvir did a lot of study about how tea was discovered and that it dates back to 2700 B.C. According to what he read, it was first consumed in China and reached Europe in the 16th century, where it was mostly popular for it's medicinal properties. There are numerous stories as to how it was discovered, one about a Chinese Emperor and the other about a Buddhist monk. The former liked the taste of it while the latter, used it to get rid of sleep. As they were having this discussion, they reached their destination where Pranjol's parents had come to receive them and take them to their tea garden. On their way, they passed a cattle bridge and gave way to a truck filled with tea leaves which drew their attention to the fact that it was the second sprouting season. Rajvir, indeed did a lot of study before coming which impressed Pranjol's father and he intended to learn a lot more.

Main Points of the Story

- Tea is really a very popular beverage in India.
- You can bear the vendor shouting —chai-garam-garam chai‖ at every railway station.
- More than eighty crores of cups of tea are drunk every day throughout the world.
- It was green, green everywhere and Rajvir had never seen so much greenery before.
- The landscape changed and tea bushes took the place of green paddy fields.
- A sea of tea-bushes stretched as far as the eyes could go.
- Assam has the largest concentration of plantations in the world.
- No one really knows who discovered tea. One Chinese legend says that a few leaves of the twigs burning under the pot fell into the boiling water.
- The leaves gave it a delicious flavour. They were tea leaves.
- Words like Thai and thine are from the Chinese language.
- According to an Indian legend, an ancient Buddhist ascetic cut off his eyelids because he felt sleepy during meditation.
- Ten tea plants grew out of his eyelids.
- Rajvir saw acre upon acre of tea bushes and nearly all of them were neatly pruned to the same height.
- Groups of tea-pluckers with bamboo baskets on their backs were plucking newly sprouted leaves.
- A tractor was pulling a trailer-load of leaves.
- Rajvir asked Pranjol's father if it was the second-flush or sprouting period.
- The sprouting periods lasts from May to July and this period yields the best tea.

Extract Based Questions

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

Question 1.“Chai-garam… garam-chai," a vendor called out in a high-pitched voice. He came up to their window and asked, "Chai, sa'ab?" —Give us two cups, Pranjol said. They sipped the steaming hot liquid. Almost everyone in their compartment was drinking tea too.

"Do you know that over eighty crore cups of tea are drunk every day throughout the world?" Rajvir said.

"Whew!" exclaimed Pranjol. "Tea really is very popular."

(a) How many cups of tea are drunk everyday throughout the world?

(b) Where were Pranjol and Rajvir when this conversation took place?

(c) Find the word in the extract which is an expression of astonishment.

(d) Who was selling the tea and where was he?

Answer

(a) Over eighty crore cups of tea are drunk everyday throughout the world.

(b) Pranjol and Rajvir were in a train when this conversation took place.

(c) "Whew!" is an expression of astonishment from the extract.

(d) A tea vendor was selling tea and he was outside the window of the train compartment.

Question 2. We have an Indian legend too. Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.

"Tea was first drunk in China," Rajvir added, —as far back as 2700 BC! In fact words such as tea, 'chai' and 'chini' are from Chinese. Tea came to Europe only in the sixteenth century and was drunk more as medicine than as beverage.

(a) Who was Bodhidharma?

(b) How is medicine different from a beverage?

(c) Find the word in the extract which means the same as 'a drink'.

(d) When and where was tea first drunk?

Answer

(a) Bodhidharma was an ancient Buddhist ascetic.

(b) Medicine is used for treating diseases whereas beverage is used for general drinking purpose.

(c) 'Beverage' from the extract means 'a drink'.

(d) Tea was first drunk in China as far back as 2700 BC.

Short Answer Questions (30-40 Words)

Question1: Where were Rajvir and Pranjol going and why?

Answer: Rajvir and Pranjol were going to Assam as Pranjol had invited Rajvir to spend summer vacation there.

Question2: What did Rajvir see while looking outside from the train?

Answer: Rajvir saw much greenery while looking outside from the train. He was amazed to see the soft: green paddy fields first and then the green tea bushes.

Question3:'This is a tea country now'. Explain this with reference to Assam.

Answer: Assam has the world's largest concentration of tea plantations in the world. A large number of tea gardens can be found there. Most of the tea grown in Assam is supplied all over the world.

Question4: In what ways is China related to tea?

Answer: Tea was first drunk in China. The words 'chai' and 'chini' are from Chinese.

Long Answer Questions (100-150 Words)

Question1: According to the text, Assam is said to be 'tea country'. Do you believe that Assam has some of the best plantations in the world that makes it a unique country?

Answer: In India, some of the best plantations like tea and coffee are grown in huge quantities. India is also a home to many spices like haldi and while Assam is home to tea, Coorg is home to coffee. Others are

grown exclusively in India and exported to various countries. These plantations make India a unique country which has not just traditional spices and beverage plants growing within it but also follows traditional agricultural practices.

Question2 .What are the legends related to the discovery of tea?

Answer: There are many popular legends about the discovery of tea. Two of them are as follows:

A Chinese emperor was used to drinking boiled water. One day a twig from the fire fell into the pot in which water was being boiled. It gave a delicious flavour to the drink. It is said that those were tea leaves. An Indian legend goes like this. Once there was a Buddhist ascetic who used to feel sleepy during meditations. So, he cut off his eyelids. Ten tea plants grew out of the eyelids. When the leaves from these plants were put in hot water and drunk, they banished sleep.

6. Mijbil the Otter

Summary: The story begins when the author decides to own an otter, and his friend suggests that Iraq would be a great place to find one. Finally, Gavin receives an otter as a gift, which he names Mijbil.

At first, the otter is shy and quiet, but soon it starts to explore its surroundings and shows its playful and curious nature. Mijbil loves water and is always inventing games, especially in the bathtub.

The real challenge begins when the author has to travel with Mijbil from Iraq to London. They face several difficulties during the journey, especially at airports, but the love and care between them make every problem easier to handle.

the story shows the strong emotional connection between humans and animals, highlighting patience, understanding, and unconditional friendship.

- **Important Points of the Chapter**

Theme: The chapter celebrates friendship, trust, bond of love between human and animal and the joys of connecting that bond.

- **Author's Companion:** After the loss of his dog, Gavin Maxwell wanted a new animal friend.
- **Meeting Mijbil:** Mijbil was an otter from Iraq. At first, it was unfamiliar with humans but slowly became attached to the author.
- **Unique Behaviour:** Mijbil was intelligent, playful, and loved water. The otter eaven created games, especially with objects in water.
- **Travel Challenges:** The journey from Iraq to London was difficult, especially at the airport, but the author’s deep bond with Mijbil helped overcome each hurdle.
- **An unusual pet**: otter was an unusual pet to common London people who were totally unaware of the actual identification of this animal and was doing ridiculous guesses and it.

Extract based question:

1. Mijbil, as I called the otter, was, in fact, of a race previously unknown to science, was at length christened by zoologists Lutrogale perspicillata Maxwell, or Maxwell's otter. For the first twenty-four hours Mijbil was neither hostile nor friendly; he was simply aloof and indifferent, choosing to sleep on the floor as far from my bed as possible. The second night Mijbil came on to my bed in the small hours and remained asleep in the

crook of my knees until the servant brought tea in the morning and during the day he began to lose apathy and take a keen, much too keen, interest in his surroundings.

Question 1: What was the otter's behaviour during the first 24 hours?

(i) Very aggressive (ii) Very hostile

(iii) Very friendly **(iv) Neither friendly nor hostile**

Question 2: Where did the otter sleep on the first day?

(i) on the couch near author's bed (ii) on the bed all alone

(iii) on the floor far from author's bed (iv) in the bathroom all alone

Question 3: What shows that the otter tried to be friendly with author on the second day?

(i) He come to the author and smiled (ii) He tried to play with the author

(iii) He slept in the groove of author's knees (iv) All of these

Question 4: When did Mijbil come to author's bed?

(i) the afternoon (ii) the late night

(iii) the evening **(iv) the early morning**

2. But the real play of an otter is when he lies on his back and juggles with small objects between his paws. Marbles were Mij's favorite's toys for his pastime. Ile would lie on his back rolling two or more of them up and down his wide, flat belly without ever dropping one to the floor.

Question 1: What is the real play of an otter?

(i) rolling and dancing (ii) juggling with a ball between hands

(iii) juggling with small objects between paws (iv) rolling and Jumping

Question 2: Which of the following statements is true about MU?

(i) He didn't like to play with marbles

(ii) Marbles were his favourite toys

(iii) He played with marbles for some time and then threw them away

(iv) He got frightened on seeing marbles

Question 3: How did Mg lie while playing?

(i) He lay on his belly (ii) He lay on his right side

(iii) Ile lay on his left side **(iv) He lay on his back**

Question 4: What is true about Mij?

(i) He had a wide and flat belly (ii) He had a round and wide belly

(iii) He had a flat and narrow belly (iv) He had an extremely big belly

Short Answer Type Question (30-40 words):

1: What 'experiment' did Maxwell think Camusfearna would be suitable for?

Answer: Maxwell thought that as Camusfearna was close to water, it was suitable for an experiment to domesticate an otter.

2: Why does he go to Basra? How long does he wait there, and why?

Answer: He had gone to Basra to the Consulate-General to receive and answer his mail from Europe. Unfortunately, only his friend's mail had arrived. Therefore, he tried connecting to England via telegraph and telephone but could not associate due to waiting period, holidays and technical glitches for another couple of days. His mail arrived after waiting for five days.

3: Why was the otter named 'Maxwell's otter'?
Answer: Otters are of a race previously unknown to science, and were at length named by zoologists as Lutrogale perspicillata maxwelli, or Maxwell's otter.

Long Answer type question (100-150 Words):

Question1: Why do you think the otter was not friendly at first with the narrator? Can you relate this to human nature as well? [CBSE 2016]
Answer: Mij was an intelligent, friendly and fun-loving animal. When the author received it, for the first twenty-four hours it remained aloof and indifferent but later on, he took interest in his surroundings. He became friendly to the author. He enjoyed his bath. One day, he disappeared from the bedroom and entered the bathroom where he tried to open the tap.
His intelligence is further revealed when he invented a game of his own called ping-pong. Mij discovered that if the ball was placed on the high end of the suitcase, it would rather run down the length of the suitcase. He enjoyed playing with balls and marbles. Mijbil had developed certain compulsive habits like school children. He used to gallop at full speed on the thirty yards wall of a primary school.

Question2: Describe the relationship between the otter and Maxwell in your own words.
Answer: Maxwell and the otter Mijbil shared a lovely relationship. Maxwell treated Mij like his own son. He took very good care of him. He gave him many toys including marbles, rubber bands, rubber fruits and a terrapin shell to play with. He took him to the bathtub to play in the water knowing the fascination of otters with water. He noticed his habits and traits. Mijbil hesitated on the first day but then became very friendly. Maxwell encouraged Mijbil to do whatever he liked to do. He took him out for exercise every day. When Maxwell saw blood on the box in which Mij was packed, he was horrified. When Mij came out of the box he jumped all over but then came and sat on Maxwell's knees quietly.

LINK AND RESOURCES:
ANIMATED PRESENTATION:
https://youtu.be/N9odU5WRj4I?si=t3_MIEFk5m2dB-XH
PDF NOTES: https://www.selfstudys.com/books/cbse-new-revision-notes/english/10th/first-flight/8-mijbil-the-otter/1016147

7. Madam Rides the Bus

GIST: In this story, the author tries to present a world as seen from a child's perspective. The main character of this story is an eight-year-old girl who lives near a bus stop in a village. For major part of the day, she enjoys standing in her doorway; watching frenetic activities at the bus stop. Valli develops a desire to enjoy a ride on the bus but she needs to plan meticulously to realize her dream. She has to curtail her expenses so that she can save enough money for two-way fair. She also has to make the journey during the time when her mother takes afternoon nap. While on her journey, Valli does not want anybody's help and wants to feel independent. She enjoys every bit of her journey to the town. But she is careful enough not to get off the bus in the unknown environs of the town. On her return journey, a sad accident spoils her

mood and she just keeps to herself throughout the journey. She does not seem to be satisfied with one ride and wishes to make another attempt in future. She is also quite mischievous when she is sure that her mother did not know about her journey.

KEY POINTS: -

- The story is about an eight-year-old girl named Valliammai. She was very curious to know about things.
- Her favourite pastime was to stand at the front doorway of her house and see what was happening in the street outside.
- She would watch the bus that passed every hour from her village to the nearest town.
- She developed a desire to ride the bus. This became her deepest desire.
- Valli found out the details of the bus journey by listening carefully to the conversations between her neighbours and regular bus users.
- She came to know that the town was just six miles from her village and the fare for the bus journey was thirty paise one way. The trip took 45 minutes.
- Valli planned her visit to the town. She saved sixty paise for the fare. Finally, one day she took the one o'clock bus to the town.
- Valli was very happy to have got into the bus.
- On the way to the town, Valli saw a cow running right in front of the bus. She clapped as the cow kept on running towards the bus despite the continuous honking by the driver.
- Valli did not get off the bus when it reached the town. She also declined the offer of a cold drink by the conductor.
- On the return journey, she saw the same cow lying dead by the roadside. This unpleasant sight made her very sad.
- The bus reached the village at three forty. She ran straight for her home after getting down the bus. Her mother did not come to know about her journey.

EXTRACT BASED COMPREHENSION QUESTION EXERCISES:

1. Day after day she watched the bus, and gradually a tiny wish crept into her head and grew there: she wanted to ride on that bus, even if just once. This wish became stronger and stronger until it was an —overwhelming desire. Valli would stare wistfully at the people who got on or off the bus when it stopped at the street corners. Their faces would kindle in her longings, dreams and hopes. If one of her friends ride the bus and tried to describe the sights of the town to her, Valli would be too jealous to listen to tug shout, in English: _Proud! Proud‖ Neither she nor her friends really understood the meaning of the word but they used it often as a slang expression of disapproval.

Questions:

(a) What was Valli's tiny wish?

(b) What would Valli wistfully stare at?

(c) When were Valli's longings, hopes and dreams kindled?
(d) When would Valli be jealous?
(e) Find a word from the passage which means excite.

Answers:

(a) Valli's tiny wish was to travel by bus.
(b) She would stare wistfully at the people who got on or off the bus.
(c) The sight of the bus passengers would kindle in her longings, dreams and hopes.
(d) She felt jealous when one of her friends described the sights of the town to her.
(e) Kindle.

2. The bus rolled on now cutting across a bare landscape, now rushing through a tiny hamlet or past an odd wayside shop. Sometimes the bus seemed on the point of gobbling up another vehicle that was coming towards them or a pedestrian crossing the road. But lo! Somehow it passed on smoothly leaving all obstacles safely behind. Trees came running towards them but then stopped as the bus reached them and simply stood there helpless for a moment by the side of the road before rushing away in the other direction.

Questions:

(a) From which story have these lines been taken?
(b) What did the bus pass by?
(c) How does the author describe the landscape?
(d) How did the trees appear from the moving bus?
(e) Find a word from the passage which means village.

Answers:

(a) These lines have been taken from the story Madam Rides the Bus.
(b) The bus passed by a bare landscape, a tiny hamlet or an odd wayside shop.
(c) The author says that the landscape was bare.
(d) The trees appeared to be coming towards the moving bus.
(e) Hamlet

Character Sketch

Valliammai: She emerges as a very clever, sensitive, self-respecting and fun-loving girl. She was just eight years old. She was a determined girl with a commanding nature. She was very curious about things. Her favorite pastime was standing in the front doorway of her house. She was mature, clever and practical beyond her years. Saving sixty paise was not an easy job for a girl of her age. She was determined to resist any temptation that came in her way. Valli didn't like being called madam or child'. She was a great planner and planned things after knowing all the necessary details about them.

SHORT ANSWER QUESTIONS: (30-40 Words)

Question1: What was the favorite pastime of Valli?

Answer: Valliammai or Valli was eight years old. Her favorite pastime was standing in the front doorway of her house. From there, she watched what was happening in the street

outside. For her, standing at the front door was as enjoyable as any of the games other children played.

Question2: Why did Valli find the elderly woman absolutely repulsive?

Answer: The elderly woman who was sitting beside Valli in the bus looked absolutely repulsive to Valli. She had big holes in her ears and had ugly earrings in them. She didn't relish the smell of the betel nut that she was chewing. The betel juice was about to spill over her lips at any moment. She couldn't be social with such a woman.

Question3: What dampened Valli's enthusiasm during the return journey?

Answer: During her return journey, Valli saw a young cow lying dead by the side of the road. She was the same lovable and beautiful cow that she saw only a little while ago. Now, it looked so horrible and frightening as it lay there. There was a fixed stare in her lifeless eyes and she was smeared with blood. The sight dampened her enthusiasm and she stopped looking outside.

LONG ANSWER QUESTIONS (100-150 Words):

Question1: Never mind, she said, —I can get on by myself. —You don't have to help me, said Valli to the conductor. She shows extraordinary courage in making the bus journey all alone. Taking inspiration from Valli's character, write how the ability and courage to take risk are essential to fulfilling one's dream. **Or**

Valli nurtures a strong desire to travel by bus and visit the city. She works hard for it and finally, she is successful. Based on this incident, analyze what values of life do you need to nurture to attain your goals in life?

Answer: Valli is an eight-year-old village girl. She is fascinated by the bus that comes to the village every hour. She develops a desire and then a longing turning into a firm determination to ride the bus. She meticulously plans for it and saves money for the bus journey. Then she boards the bus without anyone's help. She travels all alone, confidently and independently and finally returns home successfully. Her self-dependence and self-respect help her to nurture her goal. She enjoys her journey. Similarly, to achieve goals in life, we need to have such values in us. One should be confident and self-dependent. Proper planning and strong determination lead to success. Enthusiasm and excitement to achieve the goal are also needed to nurture our goals in life.

Question2: Justify the statement with instances that Valla was a mature girl and ahead of her age?

Answer: Valli was an eight-year-old village girl. She had no playmates. Her favorite pastime was to stand at the doorstep and watch things and people. She not only satisfied her curiosity but also gained new experiences. Her strongest desire was to make a bus-ride. She meticulously planned for it gathered information about the distance, time and ticket money. Showing self-restraint, she resisted the temptation to buy peppermint, toys or a ride on the merry-go-round in order to save 60 paise for the bus journey. She boarded the bus without anyone's help, refused a free treat by the conductor and didn't talk to strangers. This shows her commanding, confident and self-dependent nature. This also shows her determination and maturity at such a little age.

8. The Sermon at Benares

SUMMARY-

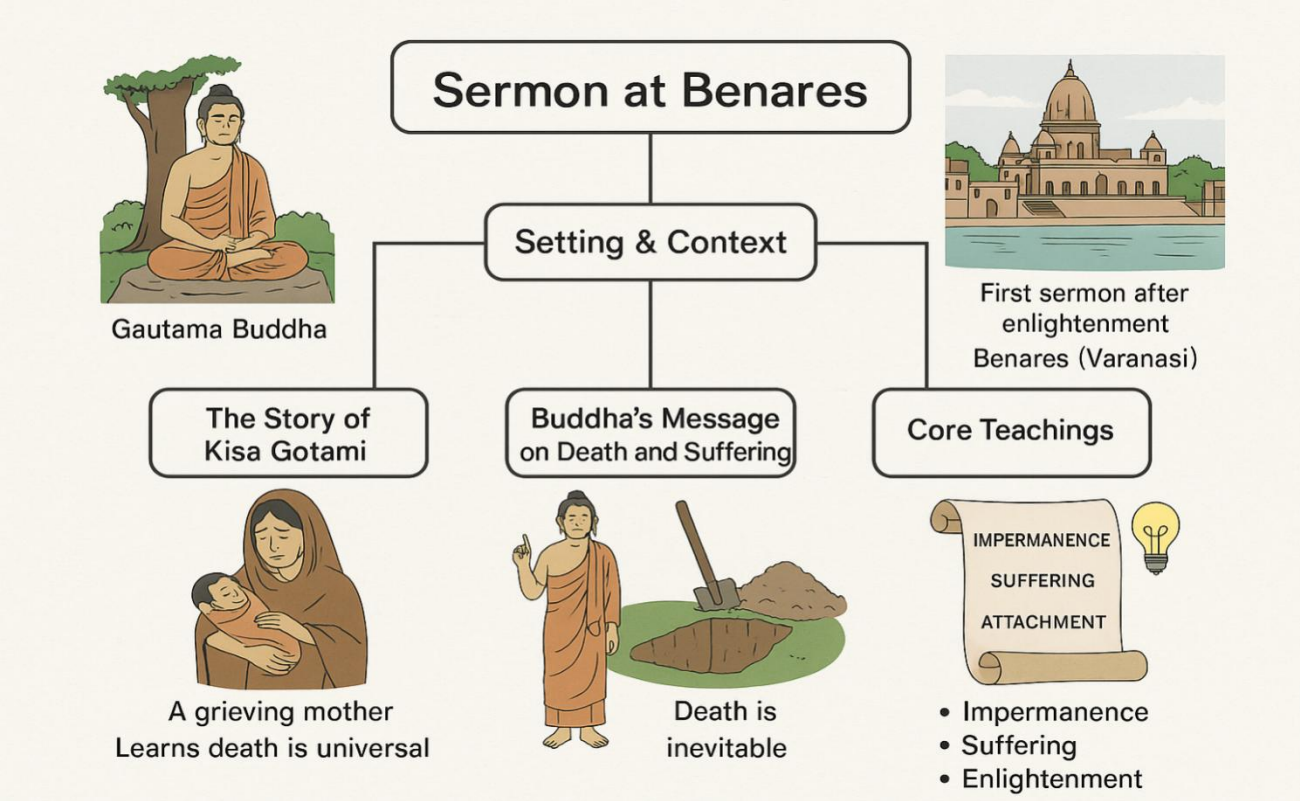
"Sermon at Benares" begins with the background of Gautama Buddha, who was born as a prince named Siddhartha Gautama. After encountering the harsh realities of life—old age, sickness, and death—he renounced his royal life in search of truth and enlightenment. Upon achieving enlightenment under the Bodhi tree, he gave his first sermon at Benares. This marked the beginning of his mission to teach people how to overcome suffering.

In this sermon, Buddha tells the story of Kisa Gotami, a woman whose only child had died. Overwhelmed with grief, she wandered from place to place, begging for medicine to bring her son back to life. People thought she had lost her sanity, but one wise man guided her to Buddha. Buddha listened to her and asked her to bring a mustard seed from a house where no one had ever lost a family member. Eagerly, she searched, but every household had suffered the loss of someone. Through this journey, she realized that death comes to all—it is a natural and inescapable part of life.

Buddha used this story to teach that grief is futile because it cannot change the reality of death. Those who are wise accept the impermanence of life and strive for peace by detaching from worldly attachments. His sermon emphasizes the Four Noble Truths and the importance of following the Eightfold Path to overcome suffering.

Thus, Buddha's first sermon at Benares is not only a spiritual discourse but also a practical guide for facing the suffering and losses of life with wisdom, acceptance, and compassion.

CONCEPT CHART WITH ILLUSTRATIONS –



Summary with Key Points:

"Madam Rides the Bus" by Vallikkannan is a delightful and touching story about an eight-year-old girl named Valli, who is curious, confident, and full of childlike wonder. The story revolves around her desire to explore the world beyond her village, specifically by taking a bus ride to the nearby town.

• Valli's fascination with the bus begins as she watches it pass her village every day.

• She carefully gathers information about the bus by overhearing conversations of neighbours and other bus passengers.

• She learns that the town is six miles away and that the bus fare is thirty paise one way, making it sixty paise for a round trip. She also finds out that the journey takes about 45 minutes in one direction.

• She saves the sixty paise by resisting the temptation to buy sweets, peppermints, toys, ride on the merry-go-round, etc.

• One afternoon, when her mother is taking a nap, Valli boards the bus confidently and behaves like a mature woman in front of the bus conductor and other passengers.

• She enjoys watching the landscape, green fields, distant mountains, and palm trees.

• However, on her return journey she sees a young cow lying dead on the road — the same cow she had seen earlier playfully running in front of the bus. The incident deeply upsets her and makes her realize the harsh realities of life.

• When she returns home safely, no one in her family is aware of her adventure.

The story beautifully portrays—

A child's longing or desire for adventure
Her growing awareness of life and death
Her emotional growth.

<u>MCQs</u>

Question1: What was Valli's full name?

I. Valli Amma II. Valliammai **III.**Vallikannu **IV.**Valli Lakshmi

Question2: When did Valli finally leave her home to take the bus ride?

I. During the early morning while everyone was asleep

II. **During the afternoon when her mother was taking a nap**

III. In the evening after her father returned home

IV. At night after dinner

Question3: How did the bus conductor treat Valli?

I. Rudely, because she was a child

II. Indifferently, like any passenger

III. Politely, but firmly asked her to leave

IV. **Playfully and respectfully, calling her "Madam"**

Question4: Why did Valli not get off the bus when it reached the town?

I. She was scared of the crowd

II. **She only wanted to enjoy the bus ride**

III. She had no money left

IV. Her mother had asked her not to

Very Short Questions

Question1: What was Valli's favourite pastime?

Answer: Valli's favourite pastime was to stand in the doorway of her house and see what is happening on the street.

Question2. Why did Valli start saving money?

Answer: Valli started saving money to fulfill her dream of taking a bus ride to the nearby town.

Question3: How far was the nearest town? How long did it take to reach there?

Answer: The nearest town was six miles away, and it took forty-five minutes to reach there by bus.

Short-Answer Questions

Question1: How did Valli manage to save the sixty paise for the bus ride.

Answer: Valli saved sixty paise for the bus ride by resisting all temptations to spend money. She didn't buy toys, peppermints, balloons, etc. and even controlled her desire to ride the merry-go-round at the village fair.

Question2: Why did Valli feel that the elderly woman was "absolutely repulsive"?

Answer: Valli found the elderly woman "absolutely repulsive" because she had big holes in her ear lobes, and ugly earrings in them. The betel juice in her mouth was almost flowing out of her mouth. All this made her appear unpleasant and unclean to Valli.

Quesion3: If you were Valli's friend, how would you react after finding out she travelled alone without telling anyone? (Application Based Q)

Answer: If I were Valli's friend, I would be surprised and a bit worried thinking about her safety, but I would also admire her for her courage and curiosity.

Long Answer Questions

Question1: How does the story 'Madam Rides the Bus' highlight the theme of growing up and gaining maturity? (CBQ)

Answer: The story Madam Rides the Bus highlights the theme of growing up and gaining maturity through the character of Valli, an eight-year-old girl with a deep desire to explore the world beyond her village. Her careful planning, saving money, and secretly boarding the bus show her determination and independence. Initially, she is filled with excitement and pride during the ride, feeling grown-up and confident. However, her experience takes a turn when she sees a young cow lying dead on the road—the same one she had earlier seen alive and playful. This incident deeply affects her and silences her joy, making her reflect on the harsh realities of life. Through this journey, Valli transitions from a curious child to someone who begins to understand the complexities and seriousness of life, symbolizing her emotional growth and maturity.

Question2: Compare and contrast the two characters – Valli (from the story Madam Rides The Bus) and the young seagull (from the story His First Flight). (CBQ)

Answer: Valli from Madam Rides the Bus and the young seagull from His First Flight are both young and curious but they differ in their approach to overcoming fear. Valli, an eight-year-old girl, is curious, bold, and determined. She meticulously plans her first bus ride, saves money, and takes the journey alone.

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

(I) What did Gautama Buddha witness while hunting?

A. Sufferings of the people in various forms B. Joy of the life outside palace

C. Beauty of nature D. The pleasure of hunting

(II) What impact did all these sights have on Buddha? **A:- He went to seek enlightenment**

(III) In the extract _____ means 'a state of high spiritual knowledge' (Sufferings/**Enlightenment**)

(IV) What did Buddha finally see? A:- A monk begging for alms

2. "Kisa Gotami became weary and hopeless and sat down at the wayside watching the lights of the city, as they flickered up and were extinguished again. At last the darkness of the night reigned everywhere."

(I) Why do you think Kisa Gotami became weary and hopeless?

(II) How many sons did Kisa Gotami have?

(III) What did she notice while sitting at the wayside?

(IV) What message did she get from the flickering and extinguishing lights of the city?

ANSWER: (I) it was because she could not find a house where no one had died.

(II) Only one.

(III) She noticed the flickering lights of the city.

(IV) Their lives flicker up and are extinguished.

MULTIPLE-CHOICE QUESTIONS:

Question1. Poor Kisa Gotami now went from house to house and the people pitied her and said, "Here is a mustard seed, take it!" But when she asked, "Did a son or a daughter, a father or mother, die in your family?" they answered her,"Alas! the living are few, but the dead are many. Do not remind us of our deepest grief." And there was no house, where some beloved one had not died in it.

I. The community's response to Kisa in the above extract was somewhat different from before. Why do you think that was the case?

a. They had learnt from Buddha's sermons.

b. They were able to help Kisa in some way this time.

c. They understood parental grief.

d. They liked Kisa and enjoyed talking to her.

II. Which of the following options represents the correct understanding of the word 'poor' in the phrase 'poor Kisa Gotami'?

a. In need of money b. Weak **c. Unfortunate** d. Inferior

III. Pick the option that explains – " the living few, but the dead many."

a. It shows the high death rate and low birth rate in the city of Benares.

b. It highlights the holy status of Benares, where many Hindus go to die.

c. It throws light on the numerous loved ones the villagers had lost over time.

d. It reflects that many children had died in the village for various reasons.

VERY-SHORT ANSWER TYPE QUESTIONS:

Question1: Who was Gautama Buddha? When and where was he born?

Answer: Gautama Buddha was a Prince who was named Siddhartha Gautam by his parents. Hewas born in 563 B.C. in North India. He had been shielded from the sufferings of the world. He attained enlightenment under a Peepal tree and named the tree as 'Tree of Wisdom'.

Question2: Why did Prince Siddhartha leave the palace and become a beggar?

Answer: Once Prince Siddhartha, while hunting, saw a sick man, then an aged man, then a funeral procession and finally a monk begging for alms. Looking at his, he left the palace and became a beggar to search for enlightenment.

Question3: What do you know about the early life of Buddha?

Answer: Gautama Buddha was born in a royal family. His childhood name was Siddhartha. At the age of twelve, he was sent away for schooling in Hindu sacred scriptures and four years later he got married to a princess.

SHORT ANSWER TYPE QUESTIONS:

Question1: What did the Buddha do after he had attained enlightenment? Why?

Answer: Prince Siddhartha Gautama was deeply pained by the sufferings he saw around him and left house to seek the truth of life. After wandering for seven years, he finally sat under Peepal tree to meditate till he received the enlightenment. Wisdom of the law that governs the cycle of birth and death dawned on him and 'The Buddha' set out to share it with the world to relieve the mortals of their sufferings.

Question2: Kisa Gotami again goes from house-to-house after she speaks with the Buddha. What does she ask for the second time? Does she get? Why not.

Answer: Kisa Gotami goes from house to house to bring some mustard seeds where no death had taken place as asked by Buddha to cure her son. But she was unable to find such a house where no death had taken place. It made her realise that death is inevitable and that no one can deny the nature's cycle.

COMPETENCY-BASED QUESTIONS:

Question1: Describe the initial state of grief experienced by Kisa Gotami after the death of her son. How does this illustrate a universal human reaction to loss?

(Competency: Empathy, Identifying Universal Themes)

Answer: Kisa Gotami's initial state of grief was one of utter desperation and denial. She carried her dead child from house to house, pleading with people to give her medicine that would bring him back to life. This illustrates a universal human reaction to loss – an overwhelming desire to reverse the irreversible, a refusal to accept the reality of death, and a desperate search for any possible remedy, even if irrational. Her grief was so intense that it blinded her to the natural order of life and death.

Question2: The Buddha asks Kisa Gotami to bring him a handful of mustard seeds from a house where no one has ever died. What is the significance of this seemingly simple request? How does it help Kisa Gotami achieve understanding?

(Competency: Inferring Meaning, Analyzing Symbolic Actions)

Answer: The significance of the Buddha's request lies in its pedagogical purpose. It's not a literal task but a teaching tool. The Buddha knows that death is universal and no house would meet her criteria. The request forces Kisa Gotami to personally confront the reality of death in every household she visits. As she goes from door to door and finds that every family has experienced loss, she realizes that death is not unique to her or her son, but a common fate for all mortals. This personal, experiential understanding helps her move beyond her individual grief to a universal acceptance of suffering and mortality.

CASE-BASED QUESTIONS:

Question 1: The Realisation of Kisa Gotami : Kisa Gotami lost her only son and was devastated. She went from house to house, begging for medicine to bring her son back to life. People pitied her but could not help. Finally, she was directed to Gautama Buddha. Buddha did not cure the child, but instead gave her a simple task – to fetch a handful of mustard seeds from a house where no one had ever died. Eagerly, she set out, but every household she visited had experienced death. Eventually, she understood that death is universal.

Based on the above case, explain how Gautama Buddha used Kisa Gotami's personal tragedy to deliver a larger philosophical message. What does her experience teach us about grief, loss, and detachment?

Answer: Gautama Buddha handled Kisa Gotami's grief with deep empathy and wisdom. Rather than offering her false hope or philosophical discourse, he guided her through a personal experience that would lead to her enlightenment. By asking her to bring mustard seeds from a household untouched by death, he allowed her to confront a universal truth: death is inevitable and impartial.

Through her journey, Kisa Gotami met many people who had lost their loved ones. This shifted her perspective – she realised that her suffering was not unique, and everyone around her had experienced the pain of death. This gradual realisation helped her detach from her personal grief, and come to terms with the impermanence of life.

Buddha's approach teaches a powerful lesson – grief can only be overcome through understanding and acceptance, not denial. The story encourages readers to accept death as a part of life, and to let go of suffering that arises from clinging to things and people. Kisa Gotami's transformation shows how spiritual awakening can replace personal sorrow with wisdom and peace.

Question 2: The Essence of Buddha's First Sermon; After attaining enlightenment, Gautama Buddha delivered his first sermon at Benares. In this sermon, he talked about the certainty of death and the futility of mourning. He explained that the world is afflicted with death and decay, and that wise people do not grieve. Buddha advocated the path of detachment and understanding as the way to attain peace.

APPLICATION-BASED QUESTIONS:

Question1: You see your friend devastated after losing a family member. How would you use the message of "The Sermon at Benares" to comfort them?

Answer: I would gently explain to my friend that death is a natural and inevitable part of life, as Lord Buddha taught in his sermon. Everyone who is born must face death someday. Instead of being lost in sorrow, we should cherish the good memories of the person and continue living meaningfully. This realization helps us accept loss with greater peace.

Question2: If someone close to you is grieving and asking, "Why did this happen to me?" what lesson from the story would help them cope?

Answer: I would share the story of Kisa Gotami, who learned through her search for mustard seeds that death touches every household. Her journey taught that grief is universal. Similarly, I would tell my friend that they are not alone in their pain, and acceptance can lead to healing. Understanding this can help them move forward.

9. The proposal

Gist: Characters:

1. Stepan Stpepanovitch Chubukov
2. Natalya Steponova,
3. Lomov

- **Lomov**: A nervous, anxious man who wants to propose to Natalia.
- **Natalya Steponova:** A young woman who is also nervous and can be argumentative.
- **Stepan Stpepanovitch Chubukov**: Natalia's father, who is often distracted and doesn't pay much attention to the arguments between the other characters.

2. **Lomov's Proposal**:
   - Lomov visits Natalia's house to ask for her hand in marriage.
   - He is very nervous and tries to make the proposal, but instead of directly asking her, he keeps talking about things like property and dogs.
3. **The Argument**:
   - Lomov and Natalia argue about trivial things like whose dog is better and which of their estates is bigger. This takes up most of the conversation.
   - Both get angry over these small issues, and the proposal gets lost in the arguments.
4. **Confusion and Misunderstanding**:
   - Every time Lomov tries to propose, there is more arguing. They get sidetracked into arguing about their families' land and animals instead of focusing on the main issue (marriage).
5. **Conclusion**:
   - Finally, Lomov is so frustrated that he almost faints, but then, after some more back-and-forth, Natalia agrees to marry him—though she doesn't fully understand how it all happened.
   - The chapter ends with the couple getting engaged, but their relationship seems full of conflict and misunderstanding.

KEY THEMES:

- **Miscommunication**: The characters are so focused on small details that they miss the bigger picture.
- **Silliness of Social Conventions**: The play shows how people often argue over unimportant things, which can lead to confusion and missed opportunities.

CONCEPT CHART

Concept	Details
Author	Anton Chekhov
Genre	One-act farce / Comedy
Main Characters	• **Lomov**: Nervous man, wants to propose • **Natalia**: Argumentative • **Chubukov** : Natalia's father
Setting	• A drawing room in Chubukov's house
Main Plot	• Lomov comes to propose marriage, but arguments interrupt the proposal • Lomov arrives to propose • Argument about land
Key Events	• Argument about dogs • Lomov faints • Engagement finally agreed • Miscommunication
Themes	• Marriage as a social contract • Trivial conflicts
Tone	• Humorous, sarcastic, dramatic
Ending	• They agree to get married but keep arguing

1. Who is the first character to speak in "The Proposal"?

A) Natalia B) Lomov C) Chubukov D) None of these

2. What is Lomov's primary reason for visiting Chubukov's house?

A) To borrow money B) To propose to Natalia

C) To discuss land boundaries D) To ask for a loan

3. What causes the first argument between Lomov and Natalia?

A) The price of the land B) The size of their estates

C) The quality of their dogs D) The marriage proposal

4. What breed is Lomov's dog?

A) Bulldog B) Spaniel C) Setter D) Dalmatian

5. How does Chubukov react to Lomov's proposal?

A) He is angry and refuses B) He agrees immediately

C) He is confused and distracted D) He tries to convince Lomov to leave

6. What is Lomov's physical reaction after the heated arguments?

A) He starts laughing B) He faints

C) He becomes angry D) He leaves the house in frustration

7. What is the final outcome of the proposal?

A) Lomov and Natalia argue and never get married

B) Lomov proposes to Natalia, but she refuses

C) Lomov and Natalia get engaged after a series of arguments

D) Natalia proposes to Lomov instead

8. What is the cause of the argument about land?

A) Whether it is part of the family's estate B) A misunderstanding about ownership

C) The land's value D) A past family dispute

9. What is Lomov's primary personality trait throughout the play?

A) Confident B) Calm and collected

C) Nervous and anxious D) Outspoken

10. How does Natalia react when Lomov finally proposes?

A) She laughs at him B) She refuses

C) She agrees, though unsure how it happened D) She cries with happiness.

1. **SHORT ANSWER TYPE**

1. What is the central theme of *The Proposal*?
2. Why does Lomov visit Chubukov's house?
3. What does Lomov suffer from during the proposal?
4. What topics cause arguments between Lomov and Natalya?
5. How does Chubukov react to Lomov's proposal initially?.
6. How does Natalya react when she learns that Lomov had come to propose?
7. What role does misunderstanding play in the plot of the play?
8. Describe Chubukov's attitude during the quarrels.
9. Why is the title *The Proposal* ironic?
10. What does the ending of the play suggest about the characters?

POETRY

1. DUST OF SNOW by Robert Frost

MIND MAP

Summary

'Dust of Snow' is a beautiful short poem, written by Robert Frost. This poem tells that even a simple moment has a large impact and significance. The poet has mentioned crow and hemlock tree in this poem. Crow signifies his depressive and sorrowful mood and hemlock tree is a poisonous tree. Both of these signify that the poet was not in a good mood and so he describes the dark, depressive and bitter side of nature to present his similar mood. In such a sad, depressive mood, the poet was sitting under a hemlock tree. A crow, sitting on the same tree, shook off the dust of snow i.e., small particles of snow that remain on the

surface after the snowfall, on the poet. This simple action changed the poet's mood. He realized that he had just wasted a part of his day repenting and being lost in sorrow. But the change in his mood made him realize that he should utilize the rest of the day in some useful activity. His sorrow was washed away by the light shower of snow dust. His spirit was revived and he got ready to utilize the rest of the day constructively.

Explanation of the Poem:

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

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

Explanation: The poet is upset and sitting under the hemlock tree. Suddenly a crow, sitting on the tree, shakes the particles of snow from the tree which fall on the poet. The soft and cold touch of snow changes the poet's mood from sad to happy. He starts feeling soothed and refreshed. In this way, a simple moment proves to be very significant and saves the rest of the day of poet from being wasted and held in regret.

MULTIPLE CHOICE QUESTIONS

Question1: Name the poetic device used in the line "And saved some part."

(a) alliteration (b) metaphor (c) oxymoron (d) simile

Answer: (a) alliteration

Question2: Assertion: The poet's mood changed.

Reason: The crow was sitting on the Hemlock tree.

(a) Both assertion and reason are correct and reason is the correct explanation of assertion.

(b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

(c) Assertion is true and reason is false.

(d) Assertion is false and reason is true.

Answer: (b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

Question3: Assertion: The poet was having a terrible day.

Reason: He got fired from his job.

(a) Both assertion and reason are correct and reason is the correct explanation of assertion.

(b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

(c) Assertion is true and reason is false.

(d) Assertion is false and reason is true.

Answer: (c) Assertion is true and reason is false.

EXTRACT BASED COMPREHENSION QUESTIONS

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

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

Question1: Select the appropriate option and complete the sentence, according to the context. The falling of dust of snow on the poet made him ----------

a. Angrier b. Retrospect c. Feel startled d. Feel happier about the day

Answer: Feel happier about the day

Question2: It is clear that Synecdoche is the poetic device used for his heart has under gone a change of mood because ----------.

Answer: He experiences a better mood as a result of the action of crow.

Queston3: It is clear that Symbolism is the poetic device used for the crow and the hemlock tree because _____.

Answer: It is used to show the emotions like dejection, gloom and depression and also these inauspicious things of nature can also change a person's mood and mind.

Question4: How did the poet's mood change?

Answer: The falling of snow on the poet had changed his mood

SHORT QUESTIONS AND ANSWERS

Question1: What does the poet want to convey through the poem, 'Dust of Snow'?

Answer: In the poem, 'Dust of Snow', the poet wants to convey that sometimes, certain moments or actions which are simple have larger significance. They can change the mood or life of a person. The way a crow shakes down the dust of snow on the poet inspires and gives him the idea of shaking off his depressive thoughts, become cheerful and do something useful.

Question2: The crow and hemlock are usually used as negative references in literature. How is this different in this poem?

Answer: The poet is trying to break the stereotypes that consider a crow and a hemlock tree as inauspicious. The poet has represented nature in quite an unconventional manner. He is trying to emphasize that even a crow and a hemlock tree can bring about positive change in a person's life.

VALUE BASED LONG QUESTION AND ANSWER

Question: It is our attitude towards a situation that makes it positive or negative. Do you agree with it? Express your views with reference to the poem 'Dust of Snow'.

Answer: It is true that our attitude towards a problem plays an important role in making it positive or negative. Most of the people in today's world live a stressful life. They face different types of problems in day to day life. A person can neither keep away from problems completely nor find solutions for them easily. But what makes the situation worse is one's attitude towards the problems. If we are depressed or sad the whole environment becomes gloomy. But if we are ready to face the problem bravely and positively, it helps in solving the problem also. The poet in the poem Dust of Snow was in a sorrowful mood. He felt that the whole day was going to be gloomy. But when a crow shook down snowflakes on him, his bitter mood changed into an optimistic one. This small, regular incident wiped away his gloom and made him cheerful. He could have become unhappy when such a thing occurred. But instead of seeing the negative aspect of the incident, he took a positive vibe from it. Thus the poem teaches us to find happiness from small things and to take everything positively.

2. FIRE AND ICE - by ROBERT FROST

MIND MAP

Summary

'Fire and Ice' is a short poem by Robert Frost. In this poem, the poet refers to two predictions of how the world will end. Some say it will end in fire while others say it will end in ice. According to the poet, 'fire' stands for desire, greed, avarice or lust. The more you try to satisfy them, the more they grow. There is no end to it. They spread rapidly like fire and engulf your whole life. One becomes selfish and sometimes cruel also. On the other hand, 'ice' according to the poet, stands for hatred, coldness and rigidity. One becomes insensitive and indifferent towards the feelings of others. The poet says that both fire and ice are growing with such a rapid speed that the world will soon perish either way, in fire or in ice.

Explanation of the Poem

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

Explanation: The poet says that there are two notions in the society about the destruction of the world. The first of these theories states that fire will cause the disaster to happen. He equates fire with human passion and desire. The poet frankly confesses that he agrees with those people who believe that the world will be burnt by fire.

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

Explanation: In these lines, the poet stops discussing the first theory and goes on to talk about the second theory – the theory about the destruction of earth by ice. He does not disagree with the first theory about fire. He simply considers what might happen if the earth were to be destroyed a second time. He is sure that the second time ice will be enough to destroy the earth as nearly and effectively as the fire. He compares ice with hatred and indifference.

POETIC DEVICES

Rhyme scheme — stanza 1 is abaa while for stanza 2 it is ababa.

Symbolism – Symbolism is the use of symbols to signify some ideas by giving them symbolic meaning different from their literal meaning.

Fire – symbolizes desire with human emotions like lust, fury, cruelty, greed etc.

Ice – symbolizes the hatred with cold feelings of humans such as rigidity, jealousy, indifference, intolerance etc.

Personification —Personification is to assign human qualities to non-living things. In this poem, 'fire' and 'ice' are capable to destroy the earth.

Metaphor – It is a literary device that is used to make a covert comparison without using the words 'like 'or 'as '. Here, the poet has used the terms 'fire' and 'ice' as metaphors for the human emotions related to desire and hatred.

Anaphora — Anaphora is the repetition of a word or expression at the start of two or more consecutive lines. For example: 'Some say'' is repeated at the start of the lines 1 and 2.

Alliteration —Alliteration is repetition of the same sound used at the beginning of the nearly placed words. Example: The sound of 's' in some say, 'f' in ''Favor fire'', and 'w' in ''world will''.

MULTIPLE CHOICE QUESTIONS

1. Assertion: The poet is with those who favors fire.

Reason: Fire describes desire.

(a) Both assertion and reason are correct and reason is the correct explanation of assertion.

(b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

(c) Assertion is true and reason is false.

(d) Assertion is false and reason is true.

Answer. (b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

2. Assertion: Ice could lead to end of the world.

Reason: Life is possible on earth with extreme high temperature.

(a) Both assertion and reason are correct and reason is the correct explanation of assertion.

(b) Both assertion and reason are correct but reason is not the correct explanation of assertion.

(c) Assertion is true and reason is false.

(d) Assertion is false and reason is true.

Answer. (c) Assertion is true and reason is false.

EXTRACT BASED QUESTION

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

Question1: What do fire and ice represent in the poem?

(a)desire (b) hatred (c) heat and cold (d) both(a) and (b)

Answer: (d) both (a) and (b)

Question2: What is the poet's opinion about the world?

Answer: According to the poet, the world will end in fire.

Question3: What do people think about the end of the world?

(a) the world would end in the fire (b)the world would end in ice cold hatred.

(c) both a and c (d)none of the above

Answer: (c) both a and c

Question4: What is the rhyming scheme of the above stanza?

Answer: abaa

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

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

Answers:

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

SHORT ANSWER QUESTIONS

Question1: What does the poet mean by saying, 'I've tasted of desire/I hold with those who favor fire'?

Answer: Frost connects fire with desire. According to the poet, desire is powerful and would be a quick end. Moreover, he has had personal experience with desire. Those experiences led him to first conclude that the world will end in fire.

Question2: How do people differ in their opinions about the cause of destruction of the world?

Answer: According to the poem, the world will end due to 'fire', which symbolizes desire. But if the world had to end twice then it will be due to the hatred symbolized by 'ice'. The poet feels that there is enough hatred in the world that is spreading among the people. Just like desire, this hatred will end the world one day.

LONG ANSWER QUESTIONS.

Question1: Bring out the symbolism in the poem ''Fire and Ice".

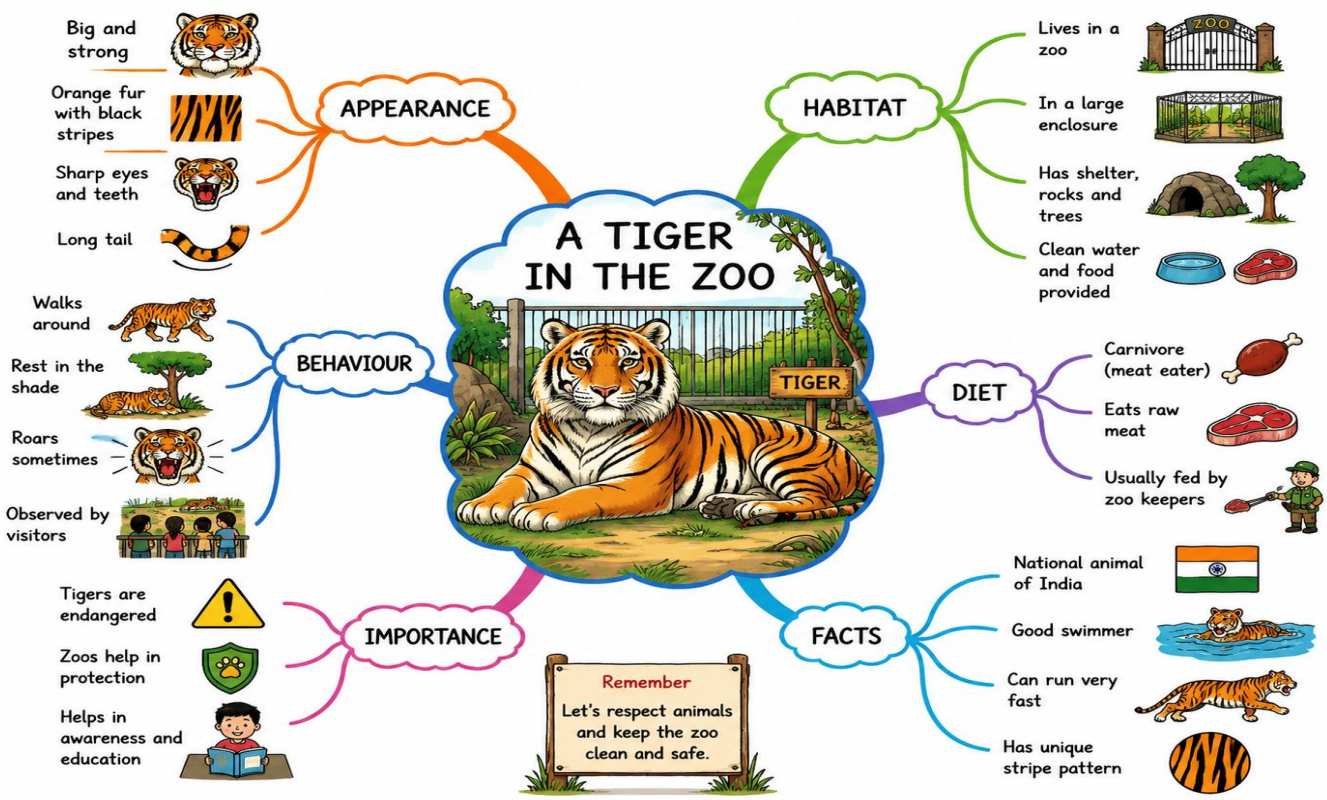
Answer: According to the poet lust is a greater evil. Desire or lust can be the cause of war. Hatred is also harmful. So, the poem 'Fire and Ice' represents the two evils hatred and lust which lead to the destruction of the world. According to the poet, fire stands for desire, greed and avarice. The more you try to satisfy them, the more they grow. There is no end to it. They spread rapidly like fire and ruin your whole life. On the other hand, 'ice' according to the poet, stands for hatred. One becomes insensitive and indifferent towards the feelings of others. One becomes selfish and sometimes cruel as well. The poet says that both fire and ice are growing with such a rapid speed that the world would soon perish either way, in fire or in ice.

Question2: The poet faces a Hobson's choice in the poem Fire and Ice. Elaborate with reference to the theme of the poem.

Answer: The poem talks about the end of the world by fire, which symbolizes greed in humanity. Others feel that the end will come about by ice, which symbolizes hate. Thus humanity faces a choice which is really no choice, because the end result is destruction in both cases. The poet presents the choices in such a way as to emphasize the importance of his message of there being no alternatives. The theme of the poem, based on destruction through greed and hatred, illustrates the phrase Hobson's choice, gives the poem a profound and meaningful undercurrent.

2. A Tiger in the Zoo by Leslie Norris

MIND MAP



Summary: The poem **"A Tiger in the Zoo"** describes a tiger that is kept inside a cage in a zoo. The poet contrasts the tiger's present life in captivity with the life it should be living in the wild. Inside the cage, the tiger walks silently on his soft paws, full of strength and anger, but unable to express his natural freedom.

The poet imagines how the tiger would behave if it were free in the jungle. It would roam through the forest, hide in long grass near water holes, and hunt deer for food. Instead, the caged tiger can only look at the bright stars at night and move helplessly within the limits of its cage.

The poem highlights the sadness of animals kept in captivity and emphasizes that wild animals belong in their natural habitats, where they can live freely according to their instincts.

Theme: Freedom vs. captivity, the importance of wildlife conservation, and respect for animals' natural habitats.

Key Symbols

Symbol	Meaning
Tiger	Strength, power, and beauty of wildlife
Cage/Bars	Captivity and loss of freedom
Jungle	Natural habitat and freedom
Stars	The outside world and unattainable freedom

Literary Devices

Literary Device	Example from the Poem	Effect
Imagery	"He stalks in his vivid stripes"	Creates a clear picture of the tiger's appearance and movement.
Alliteration	"He stalks in his vivid stripes"	Repetition of the **'s'** sound adds rhythm and emphasis.
Personification	"His strength behind bars"	Gives the tiger human-like emotions and feelings of frustration.
Metaphor	"The few steps of his cage"	Suggests the cage is a symbol of confinement and limited freedom.
Enjambment	Lines continue without punctuation from one line to the next.	Maintains the flow and movement of ideas.
Contrast	The tiger in the zoo vs. the tiger in the jungle	Highlights the difference between captivity and freedom.
Symbolism	**Cage** symbolizes imprisonment; **jungle** symbolizes freedom.	Conveys the poem's central theme.
Repetition	References to the tiger's movement and silence	Emphasizes the tiger's helpless condition.
Rhyme Scheme	ABAB throughout the poem	Gives the poem a musical and rhythmic quality.

Short Answer Type Questions

Question1: What does the phrase "strength behind bars" symbolize?
Answer: This phrase reflects the tiger's suppressed power and dignity. Although it is naturally strong and majestic, captivity reduces its role to that of a passive prisoner, unable to express its true nature.
Question2: What contrast does the poet present in the poem?
Answer: The poet contrasts the tiger's life in the wild, where it moves freely and hunts, with its life in captivity, where it is restricted and subdued. This highlights the cruelty of keeping wild animals in enclosures.
Question3: What does the tiger do in the cage at night?
Answer: The tiger slowly stalks the length of its cage, listening to distant human voices and patrolling cars. It appears restless and confined, longing for the freedom it once had.
Question4: What does the poet suggest about the tiger's natural habitat?
Answer: The tiger belongs in the wild, lurking in the shadows, sliding through tall grass, and waiting near the water hole to hunt its prey. This environment allows it to exhibit its true instincts and strength.
Question5: What is the significance of "quiet rage" in the poem?
Answer: "Quiet rage" is an oxymoron that captures the tiger's suppressed anger. It reflects how captivity forces it to restrain its natural aggression, creating an internal conflict between its majestic nature and helpless state.

Very Short Answer Type Questions

Question1: What does the word "stalks" indicate about the tiger's movement?

Answer: The word **"stalks"** indicates that the tiger moves **slowly, silently, and cautiously**, like a hunter following its prey. It shows the tiger's natural strength, grace, and predatory instincts, even though it is confined in a cage.

Question2: What does the repetition of "quiet" in the first stanza emphasize?

Answer: It emphasizes the unnatural silence of the tiger in captivity.

Question3: What does the image of "patrolling cars" convey?

Answer: It conveys the idea of surveillance and control.

Question4: What does the word "lurking" suggest about the tiger's behavior in the wild?

Answer: It suggests the tiger waiting secretly to catch prey.

Multiple Choice Question Answer

Question1: In the line "His strength behind bars," the word "behind" primarily emphasizes the tiger's:

A) Physical confinement only
B) Hidden muscles
C) Impaired power and lost purpose
D) Structural strength of the cage

Question2: The contrast between "patrolling cars" and "brilliant stars" in the last stanza highlights:

A) The difference between night and day

B) The zoo's security measures

C) The clash between artificial captivity and natural freedom

D) Modern technology vs. nature

Question3: The sensory effect created by "pads of velvet quiet" is meant to underscore the tiger's:

A) Quiet aggression and suppressed energy B) Soft fur

C) Elegance in movement D) Comfort in captivity

Question4: The poet's imagined scene—"sliding through long grass near the water hole"—serves primarily to

A) Describe the tiger's daily routine in the jungle

B) Show its access to water

C) Contrast active wilderness life with stagnant zoo existence

D) Emphasize the tiger's thirst in the wild

Question5: In "quiet rage", the two words combine contrasting ideas—this is an example of:

A) Alliteration **B) Oxymoron** C) Metonymy D) Synecdoche

Competency Based Questions

Question1: The tiger in the poem is said to have "quiet rage." What does this phrase reveal about his emotional and psychological state? Provide two specific examples from the poem to support your answer.

Key Points

- The phrase "quiet rage" conveys the tiger's suppressed anger and frustration due to captivity
- Though naturally fierce, confinement forces it to restrain its instincts, leading to silent emotional turmoil

Supporting examples from the poem

- "Strength behind bars" highlights the tiger's restricted power, reducing it to pacing in a confined space instead of roaming freely
- "Stalking the length of his cage" shows controlled aggression, reflecting deep-seated frustration and longing for freedom
- These examples reinforce the theme of captivity, portraying how confinement diminishes the tiger's majesty and forces it into silent suffering.

Question2: Compare and contrast the tiger's existence in the wild with his zoo life. In 80–100 words, explain what these contrasting images convey about freedom vs. confinement.

Key Points

- In the wild, the tiger moves freely, lurks in the shadows, and hunts its prey, expressing its natural instincts and dominance.
- In captivity, the tiger is restricted to a concrete cage, pacing silently with suppressed aggression, unable to fulfill its wild nature.
- The wild symbolizes freedom, where the tiger thrives in its true habitat, maintaining ecological balance.
- The zoo represents confinement, where the tiger's power is reduced to passive existence behind bars.
- The contrast highlights the cruelty of captivity, showing how confinement strips a majestic creature of its dignity and natural role in the ecosystem.

Long Answer Type Questions:

Question1: How do the verbs "lurking" and "sliding" in the second stanza emphasize the tiger's natural strength and stealth? How does this contrast with its subdued movements in the zoo?

Key Points: Emphasis on the Tiger's Natural Strength and Stealth

- Lurking" suggests the tiger's patience and calculated movements, highlighting its ability to blend into the environment while preparing to attack.
- "Sliding" conveys effortless, smooth motion, reinforcing the tiger's agility and control in the wild. These verbs depict the tiger as a powerful predator, fully in command of its surroundings and instincts. The setting—shadows and tall grass near the water hole—enhances the tiger's stealth and ability to surprise its prey.

Contrast with the Tiger's Movements in the Zoo

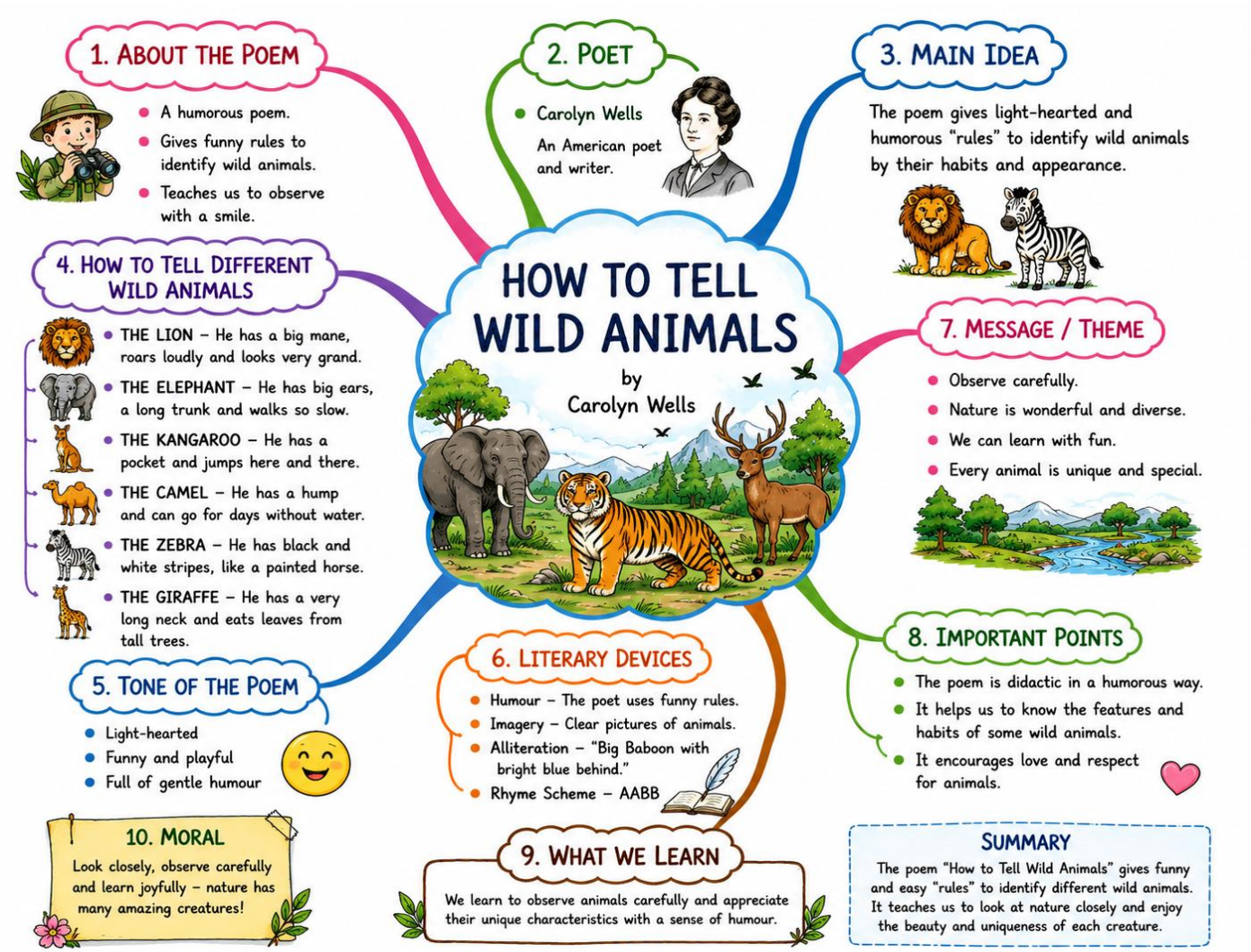
- In captivity, the tiger paces quietly, restrained by the concrete cage.
- "Strength behind bars" signifies that its natural power is reduced to passive existence.
- It expresses suppressed fury through silent movements, unlike its dynamic presence in the wild.
- Ignoring visitors shows its disinterest and resignation, contrasting sharply with its alertness in its natural habitat. The shift from fluid, calculated movement in the wild to subdued, powerless pacing in the zoo highlights the tragedy of captivity and reinforces the theme of lost freedom.

Question2: In the zoo, the tiger ignores the visitors. What does this indifference signify about its state of mind? How does the poet use this behaviour to highlight the theme of captivity?

Key Points

- The tiger's indifference suggests resignation, as it no longer reacts to the outside world
- It signifies emotional detachment, showing that captivity has drained its spirit and instincts
- The absence of aggression or excitement highlights its suppressed natural behavior
- The poet uses this indifference to emphasize the cruelty of confinement, where even a majestic creature loses its vitality
- The contrast between the tiger's active presence in the wild and its passive state in the zoo deepens the theme of captivity. The silent suffering of the tiger evokes sympathy, reinforcing the idea that captivity diminishes an animal's dignity and power

3. How to Tell Wild Animals by Carolyn Wells



Summary: - 'How To Tell Animals', is a beautiful poem by Carolyn Wells about the strange habits and behaviour of some wild animals. The poetess says that the Asian Lion is a large tawny beast with a fearful roar. A tiger has black stripes on his yellow skin and is always ready to eat his victim. A Leopard has black spots on his skin. He leaps on his prey and eats it up. A bear can come to human colonies. He hugs up against a person and can put to death. A crocodile always sheds tears while eating its victim. A hyena will always look smiling. A chameleon always changes its colour according to its surrounding. This is the strange world of some of the wild animals. Much of the humour arises from the way language is used.

Poetic Devices: -

Rhyme Scheme: ababcc

Alliteration: roaming round, leap and leap again, who hugs you very hard, A novice might nonplus.

EXTRACT BASED QUESTIONS:

1. If ever you should go by chance
To jungles in the east;
And if there should to you advance
A large and tawny beast,
If he roars at you as you 're dyin'
You 'll know it is the Asian Lion ….

(a) What are the features of an Asian Lion? A:- An Asian Lion is large and brownish-yellow in colour.

(b) What happens to you when the lion roars? A:- When the lion roars, it is very scary and we feel that we are going to die.

(c) What do you mean by 'tawny'? A:- 'Tawny' means brownish-yellow in colour.

(d) Where is the Asian Lion found? A:- Asian lion is found in the jungles of the East.

2: Though to distinguish beasts of prey
A novice might nonplus,
The Crocodile you always may
Tell from the Hyena thus:
Hyenas come with merry smiles;
But if they weep they're Crocodiles.

a) Choose the option that does not describe a 'novice'.

i) Lakshman has played cricket for the first time today.

ii) Samiksha has been teaching for the last ten years.

iii) Srishti went to her first French class yesterday.

iv) Gautam baked a second cake to improve his skills.

c) What, according to the extract, would cause bewilderment?

i) Discovering the similarity between different preys of beasts.

ii) Analyzing habits of beasts that prey on hyenas.

iii) Knowing the difference between several beasts of prey.

iv) Drawing the similarities between crocodiles and hyenas.

d) choose the line from the given stanza that the poet takes liberty with, to fit the rhyme scheme.

i) Though to distinguish beasts of prey **ii) A novice might nonplus**

iii) The Crocodile you always may iv) Hyenas come with merry smiles

SHORT ANSWER QUESTIONS

Question1: How can you identify the Asian lion and the Bengal Tiger?

Answer: The Asian Lion has a large body and a brownish-yellow colour. It roars loudly when it attacks its prey. The very roar is enough to terrorize one to death. On the other hand, the Bengal Tiger is a noble animal which attacks the prey silently. It has black stripes on its yellow coat.

Question2: Why does the poet use the term 'noble 'and 'wild 'for the tiger?

Answer: The poet calls the tiger 'noble' and 'wild' because it hunts only when it is hungry and not like leopard who kills for mere pleasure.

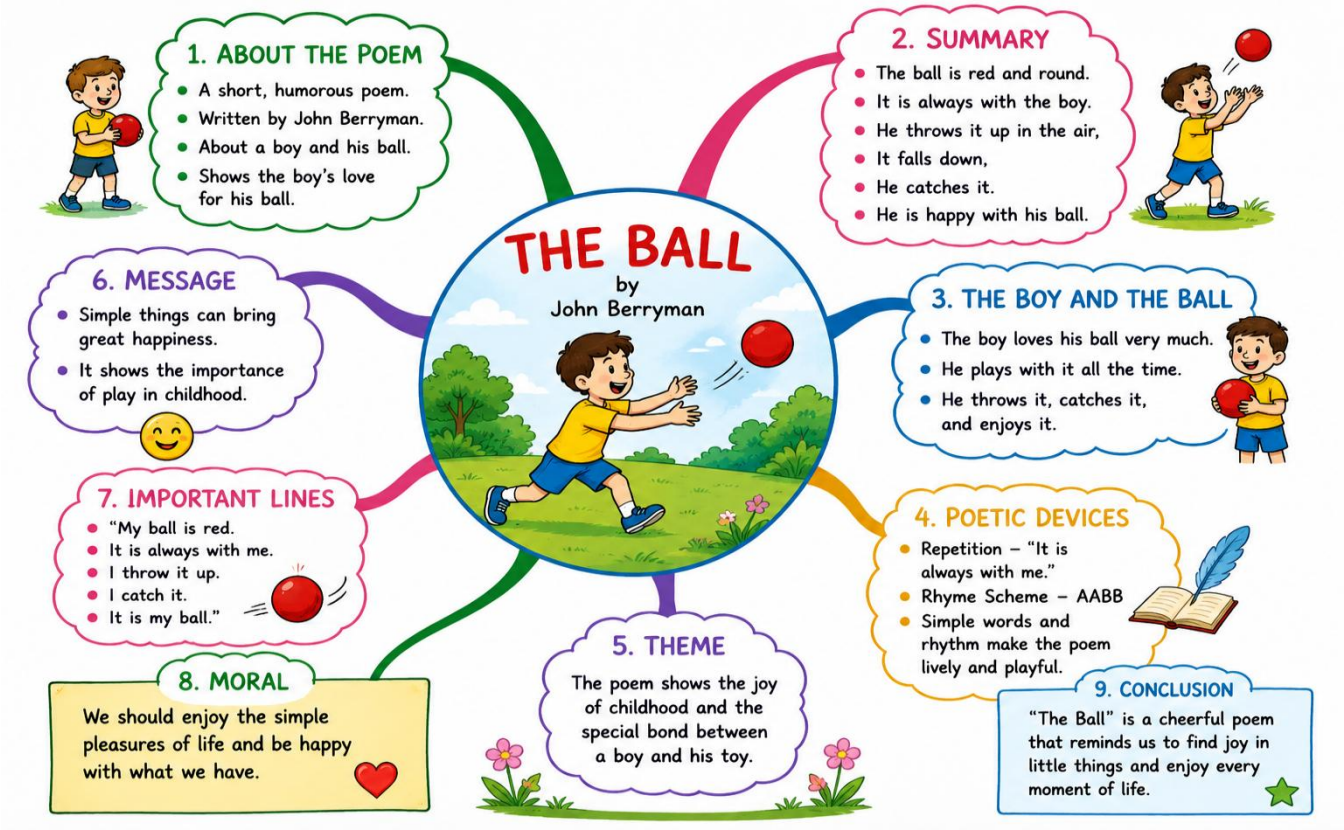
LONG ANSWER QUESTION

Question1: Describe the effective use of humour in the poem' How to Tell Wild Animals'. What are the poetic liberties taken by the poet in the poem?

Answer: The poet, in the poem 'How to tell Wild Animals 'creates humour by describing various beasts of prey. The way the poet explains the things is very funny yet interesting. The poet has depicted the wildlife very vividly and in a lively manner. While reading the poem, the readers enjoy the poet 's work and it leaves them refreshed and happy. The humour used in the poem is suggestive and mild. If the Asian Lion roars 'at you as you are dying, the Bengal Tiger is a 'noble 'wild beast that 'greets 'you when you are roaming round in the jungle. The leopard will show no mercy and it will do no good to roar with pain. The bear gives you a very hard 'hug 'and if you have any doubts whether it is a bear, it will give you just one more caress. The poet humorously says that hyenas come with 'merry smiles '; but if they 'weep 'they are crocodiles. Similarly, the poet takes many liberties to make the poem impressive. In order to rhyme with 'lion 'the poet changes the word dying to 'dyin '. Instead of leapt and leap the poet writes 'lept 'and 'lep'. All these changes make the poem more interesting and enjoyable.

4. THE BALL POEM by JOHN BERRYMAN

MIND MAP



Summary: - This poem is about losing something that you love, and learning to grow up. It is about a little boy, who, for the first time in his young life, is learning what it is like to experience grief at the loss of a much beloved possession – his ball. The main theme of the poem is Loss and Acceptance.

Once a boy was playing with his ball. It was bouncing in the street up and down. The boy was happily enjoying the game. While bouncing, suddenly it fell into the water and was lost. Without the ball, the boy became full of grief. The poet said and that there were other balls. He could purchase another since it was not a great loss. There was no need to worry. But, the boy had that ball for a long time so he was deeply grieved due to his attachment with it. It was linked to his memories. The poet thinks that it is of no use to purchase another ball. He must feel his responsibility of the loss. The poet conveys the readers of the poem that the loss is inseparable in human life.

POETIC DEVICES

Rhyme Scheme: It is written in a free-verse (blank-verse) style. No rhyme scheme is followed.
Symbolism: The ball is symbol of the boy's young and innocent days.
* The word 'BALL' is repeatedly used by John Berryman in the poem. This technique is called Repetition.
Alliteration: And no one buys a ball back, What, what is he to do?
Imagery: is also used in the following lines:
I saw it go. Merrily bouncing, down the street,

and then Merrily over—there it is in the water!

Assonance: is used in the following line: (Use of the vowel sound 'e') He is learning, well behind his desperate eyes

Extracts Based Comprehension Questions:

Question1: What is the boy now, who has lost his ball, what, what is he to do? I saw it go merrily bouncing, down the street, and then merrily over – there it is in the water! No use to say – O there are other balls.

(a) What has happened to the boy? Ans:- The boy was very sad as he had lost his ball.

(b) Why does the poet say No use to say – 'O there are other balls '? Ans:- The poet says so as the loss of the ball is of a major consequence to the boy.

(c) Which word means 'happily '? Ans:- Merrily means happily.

(d) Where did the ball go? Ans:- The ball went to the water.

SHORT ANSWER QUESTIONS

Question1: Why does the poet say, —I would not intrude on him? Why doesn't he offer him money to buy another ball?

Answer: The poet does not want to intrude so that the boy can get a chance to learn the real truth of life. He has to learn to accept the loss. The loss here means the most important thing or relationship.

Question2: "…. staring down/All his young days into the harbour where/His ball went …." Do you think the boy has had the ball for a long time? Is it linked to the memories of days when he played with it?

Answer: Yes, we can say that the boy had the ball for a very long time. The line itself describes how the boy recalls those days when he used to play with the ball. The ball was surely linked to some sweet memories of his playing with the ball.

LONG ANSWER QUESTIONS

Question1: Should the boy be allowed to grieve for his ball? If his loss is irreparable or irretrievable then how should one handle it? What lessons can be learnt?

Answer: Yes, the boy should be allowed to grieve for his ball, as he had that ball for a long time. He had many old memories associated with it since his childhood. Moreover, when a person is trying to come over his grief on his own, then one should not intrude or disturb him as it may break his chain of thoughts and may irritate him. One should have self-consolation, and self -understanding in order to bear the loss. Self-realization and understanding are more effective and lasting than when it is done by an external agency or a person.

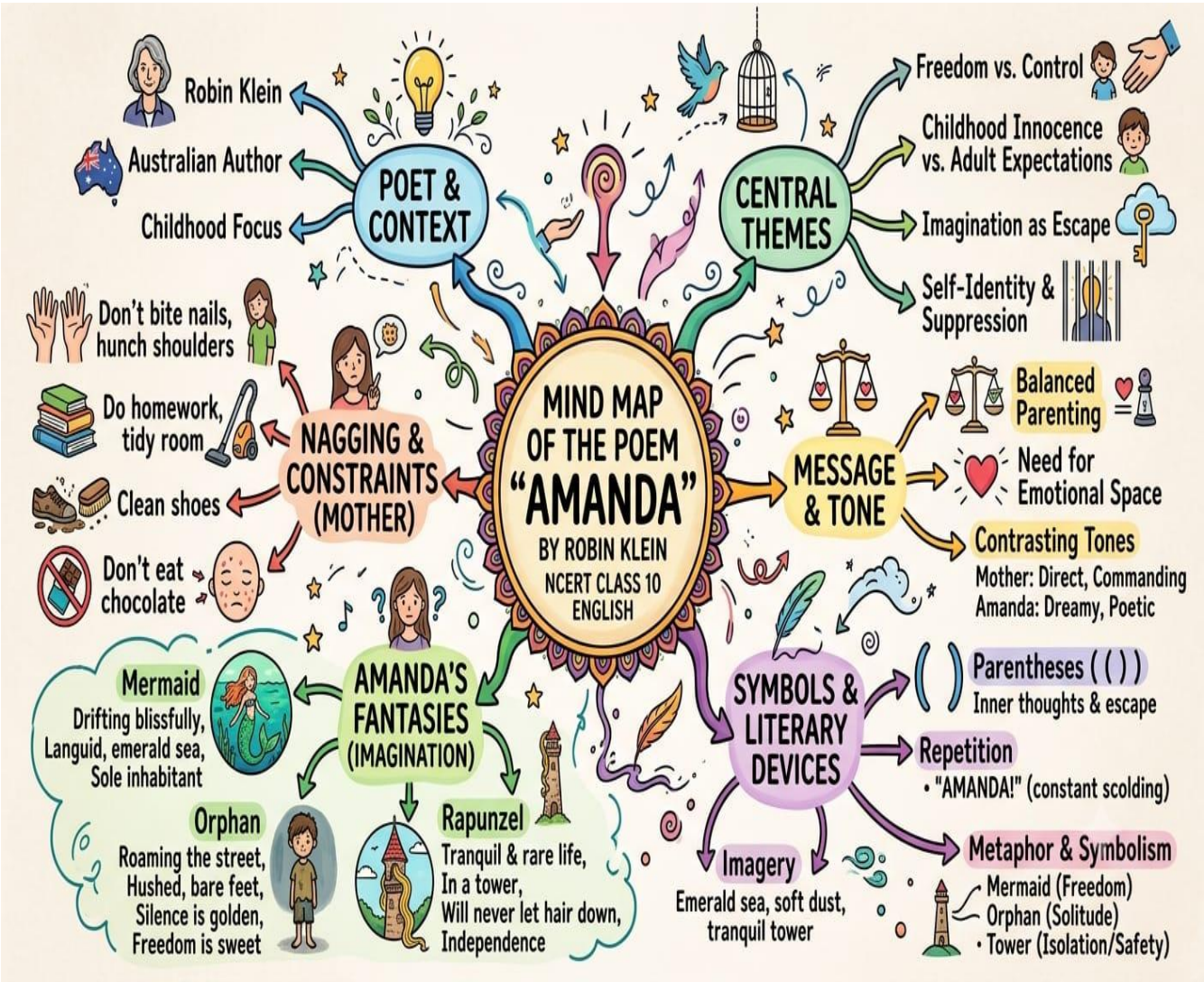
Question2: How is the lost ball, the metaphor of the lost childhood of the boy? Why doesn't the poet want to 'intrude on' the boy by offering him money to buy another ball?

Answer: The boy has a ball. Perhaps he has been keeping it for a long time. He must have developed a lot of attachment and love with the ball. Suddenly while he is playing, the ball bounces down the street. And after a few bounces, it falls down into the harbour. It is lost forever. The boy stands there shocked and fixed to

the ground. He constantly goes on staring at the spot where his ball fell down into the water. Outwardly, the loss seems to be quite small. The boy seems to be making a fuss over the loss. Many boys have lost such balls and will lose so in future. A new ball can be easily bought in a dime. The metaphor of the lost ball is beautifully linked to the loss of sweet childhood. No amount of money can buy the ball back that has been lost forever. Similarly, no worldly wealth can buy back the lost childhood. The poet doesn't want to sermonize on this issue. The boy himself has to learn epistemology or the nature of the loss. He has to move ahead in life forgetting all the losses he has suffered in the past.

6. AMANDA by Robin Klein

MIND MAP



SUMMARY: This poem depicts the state of a little girl's mind who is constantly instructed about do's and don'ts by her elders. She is told not to hunch her shoulders and to sit up straight. She is told to finish her homework and tidy her room. She is forbidden from eating a chocolate that she has. But all the time, the little girl Amanda keeps dreaming of a life of freedom without any restraint. She dreams of mermaids in the sea, of roaming barefoot in the dusty street and of the golden-haired Rapunzel who lived alone in a high

tower. She takes no note of what is being said to her. Then she is rebuked by her mother for being moody and sulking all the time.

THEME: In the poem, Amanda!', Robin Klein explores the theme of excessive restraint and control on young children and its consequences. Should parents impose their own wishes and ways on children, or they should allow children to make their own ways of dealing with life? Klein seems to believe in the latter view as his tone is sympathetic to Amanda, who has to face a torrent of constant instructions which she is expected to obey. Klein sees to ask that in such a situation, when will the young Amanda express her own true self?

STANZA WISE EXPLANATION

Stanza 1: ***Don't bite your nails, Amanda!***
Don't hunch your shoulder, Amanda!
Stop that slouching and sit up straight, Amanda!

Explanation: In the above lines, Amanda is getting instructed, most probably, by her parents for biting nails and sitting lazily with her shoulders bent. The tone of instructions here is not a friendly one and thus fails to make any sense to Amanda. The poet here, focusses on the aspects related to the upbringing of a child and how parents go to any limit to bring proper sense to their child. Amanda is thus, getting trained for the society she is a part of. The pressure of making oneself presentable to the society triumphs over every other behavior and manners. The last phrase or word 'Amanda!' is used with an exclamation mark which shows the irritation and frustration of the parent.

Stanza 2 ***(There is a languid, emerald sea,***
Where the sole inhabitant is me-
a mermaid, drifting blissfully.)

Explanation: It is to be noted that the above lines are given within brackets. Brackets are used to provide more meaning to the phrase. Here poet uses it to present the imagination of the little girl, the free-flow of pure thoughts. Amanda uses her imagination as an escape point from day to day commands of her parents.

She feels suffocated in the real world and thus finds peace in her own created world where there are no restraints. Amanda is lost in a world of her own away from the disorders and principles of the society. She imagines herself to be a joyful mermaid sailing without any confines alongside soft waves of the green sea. This world of Amanda is free and contained in itself and her happiness doesn't require any other human being.

It is important to note that Amanda not requiring her father or mother points that she is being tortured by both of them. Her life is not going the way she wants, and there is no one to support her. For a child, mermaid is a symbol of freedom and wonder. Another meaning that is attached with mermaid is that they don't wish to be disturbed as they live in their own environment and would do anything to be like that. For this reason, Amanda wishes to be a mermaid.

Stanza 3 ***Did you finish your homework, Amanda?***

Did you tidy your room, Amanda?

I thought I told you to clean your shoes, Amanda!

Explanation: Amanda is now being asked about whether she has finished her homework, or tidied up her room and also whether she has cleaned her shoes. These set of instructions marks a shift from the instructions given in Stanza 1. Now Amanda is being coached about the things that are related to her surroundings. The pattern of instructions explains that how every aspect of her is related to questioning and proper guidance. She is being disciplined for every little thing, making her lose every aspect of hers. Her innocence is eventually getting lost with passage of time. The way these instructions are delivered points out the regular nature of these lessons. Her name is being called again with an exclamation marks shows that the parents seem to be losing their cool and are troubled. They are helpless in bringing correct 'senses' to this girl as she is not paying proper heed to the instructions given by them.

Stanza 4 ***(I am an orphan, roaming, the street.***

I pattern soft dust with my hushed, bare feet.

The silence is golden, the freedom is sweet.)

Explanation: Amanda is again lost into her own world. After getting a fresh list of instructions from her parents, she wishes to be away from this daily routine life. The very first line is awfully depressing where Amanda hopes to be an orphan suggesting how much depressed she is because of her parents. This is indeed a very sorry place for a child to be in. Parents should be very careful in making their kids understand the ways of the world. While doing so, they should respect their child's awareness about the things around them. Amanda perceives herself as an orphan roaming on the streets, moving aimlessly without any purpose. She seems happy as she draws patters using her bare feet. Patterning of dust by Amanda is important here as it brings order to the carefree world of hers. The shouting and yelling of her parents are too harsh for her to bear. That is why she desires for this calmness.

Stanza 5 ***Don't eat that chocolate, Amanda!***

Remember your acne, Amanda!

Will you please look at me when I'm speaking to you Amanda!

Explanation: The set of instructions provided here indicates how much essential it is for Amanda to understand the value of external beauty, and steps to be taken to preserve it, start from a very tender age. Amanda is stopped by her parents from eating a chocolate as previously that had caused her acne. Here, we see how a child is made conscious of a natural experience such as acne. However, Amanda is still lost in her own thoughts and doesn't care enough to look up to her scolding parents. This carelessness further angers the parents and they ask for her attention when she is being scolded. The role of appearance in the society is given more significance than the basic values and creativity.

Stanza 6 ***(I am Rapunzel, I have not a care;***

life in a tower is tranquil and rare;

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

Explanation: Amanda is still lost in her own dreams. She pictures herself to be the long golden-haired Rapunzel who lived in a castle and had no care about anything. Amanda imagines that the life of Rapunzel must have been very peaceful and fantastic in the tower. But she wishes to evade the fate that was met out to Rapunzel as she is unwilling to let her hair down. Amanda doesn't want her peace to be disturbed anyhow. She seeks a life which is away from any other human form. We can see here how the presence of her parents and their inhuman behavior had made her against any human connection. In the story of Rapunzel, it is because of a prince that Rapunzel is able to understand and receive happiness but Amanda doesn't require any prince, even though she is totally unaware about the feelings of love. The terrific effect of her parent's teaching on Amanda can be seen pretty apparently. Hence, she only wanted to live by herself as the presence of another being in her life would require her to act in a certain way. Amanda wanted to live free and happy.

Stanza 7 ***Stop that sulking at once, Amanda!***

You're always so moody, Amanda!

Anyone would think that I nagged at you, Amanda!

Explanation: The parents keep instructing Amanda on the do's and don'ts, but Amanda remains lost in her dreams. The parents believe that Amanda is not reacting because she is annoyed. Amanda's behavior has made her parents look bad and they are worried about their image. They are concerned about how society will perceive them if their child always remains in a foul mood. They want to prove themselves as responsible parents who manage to balance out what the child wants and what the society expects out of Amanda. However, they have already failed in their efforts.

<u>REFERENCE TO THE CONTEXT</u>

1.Don't bite your nails, Amanda!
Don't hunch your shoulders, Amanda!
Stop that slouching and sit up straight, Amanda

(a) Amanda is getting instructions for what purpose?
(b) Give a synonym of 'hunch'
(c) What does the speaker of above lines instruct Amanda in the first stanza?
(d) What is the literary device used in the third line?

Answer: (a) Amanda is getting instructions as a part of her upbringing. Her conduct and manners are getting refined for future purposes.
(b) Bend
(c) Amanda is getting instructed for biting her nails and sitting lazily with her shoulders bent.
(d) Literary device used in the third line is Alliteration.

2. Did you tidy your room, Amanda?
I thought I told you to clean your shoes.

(a) Who is the speaker? **Ans:- The speaker is Amanda's mother.**

(b) What does the speaker want Amanda to do first? **Ans:- The speaker wants Amanda to tidy her room first.**

(c) What is the second demand made on Amanda? **Ans:- Amanda is asked to clean her shoes.**

(d) What is the tone of the speaker? **Ans:- The speaker speaks in a nagging and authoritative tone.**

SHORT ANSWER TYPE QUESTIONS

Question1: How life on a tower would be different from life anywhere else for Amanda?

Ans: Life on a tower for Amanda would be very different from her reality. Just like Rapunzel, even she desires to live on top of a tower, away from everyday chaos. Amanda suffers due to the constant nagging from her parents. She seeks a place full of peace and serenity, where there is no one to disturb her. Hence, she wishes to live on a tower.

Question2: What does Amanda yearn for? What does this poem tell you about Amanda?

Ans: Amanda yearns for a life of freedom. She is fed up with the constant nagging of her parents. She wishes that she had been an orphan. This shows that if she had no parents no one would nag her. Then she could move about freely and play where she liked.

VALUE BASED QUESTIONS

Question1: How does Amanda tackle the nagging nature of her parents? Explain with examples from the poem. What values does it portray about Amanda?

Answer: Amanda is a small girl who is termed moody for her careless behavior. But it is very surprising to know that this is her defense mechanism to shield against her nagging parents. Amanda is getting instructions from her parents, which becomes too much to handle for the small girl. She is told not to bite her nails and sit in a proper position. Amanda's response to it her world of imagination where she is a mermaid drifting effortlessly by the languid sea.

Further, she is asked about cleaning her room and finishing her homework to which she reacts being an orphan roaming in the street and making patterns with her bare feet. Amanda then faces the heat for eating a chocolate, which had once caused her acne. She takes the form of Rapunzel and wishes to live on the top of a tower away from everyone in her imagination.

Amanda's parents are upset over her behavior and casualness, but she stays in her own world. All these portray Amanda in a positive light and her parents in a negative light.

Question2: Escapism is one way to run away from harsh realities. Discuss in context to the poem.

Answer: By going through the whole poem, we come to know that Amanda's parents, specially her mother keep instructing Amanda all the time. Amanda's mother intention may be to discipline her daughter and make her a mature person. But very frequent checking and instructing using so many don'ts, leave no space for the child. Children need love and caring attitude of their elders. An advice in the form of nagging leaves a very harmful impression on the child's mind. The reality becomes harsh for them and they try to escape these realities by indulging in their own fantasy world.

Here in the poem, life of Amanda is quite frustrating as Amanda is forbidden to do anything without seeking permission. Continuous instructions of her mother and correcting her all the times leave a very negative impact on child's personality. In such situation the child adheres to a defense mechanism where she imagines herself to be free and without parents so that no nagging is done.

Amanda drifts into an imaginary situation to escape from the harsh realities of her life. Parents need to understand that their child also requires freedom and his/ her own space. If no space is given, child will develop one or the other complex which may hamper his/r normal growth.

7. The Trees by Adrienne Rich

MIND MAP

SUMMARY: The poet talks about trees symbolically. They refer to women who have been healed and are ready to move out of their houses to fulfil their primary purpose - to renew the forest of mankind. As women have remained indoors, the forest has become empty, the birds and insects rendered shelter less. She says that the forest will be full of trees the next morning. The roots of the trees are working hard to separate from the floor of the veranda where they have remained fixed. The leaves and branches are moving towards the glass windows. They are desperate to move out just like a newly discharged patient who has not

recovered completely, He moves to the exit door of the hospital in a hurry. The poet is sitting in her house with the doors of the veranda open. She is writing letters but does not mention this movement of the trees. It is night time, the sky is clear and a bright moon is visible. She can smell the leaves and lichen which seem to be calling out desperately. She hears the glass of the window pane breaking. The trees are moving out and the fast-blowing wind embraces them. As the trees have reached the forest, the tall and strong oak tree overshadows the moon and it seems that the moon has been broken into several pieces. The trees inside are moving out into the forest, the forest that was empty all these days where no bird could sit, no insect hide, no sun bury its feet in shadow, the forest that was empty all these nights will be full of trees by morning.

Extract Based Comprehension Questions:

1. The trees inside are moving out into the forest, the forest that was empty all these days

where no bird could sit no insect hide no sun bury its feet in shadow the forest that was

empty all these nights will be full of trees by morning.

Questions:

(a) From where are the trees moving out into the forest?
(b) Why can't birds sit in them or insects hide in them?
(c) How was the forest all these nights?
(d) Are these trees useful for birds and insects?
(e) What type of trees are these?

Answers

(a) The trees are moving out of the mind of the painter and coining on the canvas.
(b) These are not real trees. These are the trees in a picture or decorative trees in a house. So, birds can't sit in them and insects cannot hide there.
(c) All these nights, the forest was empty.
(d) No, these trees are not useful for birds and insects.
(e) These are decorative or picture trees.

2. All night the roots work to disengage themselves from the cracks on the veranda floor. The leaves strain toward the glass small twigs stiff with exertion long-cramped boughs shuffling under the roof like newly discharged patients half-dazed, moving to the clinic doors.

Questions:	**Answers:**
(a) What do the roots do all night? (b) How are the small twigs? (c) What are the boughs compared to? (d) What do the leaves do? (e) Name the poem and the poetess.	(a) All night the roots work to free themselves from the cracks in the veranda floor. (b) The small twigs are stiff. (c) The boughs are compared to newly discharged patients. (d) The leaves strain towards the glass. (e) Poem: The Trees, Poetess: Adrienne Rich.

<u>Short Answer Questions</u>

Q1: - (i) Find three things in the first stanza that cannot happen in a treeless forest?

Ans: The three things mentioned in the first stanza that cannot happen in a treeless forest are:

1. Birds sitting on the tree branches.
2. The hiding of insects in the branches of trees

3. The sun burying its feet in the shadow of the trees in the forest.

(ii) What picture do these words create in your mind: —… sun bury its feet in shadow…||? What could the poet mean by the sun's feet?

Answer: The sun's feet are the rays of sun that reach the earth after falling on the leaves of the trees and finally, reach the earth's surface.

Q2: Where are the trees in the poem? What do their roots, their leaves, and their twigs do?

Answer: The trees are in the poet's house. The roots are working hard to remove themselves from the cracks of veranda. The leaves are making an effort to reach towards the glass in order to come out and the twigs are making attempts to set themselves free and reach the forest.

Q 3: What does the poet compare their branches to?

Answer: The poet uses the word long cramped for the branches. She says that the branches are trying hard to come out of the roof. She then compares them with newly discharged patients who are trying to move out in their half consciousness.

Long Answer Questions:

Q1: Does the poem present a conflict between man and nature? Compare it with A Tiger in the zoo.

Answer: Yes, the poem presents a conflict between man and nature. Man is causing deforestation by cutting down the trees for his own use. On the other hand, he decorates his house with the trees. We are damaging our environment without even thinking about the end results. By clearing up the forests, we are endangering ourselves. So is with the animals too. We are ruining their natural habitat and killing them for our fun or food but on the other hand, we are keeping them in the cages on the pretext of safeguarding them by making sanctuaries and zoos. So, it is true that we are in a direct conflict with nature and making the other living creatures prisoners, be it the trees or animals.

Q2: Adrienne Rich has been known to use trees as a metaphor for human beings; this is a recurrent image in her poetry. What new meanings emerge from the poem if you take its trees to be symbolic of this particular meaning?

Answer: If trees are to be taken as a symbol for human beings, then the poem will define the efforts of humans to free themselves from the clutches of the desire to achieve everything. All the human beings are under a constant pressure of being at the top in every field. Either they are forced by their own desire of doing so or there is a constant peer pressure on them. So, the human beings will set themselves free from this race and try to live a happy and peaceful life.

8.FOG by Carl Sandburg

Summary: Fog is a very small poem written by Carl Sandburg. He has described the process of arrival of the fog into a city and the harbour. He has very beautifully compared it to a cat. The poet says that the fog which is generally seen during the winter season is coming towards the city and the harbour just like a cat. This

means that it is approaching the city in a very silent manner so that no one can notice its arrival. He has compared its arrival to that of a cat because a cat always enters a place silently. Next, he says that the fog has covered the whole of the city and harbour and it appears as if it is sitting by folding its legs and looking around just the way a cat does when it sits on the haunches and looks around. At the end, he describes the departure of the fog which very silently and unpredictably, again, similar to the departure of the cat, vanishes.

Extract Based Comprehension Questions:

1. The fog comes on little cat feet.

It sits looking over harbour and city on silent

haunches and then moves on.

Questions:

(a) How does the fog come? **Ans: The fog comes on little cat feet.**

(b) What does the fog do in the end? **Ans: In the end, the fog marches on.**

(c) For what does "it" stand in the third line? **Ans: "It" stands for the fog.**

(d) Name the poem and the poet. **Ans:- The name of the poem is Fog' and the poet's name is Carl Sandburg.**

Short Answer Questions

Question1: How does the poet compare fog to a living being?

Answer: The poet compares the fog to a cat. The silent steps of a cat and the way it sits on its haunches is very similar to the way fog comes and surrounds the city and looks over it.

Question2: What image does the poet give to the fog? What are the similarities between that image and fog?

Answer: The poet looks at fog as a living creature and compares it to a cat. The fog moves like a cat on little cat feet and sits on haunches like a cat.

Long Answer Questions:

Question1: Difficulties come but they are not to stay forever. They come and go. Comment referring to the poem 'Fog '.

Answer: Difficulties, when faced by people, tend to leave them hopeless and shattered. It takes a lot of courage to overcome any problem and to solve it. If we take a clue from the poem and compare difficulties to fog, we find that just like fog, difficulties also come and go. Fog is a very small poem written by Carl Sandburg. He has described the process of arrival of the fog into a city and the harbour. He has very beautifully compared it to a cat. One need not be hopeless and lose courage when problems come, one should rather think of it as fog, meaning that it has not come to stay but will always leave, like fog.

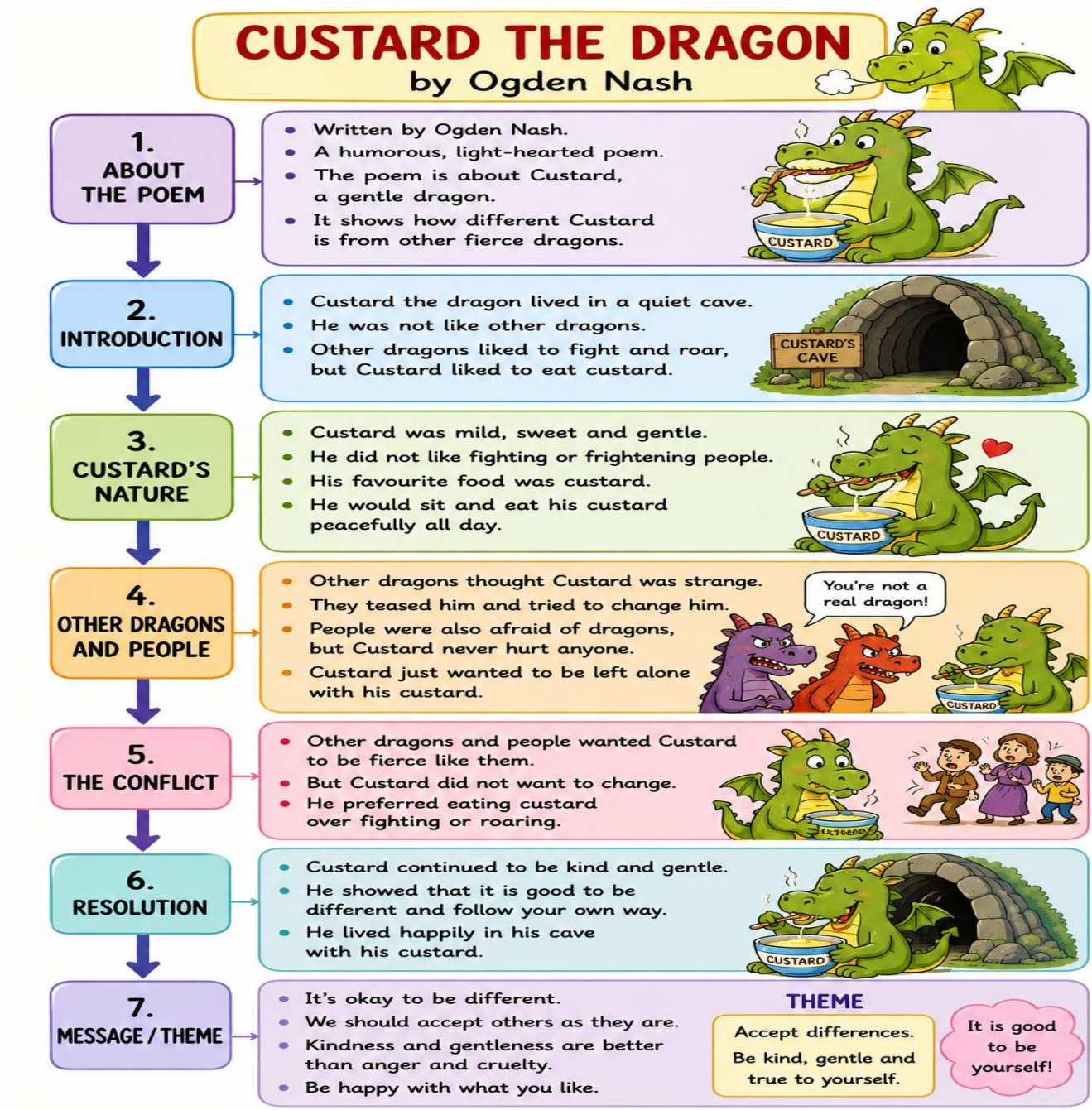
Question2: Nature has many wonders that people take for granted and never pay attention to. How is the poem 'Fog' different from this perspective?

Answer: Fog is a very small poem written by Carl Sandburg. He has described the process of arrival of the fog into a city and the harbour. He has very beautifully compared it to a cat. The poet has taken utmost pleasure in nature and natural phenomenon like fog. Fog is so special to the poet that he cared enough not only to write about it, but also thinks of its resemblance with other things in the world. In his close attention to fog, he found fog resembles a cat, in the way it moves and sits on its haunches. The fact that such a resemblance was found by the poet shows how connected he is to various things in nature. This poem serves as a motivation for people, who take nature for granted to find such interesting comparisons and similarities around them.

9. THE TALE OF CUSTARD THE DRAGON by Ogden Nash

Summary: The Tale of Custard the Dragon is a whimsical fantasy. Belinda lives alone in her house with four pets, a dog, a cat, a mouse and a dragon named Custard. All other dwellers of the house except Custard, pride themselves on their fearlessness. They mock poor Custard for his timidity. However, when the real danger comes all others run away in a panic except Custard. Only Custard fights ferociously and swallows the pirate. The poem ends ironically. After the danger is past, everyone begins to boast again about their courage. Ironically, Custard who fought like a hero against the pirate agrees that everyone else is braver

than he is. So, appearances may be deceptive. And even your merit and real value may not be recognized by your unwilling rivals.



Extract Based Comprehension Questions:

A. Custard the dragon had big sharp teeth, And spikes on top of him and scales underneath, Mouth like a fireplace, chimney for a nose, And realio, trulio, daggers on his toes.

Question 1: What did the dragon look like?

Ans:-The Dragon had spikes on top and scale underneath. His mouth was like a fireplace and nose was like a chimney. He looked dangerous as his toes looked like daggers.

Question 2: Why the dragon's mouth is called a chimney?

Ans:-Dragons can spit fire; therefore, Custard's mouth has been called a fireplace.

Question 3: Which word in the stanza means the same as —a small sword?

Ans:- The word is Dagger.

B. Suddenly, suddenly they heard a nasty sound,

And Mustard growled, and they all looked around.

Meowch! cried Ink, and Ooh! cried Belinda,

For there was a pirate, climbing in the winda.

Question 1: Which poetic device is used in these lines? **Ans :** In the first line, the poet has used repetition in suddenly, suddenly.

Question 2: Why was everyone frightened? **Ans :** Everyone was frightened because a pirate was climbing up the window.

Question 3: Which word in the stanza means —unpleasant? **Ans :** The word is Nasty.

Question 4: What does a nasty sound refer to? **Ans :** A nasty sound refers to the entry of a pirate into the house.

SHORT ANSWER QUESTIONS:

Question1: How did Custard the dragon face the pirate? What was the outcome of their fight?

Answer: Custard the dragon jumped up snorting. He clashed his tail. Thus, he prepared himself to face the pirate. The pirate was amazed at this heroic gesture of the dragon. He gulped some wine to cheer up his drooping spirits. He fired two bullets but missed the aim. In the meantime, Custard the dragon swallowed him.

Question2: How did Belinda and her pets behave when the pirate had been killed by Custard?

Answer: When the pirate had been killed by Custard, Belinda embraced him, Mustard licked him and Ink and Blink gyrated around him.

LONG ANSWER QUESTIONS

Question1: The dragon, custard was considered a coward. The humble dragon proved his bravery in adversity. Analyze that certain qualities like bravery and courage are situational and spontaneous. Express your views with reference to the poem.

Answer: Custard's humbleness won every reader's heart as he showed true bravery and did not boast like Belinda and her other pets. Everyone boasted of their bravery but when they faced real danger, it was only Custard, who had the courage to face it. And he proved his bravery by not running away and facing the pirate and killing him. Qualities like bravery and courage can only be tested when someone is actually put in a dangerous situation. Therefore, these qualities are situational as becomes clear from Custard's example. Custard looked for comfort all the time but this did not mean that he was a coward.

Question2: Do you think that one should be made fun of because of their preferences and choices in life? Explain in the context of Custard, the dragon.

Answer: It is not right to make fun of anyone on the basis of their life style and their choices. Custard, the dragon, always wanted comfort and safety for him and therefore always cried for a nice safe cage. Belinda and other pets of the house made fun of him because they thought that he was a coward. Custard proved that just because he likes comfort, he is not a coward. In fact, he was the only one, who had the courage to face the pirate and kill him.

11.FOR ANNE GREGORY by William Butler Yeats

MIND MAP

Summary: The poem explores the themes of the nature of love and the role of physical appearance in romantic love. Through the means of dialogue between the Anne Gregory and the poet the conflict is established between society's standards for love based on physical appearance and the love based on inner qualities regardless of the appearance which Anne Gregory desires.

The poem is a conversation between Anne Gregory and the poet where they discuss the nature of love. The poet tells her that the only reason young men fall in love with her is because of her beauty, and their sadness over her rejection has nothing to do with her inner beauty or true love.

Anne Gregory replies, that she would change the colour of her hair to reduce her beauty so that young men could love her for her inner beauty and not her outer appearance.

The poet responds by telling her that the only one who can love her for her inner beauty is God and no one else.

Extract Based questions

1.Never shall a young man
thrown into despair
By those great honey coloured
Ramparts at your ear
Love you for yourself alone
And not your yellow hair

a. Based on the above lines which of the following options best describe the attitude of the speaker?

i. Angry and judgmental ii. Kind and considerate

iii. Sad and melancholic iv. Introspective and thoughtful

b. What does the phrase 'yellow hair' signify?

i. The colour of Anne Gregory's hair **ii. A symbol for Anne Gregory's beauty**

iii. A metaphor for a fort iv.The dye colour for Anne Gregory's hair.

c. Comment on the use of metaphor in the poem.

Ans. Anne Gregory's hair has been compared to ramparts of a fort, to signify their denseness and their beauty and also just like ramparts protect a fort, her hair hides her face from being seen.

d. Why are the young men thrown in despair?

Ans. Anne Gregory's beauty is so great that the young men are thrown in despair because they cannot attain it.

2.But I can get a hair-dye
And set such color there,
Brown or black, or carrot,
That young men in despair
May love me for myself alone
And not my yellow hair

a. Which of the following describes best the tone of the speaker?

i. Argumentative ii. Joyful iii. Mournful iv. Excited

b. Read statements 1 and 2 given below and choose the option that correctly assesses these statements.

1 – The speaker wants to change her hair color so that it may appeal to young men.
2 – The speaker's appearance, due to her gorgeous yellow hair, is largely the reason young men hope to get her attention.

A 1 is false, 2 is true and clearly inferred from the poem.
B 1 is true, 2 cannot be clearly inferred from the poem.
C 1 cannot be clearly inferred from the poem, 2 is false.
D 1 is true and can be inferred from the poem, 2 is false.

c. Comment on the use of 'dialogue' in the poem.

The poet uses dialogue in the poem to convey different perspectives on the idea of love, while not favouring any one argument over the other. It allows the reader the freedom to draw their own conclusions.

d. Comment on the use of 'symbolism' in the poem.

The poet uses hair as the symbol of beauty and its fleeting nature and how it can be changed by simply changing its colour.

Long answer type questions:

1. 'People are more than just their appearance.' Justify the statement with reference to the poem 'For Anne Gregory'.

ANS: Ours is a superficial world. We often base our impressions on how people look, rather than look deeper. In the poem, the poet and Anne get into an argument regarding the nature of true love. While the poet is of the opinion that people are attracted to Anne only because of her beauty. Anne on the other hand, shows greater depth and wants to be loved for the kind of person she is, and not for her looks.

She wants to rise above the shallow standards set by the society and is even willing to reduce her beauty by cutting her hair, just so she can find someone who loves her for who she is and not just her looks.

Comment on the notion of love referencing the poem 'For Anne Gregory'.

ANS: Love is of many kinds. The love one has for their family, friends or even pets. In the poem, the love that is in discussion is romantic love, and whether such love can be truly unaffected by one's physical appearance. Society's notion of love is based on physical appearances. Beautiful people tend to be loved by more people, but such love is superficial and skin deep. True love requires knowing and understanding them on a deeper level, which takes a lot of work and effort. The poem makes a point that sometimes beauty might even get in the way of true love, and Anne Gregory wants to hamper her beauty just so she can find someone who loves her for who she is.

SELF ASSESSMENT

1. How does the poet personify the idea of love?
2. Why does the Anne want to change the colour of her hair?
3. Explain the relevance of God in the poet's argument.

FOOTPRINTS WITHOUT FEET

FOOTPRINTS WITHOUT FEET

1. A TRIUMPH OF SURGERY

Summary: 'A Triumph of Surgery' by James Herriot is a fascinating story narrating how a veterinarian surgeon, Mr. Herriot, cures Tricki, an obese and morbidly ill pet dog. Tricki's mistress, Mrs. Pumphrey loved Tricki a bit too much and kept feeding her at all times thinking that Tricki is suffering from malnutrition. She spends a lot of money to feed him health supplements and delicacies that lead to obesity and consequent illness.

Tricki was fed sweets, pastries, meat preparations, cod liver oil, Horlicks, malt etc. to maintain his health. He was not being taken out for walks nor was he provided the opportunity to exercise. Improper diet and lack of exercise had made Tricki sick. Being an indulgent owner, Mrs Pumphrey couldn't understand what she was doing wrong as she had engaged an army of servants to look after the needs of Tricki. Tricki has a closet of clothes and coats and blankets for different occasions and seasons. The servants of the Mrs Pumphrey's household were serving Tricki round the clock.

When Tricki became so ill that his eyes became rheumy and his body looked like "bloated sausage" and he could no longer move or eat or drink fluids, Mrs Pumphrey called for veterinarian surgeon Mr Herriot. Mr. Herriot, who had already known about Tricki's condition from a previous encounter, had seen this coming. He had decided that he would admit Tricki in his clinic by convincing Mrs Pumphrey that her beloved pet requires a surgery.

When Tricki was being taken to the clinic, a load full of belongings that ranged from exotic food items to clothing for every season and different kinds of bed was packed in a luxurious car for the comfort of Tricki. Mrs Pumphrey was inconsolable and wished to go to the clinic with Tricki. But Mr. Herriot knew that separating Tricki from his mistress was of utmost importance for Tricki's recovery.

While Tricki was in the clinic, he was put in an enclosure with all other dogs. He was given nothing but water for the first two days and from the third day he was fed ordinary dog food along with other dogs. Tricki, who was used to being pampered, didn't understand how to compete against other dogs to eat. Gradually, he found out a way to do so. Not just that, he started playing with other dogs in the clinic as well. He got plenty of exercise, fresh air, and a diet that suited his body. Within few weeks, Tricki had regained his health. Meanwhile, Mrs Pumphrey was sending eggs, wine, meat, and sweets to the clinic every day so that her pet, but all these were enjoyed by Mr. Herriot and his colleagues in the clinic. Because of the wine and fine meat that they could enjoy every day, the people in the clinic were tempted to keep Tricki for a bit longer.

After his recovery, Mrs Pumphrey came to pick him up. She was surprised to see the marvelous recovery of Tricki and exclaimed that it was indeed a “triumph of surgery”.

FLOWCHART OF EVENTS IN THE STORY

Mr. Herriot has a chance meeting with Mrs Pumphrey and her pet dog, Tricki.

↓

He foresees Tricki falling ill and makes a plan to admit him in the name of surgery to make him healthy.

↓

As predicted, Tricki falls ill and is taken to Mr. Herriot’s clinic.

↓

Tricki is made to eat less and exercise a lot in fresh air and play in the company of other dogs.

↓

Tricki recovers fully and returns to his home.

↓

Mrs. Pumphrey exclaims that Tricki’s recovery is a “triumph of surgery.”

CHARACTER SKETCH :

1. Mrs. Pumphrey : Mrs. Pumphrey is the rich mistress of Tricki. She showers all her love and affection on him. Her love for Tricki is doing more harm than good to the poor animal. Her indulgence leads to Tricki becoming ill and inactive. What she fails to understand is that an individual, be it an animal or a human being, requires everything in moderation. She keeps on overfeeding her dog as she believes that eating more and more of delicious food items will make him healthy. Mrs. Pumphrey is often ignoring the advice of doctors. Even when she is told that she needs to give less food to Tricki and ensure that he is getting enough exercise, she chooses not to pay heed to such advice and do what she considers is the right thing to do.

2. Mr. Herriot: Mr. Herriot is the narrator of this story and the veterinarian surgeon who cured Tricki. Herriot is a sincere doctor who takes his job seriously. He has genuine concern for his patients. Rather than prescribing expensive remedies, he believes in simple cures. Mr. Herriot is a skilled professional as he can predict how far the illness of an animal can progress just by having a glance. When the story opens, we find him telling the readers how he could foresee that Tricki would soon be requiring his services just by having a look at him during a chance meeting on a street.

He had the chance of manipulating and extracting the most out of Mrs. Pumphrey as she had enormous wealth and was blinded by her love for Tricki. He chose not to do so as his primary duty was to take care of animals.

EXTRACT BASED QUESTIONS

EXTRACT 1 I tried to sound severe: "Now! I really mean this. If you don't cut his food right down and give him more exercise, he is going to be really ill. You must harden your heart and keep him on a very strict diet."

Question1: Why did the speaker try to sound severe?

Answer- The speaker tried to sound severe to make Mrs. Pumphrey take his advice seriously and act on it rather than ignoring it like she always does.

Question2: For whom was the advice given and why?

Answer- The advice was given for Tricki because he had become obese and listless. He was unwell and the speaker wanted him to be on a strict diet and get some exercise.

Question3: What impression do you form about Mrs. Pumphrey from the extract given above?

Answer- Mr. Herriot's stern warning makes the reader understand that Mrs. Pumphrey is not someone who would follow the advice of a doctor seriously. She dotes on her pet Tricki and wants the best for him but she hardly follows the advice of the doctor. She is an indulgent owner who believes that feeding everything delicious and "healthy" and showering him with luxuries will do wonders for her dog. She does not understand that even love should be showered within limitations.

EXTRACT 2: As I moved off, Mrs. Pumphrey, with a despairing cry, threw an armful of the little coats through the window. I looks in the mirror before I turned the corner of the drive; everybody was in tears.

Question1: Where was the speaker going and with whom?

Answer- The speaker, Mr. Herriot, the veterinarian surgeon, had come to Mrs. Pumphrey's residence to take Tricki to his clinic as he had become extremely ill.

Question2: Why was everybody in tears?

Answer- Everybody in Mrs. Pumphrey's household was in tears as Tricki was being taken away by Mr. Herriot for a surgery. The entire household was devoted to making life comfortable for Tricki and it was quite upsetting for then to watch Tricki being taken away due to an illness.

Question3: From the extract given above, what idea do you form about the lifestyle of Tricki?

Answer- Tricki was living an extravagantly luxurious life. He had people who were solely devoted to the task of looking after him. He even had several items of clothing.

SHORT ANSWER QUESTIONS (40-50 words)

Question1: Why is Mrs. Pumphrey worried about Tricki?

Answer- Mrs. Pumphrey is worried about Tricki as he is quite fat and listless. He has lost his appetite. He often vomits and lies down motionless on the carpet. His eyes have become blood-shot and rheumy.

Question2: What special diet did Mrs. Pumphrey give to build Tricki up?

Answer- Mrs. Pumphrey thought that her dog must be suffering from malnutrition. So, to build him up she gave him little treats in- between meals. She gave him some malt, cod-liver oil, and a bowl of Horlicks at night.

LONG ANSWER QUESTIONS (120 words)

Question1: Herriot enjoyed the lavish meal during Tricki's stay. Yet he felt compelled to inform Mrs. Pumphrey about Tricki's recovery. Why did he not keep Tricki for a longer time? Did he feel concerned for Mrs. Pumphrey?

Answer- Tricki was a fat dog, pet of Mrs. Pumphrey. He became listless and seemed to have no energy. Itfell ill. So, Mrs. Pumphrey called the veterinary surgeon, Dr Herriot for the help. Dr Herriot tookTricki to his surgery. He kept an eye on him for two days and gave him no food but plenty ofwater. At the end of the second day, he started showing some interest in his surroundings and onthe third day, began to whimper on the sound of dogs. While his stay at the surgery ,Mrs.Pumphrey Started to bring round fresh eggs to a dozen at a time. She also sent bottles of wine and brandy for Tricki's health. But that was consumed by Mr. Herriot and his colleagues. Hence,Herriot enjoyed the stay of Tricki.He did not want to keep Tricki for a longer time because he felt concerned for Mrs. Pumphrey. He did not want to separate the pet from his owner. He could understand Mrs.Pumphrey's concern for the little dog. So,he returned him back.

Question2: Present a character sketch of Dr. James Herriot highlighting his common sense, practical nature and competence as a veterinary surgeon.

Answer-Dr.James Herriot, no doubt, was a competent veterinary surgeon.He was really worried about Tricki. He understood that the real fault of the dog was his greed for food. He never refused food. The dog had become hugely fat and listless. Dr Herriot instructed Mrs. Pumphrey to keep Tricki was on a very strict diet. He also asked her to give him a lot ofexercises. Dr Herriot also suggested to cut down sweets to him. He advised her that Trickimust be hospitalized for a fortnight under his observation. Dr. James Herriot was practical and pragmatic. He did not give any medical treatment to the dog. The dog was not givenfood any but lots of water. His method worked. Tricki's recovery

was surprisingly rapid.Tricki was transformed into a flexible and hard-muscled dog.He was not only out of danger but was soon handed over to his mistress. The grateful mistress thanked Dr Herriot and calledhis feat “a triumph of surgery!” Dr James was clever enough to enjoy the best of both theworlds. He was tempted to keep Tricki on as a permanent guest. It was a happy period for Dr Herriot and his friends. He enjoyed eggs for breakfast, and wine and brandy for lunch.

DO IT YOURSELF.

Answer the following questions in 120 words.

1. The chapter highlights the absurd and negligent behaviour of rich people like Mrs. Pumphrey who may harm their near and dear ones by caring for them a bit too much. Tricki’s declined health was the outcome of his mistress’s excess love and care. Do you think the action of such people can prove detrimental for one’s health?
2. “He had never been known to refuse food; he would tackle a meal at any hour of the day or night.” Herriot believed that Tricki’s problem was his greed. Do you think a little tolerance would have done him good? Elucidate.

Answer the following questions in 40-50 words.

1. Why did Mrs. Pumphrey treat Tricki in a special way?
2. What was the main cause of Tricki’s ill-health?
3. Why was Dr. Herriot confident that Tricki would soon be in hospital?
4. What evidence do we have in the story that tells us that Mrs. Pumphrey was a rich lady?
5. How does Dr. Herriot treat Tricki?

2.THE THIEF’S STORY by Ruskin Bond

Gist of the story: "The Thief's Story" revolves around Hari Singh, a young thief who undergoes a profound transformation after meeting Anil, a kind-hearted person. Anil's compassion and trust towards of crime. Through his interactions with Anil, Hari Singh undergoes a journey of self-discovery, realizing his own potential and the possibilities that lie beyond his life of thievery. Anil's trust in him instills a sense of responsibility and self-worth, motivating Hari Singh to change his ways. Hari Singh plays a pivotal role in his journey towards redemption. As Hari Singh experiences Anil's kindness, he begins to see the value of honest living and starts to question his life of crime. Through his interactions with Anil, Hari Singh undergoes a journey of self-discovery, realizing his own potential and the possibilities that lie beyond his life of thievery. Anil's trust in him instills a sense of responsibility and self-worth, motivating Hari Singh to change his ways. The story beautifully explores the themes of redemption, human kindness, and self-discovery. It highlights the transformative power of kindness and trust, demonstrating how these qualities can change an individual's

perspective and behavior. Hari Singh's transformation serves as a testament to the human capacity for growth and change.

Ultimately, "The Thief's Story" is a heartwarming tale that showcases the impact of compassion and trust on an individual's life. It reminds us that everyone deserves a chance to reform and start anew, and that kindness can be a powerful catalyst for change. The story leaves readers with a sense of hope and optimism, encouraging them to believe in the potential for transformation and redemption in everyone. By exploring the complexities of human nature, the story provides a profound and thought-provoking reading experience.

Short Answer Type Questions [Solved]

Question1: What does he say about the different reactions of people when they are robbed?

Answer: Hari's experience at theft had made him aware of differences in reactions of people when they're robbed. According to him, a greedy man shows fear; the rich, anger and a poor man, acceptance.

Question2: What is he "a fairly successful hand" at?

Answer: He is a fairly successful hand at stealing. He is an experienced thief. He is so clean and swift in his work that he robs people without being caught.

Question3: What is Hari Singh's initial profession?

Answer: Hari Singh is a young thief who makes a living by stealing from people, until he meets Anil, who changes his perspective on life and helps him find a new path.

Long Answer Types Questions [Solved]

Question1: Analyze the theme of redemption in "The Thief's Story".

Answer: The theme of redemption is a dominant force in "The Thief's Story". Hari Singh's transformation from a young thief to a more honest individual showcases the human capacity for change and growth. Anil's kindness, trust, and guidance play a pivotal role in Hari's redemption, helping him realize the value of honesty and responsibility. As Hari Singh grows, he becomes self-aware and accountable, leaving his past life of thievery behind. The story highlights the possibility of personal growth and change, emphasizing that everyone deserves a chance to reform and start anew. Through Hari's journey, the author shows that redemption is achievable with the right support and mindset. The theme of redemption serves as a powerful reminder of the human potential for transformation and renewal. It inspires readers to believe in the possibility of change.

Question2: Discuss the significance of kindness and trust in "The Thief's Story". How do these values impact Hari Singh's transformation?

Answer: In "The Thief's Story", kindness and trust play a crucial role in Hari Singh's transformation. Anil's kindness and trust towards Hari Singh help him realize his potential and worth, leading to a positive change in his behavior. Anil's faith in Hari Singh motivates him to reform and adopt a more honest lifestyle. The story highlights the impact of kindness and trust in human relationships and personal growth. By showing kindness and trust, Anil creates an environment that allows Hari Singh to open up and change. This transformation demonstrates the power of positive relationships and the importance of treating others with kindness and respect. The story emphasizes that kindness and trust can be transformative, helping individuals to grow and develop in meaningful ways. By valuing these qualities, we can build stronger, more supportive relationships and foster personal growth.

Short Answer Type Questions [Unsolved]

1. "A little flattery helps in making friends". Comment on this statement in your own words.
2. Did Hari like working for Anil? Give reasons in support of your answer.
3. State the events that took place on the night of the theft?

3.The Midnight Visitor by Robert Arthur

SUMMARY: Ausable is a detective residing in a posh hotel in Paris in order to obtain and protect a secret document on missiles. He has the company of Fowler, a writer, who has come to Ausable with the hope of finding a story full of adventure, thrill, and suspense. Fowler is disappointed as Ausable does nothing except receiving and making some routine calls. He questions his decision of following Ausable.

Ausable is nothing like the stereotypical image of a detective. He is fat and stout and far from being charismatic. He possesses no weapons and has no athletic abilities. He wheezes while walking. Physical activities exhaust him. He doesn't even have a flair with languages that might help him in disguising as someone else. Being from Boston, he speaks with a heavy American accent.

In his hotel room, Ausable encounters Max. Max is slender, athletic, sharp looking and agile. He is carrying a gun to threaten Ausable. Fowler gets excited as he might finally get to witness something quite interesting. Max asks Ausable to give him the documents related to the missiles. Ausable immediately informs him that the police are after him and might break in at any moment to take possession of the documents. This scares Max. Ausable tells him that the room in which he is residing was part of a bigger room before the renovation of the hotel. A balcony is attached to the room and can be accessed through the window. The door to the balcony is in the next room. He further adds

that many people have tried to break in through the window, making the story sound plausible. As Max hears someone knock on the door, he rushes towards the window and climbs on it while keeping the gun pointed towards Ausable. As the door know turns, Max jumps down from the window. A waiter comes in with a bottle of wine and two glasses. Max falls from the 6th floor as there was no balcony on the other side of the window.

FLOWCHART OF THE EVENTS IN THE STORY

Fowler feels disappointed about choosing to follow Ausable.

↓

Ausable goes about his work, makes some calls and talks to several people.

↓

Max breaks into his room and asks for the secret document.

↓

Ausable tells him an elaborate story involving the police which scares Max.

↓

Ausable tells him how he can escape through the window.

↓

Max jumps from the window when he hears someone knock on the door.

CHARACTER ANALYSIS

1. **AUSABLE**-Ausable was a sloppy and fat secret agent. He was an intelligent and smart man. He used to speak in an American accent which he got from Boston twenty years back. He could also speak French and German, he was the spy who used to deal with danger and secrets. He was known for his quick wit and acumen traits. He even befooled Max by cooking up the police story, he was so convincing that Max jumped off the window. The story was so well fabricated that Max didn't doubt it once. He had a great sense of humour which was seen when he was talking with Fowler. He was also a greedy man.

EXTRACT BASED QUESTIONS

EXTRACT 1 : Max was slender, a little less than tall, with features that suggested slightly the crafty, pointed countenance of a fox. There was about him — aside from the gun — nothing especially menacing. “The report,” he murmured. “The report that is being brought to you tonight concerning some new missiles. I thought I would take it from you. It will be safer in my hands than in yours.” Ausable moved to an armchair and sat down heavily. ‘I’m going to raise the devil with the management this time, and you can bet on it,” he said grimly. “This is the second time in month that a somebody has got into my **room through that nuisance of a balcony!"**

i. Owning a gun gave a menacing impression to Max’s character because

a) A gun is only used by police officials.

b) He was carrying it without any official license.

c) A gun has a threatening implication.

d) The gun was particularly huge.

ii. Choose the option that displays the correct analogy.

a) crafty: fox :: menacing: gun b) report: missile :: management: devil

c) crafty: fox :: management: balcony d) armchair: grim :: balcony: nuisance

iii. Choose the part of the house through which Ausable thought Max had entered his room.

a) Option 1 **b) Option 2** c) Option 3 d) Option 4

iv. Why did Max enter Ausable's room? **A:- Max entered Ausable's hotel room to get an important report by force.**

v. Which word replaces 'sat down heavily' in the sentence — 'Ausable moved to an armchair and sat down heavily'? a) dumped **b) flumped** c) pumped d) jumped

Extract 2: Ausable did not fit any description of a secret agent Fowler had ever read. Following him down the musty corridor of the gloomy French hotel where Ausable had a room, Fowler felt let down. It was a small room, on the sixth and top floor, and scarcely a setting for a romantic adventure. Ausable was, for one thing, fat. Very fat. And then there was his accent. Though he spoke French and German passably, he had never altogether lost the American accent he had brought to Paris from Boston twenty years ago.

"You are disappointed," Ausable said wheezily over his shoulder.

i. "Following him down the musty corridor of the gloomy French hotel where Ausable had a room…" Choose the correct option to replace the underlined words.

a) expansive; abnormal b) lighted; formal

c) damp; dingy d) uncanny; smart

ii. What is special about Ausable's language?

Ausable spoke French and German passably with an American accent.

iii. It can be inferred from the extract that a secret agent is expected to be

1. fit 2) compassionate 3) apologetic 4) suave 5) violent **Ans: b) Option 1 & 4**

iv. The reason Fowler was disappointed by Ausable when he met him was that Ausable

a) lived in a shady French hotel b) was related to the cops

c) didn't have the personality of a spy d) had a very strange accent

v. Choose the option that lists the INCORRECT statements about the given passage.

a) Fowler had no expectations at all from Ausable.

b) Fowler was elated when he met Ausable.

c) Ausable was living in France as a spy.

d) Ausable had acquired the French accent over twenty years ago.

Short Answer Type Questions

Question1: Why was Fowler disappointed after meeting Ausable?

Fowler was disappointed because Ausable did not look like a typical secret agent. He was fat, spoke with an American accent, and lived in a gloomy French hotel, which didn't match Fowler's adventurous expectations.

Answer: Fowler felt disappointed with Ausable because he did not look like a secret agent of his imagination. He found him quiet boring. In Fowler's concept secret agents typically are physically fit, well-versed in many languages, can handle different firearms and are very witty and humorous. In contrast, Ausable is not fit, is very fat and has a prominent accent. He could speak French and German passably. Moreover, he lives in a small room in the musty corridor of gloomy French hotel . It was on the sixth and top floor and it was scarcely the setting for a romantic adventure.

Question2: How does Ausable manage to make believe that there is a balcony attached to his room? Look back at his detailed description of it? What makes it a convincing story?

Answer: – When Ausable sees Max in his room, demanding the report at gun point, he creates an impression of frustration about anybody entering his room via a balcony under his window. By connecting it to a door visible in the room, he creates an authentic-sounding explanation for the balcony to exist. Max believes the story and tries to use the same balcony for his escape on hearing about the police.

Long Answer Type Questions

Question1: 'Presence of mind and intelligence is more powerful than a gun.' How far is it true in case of Ausable, the secret agent?

Answer. A good spy need not be handsome, attractive and smart. Physical strength can be an additional advantage but certainly not the essential one. Secret agents have to face critical situations at every step. One night, Ausable found Max in his room. There was an automatic pistol in his hand. He had come there to take the report from Ausable. Max was also a secret agent of another organisation. Ausable was not the least afraid of Max's presence. He thought of a clever trick. He convinced Max about a balcony outside the window. Just then there was a loud knock at the door. Ausable told Max that it was police to provide him security. Max had no time to think. Max rushed

towards the window and dropped to the non-existent balcony and met his tragic end. Ausable did not use physical strength. He won over the critical situation by his sheer presence of mind.

Question2: *Describe how Max was duped by Ausable?*

Answer: Ausable created a detailed description of how his room was a part of a bigger apartment and how the next had a direct connection with a balcony. His statement that somebody else had also broken into his office through that balcony made it a convincing story. Ausable did this to fool Max into thinking that a balcony existed just outside the window, as he knew that soon the waiter bringing the drinks he had ordered would be knocking at the door, which may prompt Max to jump into the imaginary balcony to hide and when the waiter knocked at the door, Ausable again befooled Max by saying that it was the police who wanted to come inside to provide him protection. Max wanted to run away to avoid the police and jumps to his death into that non-existent balcony.

DO IT YOURSELF.

Answer the following questions in 120 words.

1.Appearances can be deceptive/ Never judge a book by its cover. Elaborate upon this statement with reference to Ausable and Max's characters from 'The Midnight Visitor'.

Answer the following in 40-50 words.

1.What are the follies in Max's judgement?

2.How are Max and Ausable different from each other?

4.A QUESTION OF TRUST- -Victor Canning

THEME

- *A Question of Trust* focusses on the message that we should not trust anyone blindly without finding out the truth about that person.
- The central idea is that cheats also expect honesty in their profession but as it is wisely said that "you must set a thief to catch a thief".
- Intentions justify the actions. If a wrong act is committed unintentionally, it can be excused but Horace Danby had the intention to rob the house, thus it is not excusable.
- Negative values never pay in the long run. Every criminal has his punishment sooner or later.

SUMMARY

This story is about a thief who gets a taste of his own medicine. Horace Danby can be termed as a thief with a difference. He had a good reputation in society but was not completely honest as society perceived him. He had served his first and only sentence in a prison library. He was fifty and

unmarried. He made locks with two helpers. He steals only once in a year. He stole enough to last for twelve months. He is fond of books and spends most of his booty on buying books. He plans meticulously before attempting a burglary. During his burglary attempt at a big house, he gathers all the necessary information and enters the house for stealing from the safe. He is cheated by a lady thief, who claims herself to be the owner of the house. Finally, Horace ends up in prison only to repent at the way he was deceived by a person from his own profession. Horace regrets and gets angry when anyone talks about "honour among thieves".

FLOW CHART

Horace Danby, about fifty and unmarried had a good reputation in society. He made locks along with two helpers. He loved rare and expensive books. He robbed a safe every year. He was now out on committing a robbery.

↓

He had studied the house, Shotover Grange to burgle it. On entering the house he started sneezing due to allergy of flowers.

↓

He heard the voice of a woman who stood on the doorway, who told him that he could cure his sneeze. The woman was young and pretty.

↓

On seeing the woman Horace at first thought to run away but the woman threatened him to ring and call the police. He pleaded her to let him go.

↓

She promised to heed to his request on one condition that he would open the safe for her, as she needed the jewels kept inside it to wear them to a party. But she had forgotten the numbers to open the safe.

↓

After two days a policeman had arrested him for the jewel robbery at Shotover Grange as his finger prints were found all over the room as he had opened the safe without putting on his gloves.

↓

He tried to explain his point but the police said that the lady of the house was a sixty-year-old woman rather than a young woman.

↓

At last Horace was imprisoned and in the prison he often thought about the charming and clever young lady who had tricked him. She was in the same profession as him.

↓

After this treachery Danby gets angry when anyone talks to him about "honour among thieves"

CHARACTER SKETCH:

1. **Horace Danby**: Horace Danby was about fifty years old and unmarried. Everyone thought him a good and honest citizen. He was otherwise very well and happy except for attacks of hay fever in summer. He made locks and was fairly successful at his business. Horace Danby was good and respectable but not completely honest. He used to rob a safe every year. He used to do so because he needed money to buy books. He had a passion for buying rare and costly books. He would rob only the rich person. He never hurt anyone and carried no weapon with him. He was not very aggressive and didn't want to go to prison.

2. **The Lady in Red**: The lady in red is gifted with a rare personality. She is full of confidence. She acts like a perfect actress presenting herself as the lady of the house. Even the dog was rubbing against her in a friendly manner. In a very subtle way, she told Horace that she wanted to wear the jewels in the safe to a party that night. She made him open the safe without gloves. Horace willingly hands over the jewels and she decamps with them.

EXTRACT BASED QUESTIONS

I. "How foolish people are when they own valuable things, Horace thought. A magazine article had described this house, giving a plan of all the rooms and a picture of this room. The writer had even mentioned that the painting hid a safe! But Horace found that the flowers were hindering him in his work. He buried his face in his handkerchief. Then he heard a voice say from the doorway, "What is it? A cold or Hay fever?" before he could think, Horace said, "Hay fever", and found himself sneezing again. The voice went on, 'You can cure it with a special treatment, you know, if you find out just what plant gives you the disease. I think you'd better see a doctor, if you're serious about your work. I heard you from the top of the house just now."

Q1. According to the extract, Horace was sneezing due to a

a. Sudden allergy b. **prior infection** **c.**long-standing disease d. nasal pain

Q2. Which magazine could have published the article mentioned in the given extract?

a. Paws and Claws b. Outdoor and Landscaping

c. Interiors **d.**The investor

Q3. Choose the image that correctly describes the location of the safe, based on the given extract.

a. Option (1) b. Option (2) c. Option (3) d. Option (4)

Q4.In the line – Before he could think, Horace said, "Hay fever," – the response was

a. Rehearsed **b. Spontaneous and natural** c. Hesitant d. Rapid and hostile

Q5. The line from the extract that can be considered an example of sarcasm is

a. How foolish people are when they own valuable things.

b. Horace found that the flowers were hindering him in his work.

c. You can cure it with a special treatment

d.I think you'd better see a doctor, if you're serious about your work.

II. But he never got the chance to begin his plan. By noon a policeman had arrested him for the jewel robbery at Shotover Grange. His fingerprints, for he had opened the safe without gloves, were all over the room, and no one believed him when he said that the wife of the owner of the house had asked him to open the safe for her. The wife herself, a gray-haired, sharp-tongued woman of sixty, said that the story was nonsense. Horace is now the assistant librarian in the prison. He often thinks of charming, clever young lady who was in the same profession as he was, and who tricked him. He gets very angry when anyone talks about 'honour among thieves'.

Q1. The plan devised by Horace was to

a. Tell about the safe to owner of the house.

B. blackmail the wife of the owner later

c. look for another safe for stealing books.

d.tell police the truth before the lady could deceive him.

Q2. Based on the extract, choose what you think are the main feelings Horace probably has, for the young lady who tricked him, when he thinks about her?

a. Anger and blame **b. Admiration and respect**

c. Respect and gratitude d. Anger and vengeance

Q3. Choose the option that lists the evidence that the police might have used against Horace, to arrest him.

a. Safe b. Lady c. Gloves **d.Fingerprints**

Q4. Honour among thieves is an example of a/an

a. Idiom b. Slogan c. Proverb d. Lyric

Q5. What is the meaning of 'Honour among thieves'?

a. Thieves will not steal from each other

b. Criminals observe a moral code of honour in what they do

c. Not do anything illegal to their partners in crime.

d. All of the above

SHORT ANSWER QUESTIONS (30-40 Words):

Question1: What do you think is the meaning of the phrase 'honour among thieves'?

Answer. The phrase 'honour among thieves' means that thieves have their code of conduct. One thief is honest to the other thief. They never betray one another.

Question2: Why is Horace Danby described as good and respectable but not completely honest?

Answer: Horace Danby was a good person. He made locks. He was very successful in his business. He had engaged two helpers in his business. But he was not completely honest because he robbed a safe every year.

LONG ANSWER QUESTIONS (100-150 Words)

Question1: Horace Danby represents such people who adopt the wrong ways to fulfil their wishes. What values would you like such people to imbibe to reform themselves?

Answer: Horace Danby was a successful businessman. He was about fifty year's respectable citizen but had a habit that led him to do robberies. Danby loved rare, expensive books and to get them he used to rob a safe every year. Every year he planned carefully just to get what he wanted. Danby adopted wrong ways to fulfil his wishes and hence, later got trapped in a plot by a thief like him. People should imbibe good values. They should learn that hard work is the only key to success One should work hard to fulfil his desires. I think such people should imbibe the values of honesty, responsibility, hard work, dedication, self-confidence in order to reform themselves.

Question2: Horace Danby was a respectable man but he could not be called loyal. What do you think could be the reasons for leading a respectable man like him on the path of thievery? Did he feel lack of sense of freedom? Was it not in his nature to accept the differences among people regarding their social status? Discuss the values he should have possessed.

Answer: Horace Danby 's habits were not typical of a thief. He was fond of books was a respectable man but his passion for books lead him to thievery. He used to steal only once. In a year so, he was never stealing more than his needs. He stole only to buy rare books; he loved rare and expensive books. Moreover, Danby used to rob only rich people. It was his nature. To accept the differences among people regarding their social status. He was aware that people with high socio-background can help him to fulfil his desire. He found such people easy to rob.

DO IT YOURSELF

Answer the following questions in 30-40 Words:

1. What advice did the lady give Horace regarding his hay fever? Was she really interested in his health?
2. Did the young lady expect Horace to be caught after the theft?

3. What precautions did Horace make before reaching the safe? Name three of them. 4. Describe Horace Danby's encounter with the young lady.

Answer the following questions in 100-150 Words:

Question1: How did the lady in red turn out to be much smarter and cleverer than Horace Danby? How did one thief outwit and out manoeuvre the other?

Question2: Horace Danby requested the lady to forget what she saw. Was Horace afraid of being caught? Did he lack the courage to accept his crime publicly? Explain the values one must imbibe to accept one's mistake.

6. FOOTPRINTS WITHOUT FEET - H. G. Wells

SUMMARY: The story is about a scientist named Griffin. Who had discovered a drug which could make a man invisible and finally swallowed the drug himself, making him invisible. He was first noticed by two boys on the staircase of a house where they could just see his footsteps and started following it. They follow it until the footsteps are fainter and cannot be seen. First as he is feeling cold, he enters a mall for some warmth. After the stores shutdown he decides to wear some warm clothes and eat something. He first unboxed a few clothes and wore them. Then from the kitchen of a restaurant he eats cold meat and some coffee. Later he goes to a grocery store and eats sweets and drinks wine. He then falls asleep on a pile of quilts. He then wakes up in the morning when some of the store assistants had seen him and started chasing him. He quickly threw away all the clothes he was wearing and became invisible again. Then he started roaming around again without any clothes in the cold winters of London. He then decides to steal clothes from a theatre company as he knew he would get something there to cover his face as well. He then steals bandages for his face, dark glasses, false nose and a hat for covering himself. He then hits the shopkeeper and steals all his money. Soon he realizes that London is too crowded to live like this and decides that he would go to a remote village. He books two rooms at an inn at the Iping village. He reaches there and it is strange for the people of Iping that a stranger with such a weird appearance has come to stay at an inn during the winter season. Once his money is over, he steals from people and also hits the landlord and his wife when they try to check his room in his absence. Then the village constable is asked for help but before that Mrs. Hall, the wife of the landlord asks him questions regarding who he is and what he did to her furniture. This makes him really furious and he decides to show her who he really is. The people then see a headless man and Mr. Jaffers, the constable also finds out that he would have to arrest a man who does not have a head. They are unable to catch Griffin as he removes all his clothes and becomes invisible. He even knocks out Jaffers as he tries to catch him.

FLOW CHART

Griffin a scientist discovers a rare drug which can make a person invisible

↓

His landlord dislikes him. Griffin wants to revenge on him

↓

He swallows the drug and puts the house on fire. He puts off his clothes, becomes invisible and runs away.

↓

The weather was cold and he felt the need of clothes. He slipped inside a store stole clothes had a meal and slept inside the store at night.

↓

Two attendants chase him in the morning. Thus, he again becomes homeless and cloth less.

↓

He loots the shopkeeper of a theatrical company and takes a train to Iping Village, where he intends to live.

↓

The money of loot does not last long. He steals money from a clergyman's desk to pay his rent.

↓

Suspicion falls on the scientist when he pays the rent.

↓

Mrs. Halls finds the room of the Scientist open so she starts to inspect the room. A hat sprang up and hit her face

↓

A chair of the room becomes alive and forces Mr. and Mrs. Halls out of the room.

↓

Suddenly Griffin appears from nowhere and gets angry when asked about the robbery.

↓

He removed his bandages and false nose and becomes headless. The constable is called to arrest the headless man but instead the constable is wounded by him (the invisible scientist)

EXTRACT1.: The two boys started in surprise at the fresh muddy imprints of a pair of bare feet. What was a barefooted man doing on the steps of a house in the middle of London? And where was the man? As they gazed, a remarkable sight met their eyes. A fresh footmark appeared from nowhere!

Further footprints followed, one after another, descending the steps and progressing down the street. The boys followed, fascinated, until the muddy impressions became fainter and fainter, and at last disappeared altogether.

(a) Why were the boys surprised to see a barefooted man in London? The boys were surprised as:

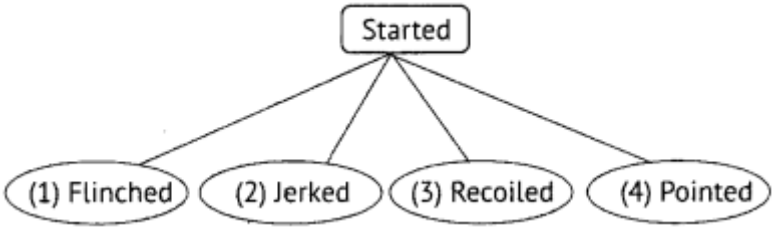
(i) It was an unusual sight to see someone this way.

(ii) Everybody in London moved around in shoes.

(iii) It was pretty cold to move around bare feet.

(iv) Only a person who is homeless and wandering does so.

(b) Pick out the option that is not related to 'start' as used in the extract:



(i) Option (1) (ii) Option (2) (iii) Option (3) **(iv) Option (4)**

(c) Pick the option that best describes how the boys are feeling / based on the extract.

(i) Enchanted, curious, puzzled **(ii) Captivated, curious, puzzled**

(iii) Repulsed, curious, captivated (iv) Enchanted, repulsed, curious

(d) The boys felt that the footprints were:

(i) Seen due to some magic trick. (ii) a figment of imagination.

(iii) of a man who was invisible. **(iv) Those of a mysterious man.**

(e) Pick the option that best matches synonyms of the word gazed'.

(i) (1) gaped (2) gawked (ii) (1) admired (2) disbelieved

(iii) (1) overlooked (2) stared (iv) (1) surveyed (2) overlooked

EXTRACT2.: As she and her husband turned away in terror, the extraordinary chair pushed them both out of the room and then appeared to slam and lock the door after them.

Mrs Hall almost fell down the stairs in hysterics. She was convinced that the room was haunted by spirits, and that the stranger had somehow caused these to enter into her furniture. "My poor mother used to sit in that chair," she moaned! To think it should rise up against me now! The feeling among the neighbours was that the trouble was caused by witchcraft."

(a) Mrs Hall felt that the room was haunted by spirits because:

(i) she could see evil spirits. (ii) she heard strange noise.

(iii) uncanny things happened there. (iv) the door slammed shut.

(b) Pick the option that best describes how Mrs Hall must be feeling at the moment described in the extract.

(i) Stunned and furious (ii) Shocked and outraged

(iii) Outraged and nervous **(iv) Stunned and agitated**

(c)Pick the sentence that brings out the meaning of 'hysterics' as used in the extract.

(i) My friend and I were in splits when we saw the clown's antics.

(ii) I don't know why I suddenly felt worried about flying home.

(iii) The sight of blood put the old man in a frenzy,

(iv) The people who had witnessed the accident were spellbound.

(d) Pick the option that displays a cause -> effect relationship.

(i) Pushed and locked out->hysterical (ii) Rising of the chair. ->moaning

(iii) Troubled neighbours -> witchcraft (iv) Stranger -> haunted spirits

(e) The neighbours thought it was 'witchcraft'. This tells us that 'neighbours' were:

(i) suspicious **(ii) superstitious** (iii) nervous wrecks (iv) gossip-mongers

SHORT ANSWER QUESTIONS (30-40 WORDS)

Question1:" Griffin was rather a lawless person" Comment.

Answer: Griffin never thought twice before harming anybody. He put his landlord's house on fire. Then his stealing acts at shops and later in the village indicate towards this. When he was encountered by the landlady of the inn, he threw chair at her and her husband. Lawless persons never think about safety and well-being of others. They are always preoccupied by their benefits only.

Question2: How would you assess Griffin as a Scientist?

Answer: Griffin is a brilliant scientist which is evident from his drug of invisibility. But he seems to enjoy the feeling of power which he got out of his invisibility. The power to hurt anybody without getting noticed can give sadistic pleasure to somebody. A true scientist makes discovery for the larger benefit of the society.

Question3: What did Halls see in the scientist's room?

Answer: As the door was open and nobody appeared to be inside, Halls entered the scientist's room. They saw that the bedclothes were cold, showing that the scientist must have been up for some time and stranger still, the clothes and bandages that he always wore were lying about the room.

LONG ANSWER QUESTIONS (100-150 WORDS)

Q1: Would you like to become invisible? What advantages and disadvantages do you foresee, if you did?

Answer: It can be an exciting idea for most of the people. Like two facets of coin; invisibility can have many advantages and disadvantages. For a child, invisibility may mean a license to do all kinds of pranks without getting caught. Like a Hindi movie, invisibility can help you beat all the villains black and blue and get rid of them. Once you become invisible, nobody would notice you. Within no

time, the sadness of isolation will take over the excitement of being invisible. You will have no friend. You will tend to behave like the eccentric scientist in this story.

Q2: What extraordinary things happen at the inn?

Answer: The landlord of the inn and his wife were surprised to see the doors of Griffin's room open. They looked inside and found that nobody was inside the room and decided to investigate. They found it strange that his room's door was open as he never liked anyone even trying to enter his room. All of a sudden, while investigating, Mrs. Hall heard a sniff next to her ear and was hit by Griffin's hat on the face. Then the chair in the room charged towards Mrs. Hall and hit her in her legs. As they both turned in terror, the chair pushed both of them out of the room and the door was slammed and suddenly a locking sound was heard. Mrs. Hall was scared and felt that the furniture was haunted by spirits and it was the stranger's work. The nearby people started talking that the work was that of witchcraft.

DO IT YOURSELF

Answer the following questions in 30-40 words:

Question1: What experiments did Griffin carry out? What was the final result of those experiments?

Question2: What did the London boys follow and why were they fascinated?

6.The making of a Scientist by Robert W Peterson

SUMMARY: "The Making of a Scientist" by Robert W. Peterson is the story of Richard H. Ebright's journey from a young boy with a passion for collecting things to becoming a renowned scientist. His mother's support, his persistent curiosity, and his commitment to conducting real experiments played key roles in his growth. From tagging monarch butterflies to discovering an unknown insect hormone in high school, Ebright's story underscores the power of exploration, persistence, and learning from failures in the pursuit of scientific discovery.

CHARACTER ANALYSIS:

1. **Richard H. Ebright:** The protagonist of the story, Ebright is a testament to the power of curiosity and persistence. From his childhood, he demonstrates an inquisitive nature and a love for collecting items, particularly butterflies. His fascination with nature and scientific phenomena leads him to conduct various experiments and make significant discoveries, such as an unknown insect hormone. Ebright's character underscores the importance of dedication, curiosity, and learning from failures in the pursuit of scientific achievement.

2. **Ebright's Mother:** She is a nurturing and supportive figure in Ebright's life. After losing his father at a young age, his mother becomes the primary influence in his life, encouraging his

curiosity and providing him with the resources he needs to learn and explore. She is instrumental in shaping Ebright's scientific interest and career.

3. **Dr. Frederick A. Urquhart:** A scientist from the University of Toronto, Canada, Dr. Urquhart indirectly plays a significant role in Ebright's scientific journey. His research on monarch butterflies inspires Ebright to participate in tagging butterflies, which marks one of Ebright's first scientific explorations.

KEY POINTS:

1. **Curiosity:** Ebright's curiosity and passion for collecting things, especially butterflies, sparked his journey into the world of science.
2. **Mother's Support:** The role of Ebright's mother was crucial in his scientific development. She provided him with learning materials and encouraged his exploration.
3. **Learning through Experimentation:** Ebright learned the importance of conducting real experiments after a loss in a country science fair, a lesson that significantly influenced his later scientific achievements.
4. **Scientific Research:** Ebright engaged in various scientific research activities, from tagging butterflies to trying to find the cause of a viral disease in caterpillars.
5. **Success and Discovery:** Ebright's persistence and dedication led to his success in a national science fair and the discovery of an unknown insect hormone during high school.
6. **Persistence:** Despite initial setbacks, Ebright's persistence led him to make significant discoveries in his scientific journey.

7.THE NECKLACE by *Guy de Maupassant*

REASONING AND ASSERTION TYPE MCQs

1. Assertion: Richard Ebright's work being published in a prestigious scientific journal at a young age was a significant accomplishment.

   Reasoning: It's compared to hitting a home run on the first try in the big leagues, signifying a remarkable achievement.

   a) Both the assertion and reasoning are true, and the reasoning explains the assertion.

   b) Both the assertion and reasoning are true, but the reasoning does not explain the assertion.

   c) The assertion is true, but the reasoning is false.

   d) The assertion is false, but the reasoning is true.

SUMMARY:

Answer: **a) Both the assertion and reasoning are true, and the reasoning explains the assertion.**
Explanation: The comparison of Ebright's achievement to hitting a home run on the first try in the big leagues does signify a remarkable achievement, validating the assertion.

2. Assertion: This achievement marked the beginning of Ebright's successful career in science.
Reasoning: The text refers to this as the "first in a long string of achievements", indicating that it was a starting point for future success.
a) Both the assertion and reasoning are true, and the reasoning explains the assertion.
b) Both the assertion and reasoning are true, but the reasoning does not explain the assertion.
c) The assertion is true, but the reasoning is false.
d) The assertion is false, but the reasoning is true.

Answer: **a) Both the assertion and reasoning are true, and the reasoning explains the assertion.**
Explanation: The phrase "first in a long string of achievements" indicates that this was the starting point of Ebright's successful career in science, so the reasoning is correct.

REFERENCE TO CONTEXT / EXTRACT BASED QUESTIONS

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

Richard Ebright has been interested in science since he first began collecting butterflies — but not so deeply that he hasn't time for other interests. Ebright also became a champion debater and public speaker and a good canoeist and all-around outdoors-person. He is also an expert photographer, particularly of nature and scientific exhibits.

Questions:
1. Identify the initial interest of Richard Ebright that led him to science.
2. Confirm or deny: Richard Ebright's interest in science prevented him from pursuing other activities.
3. List the other skills that Richard Ebright developed apart from his interest in science.
4. Name the outdoor activity mentioned in the passage that Richard Ebright is proficient at.
5. State the specific type of photography in which Richard Ebright is particularly skilled.

Answers:
1. Richard Ebright's initial interest that led him to science was butterfly collecting.
2. Deny. Richard Ebright's interest in science did not prevent him from pursuing other activities.
3. Apart from his interest in science, Richard Ebright developed skills in debate, public speaking, canoeing, and photography.
4. The outdoor activity that Richard Ebright is proficient at, as mentioned in the passage, is canoeing.
5. Richard Ebright is particularly skilled in nature and scientific exhibit photography.

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

The next year his science fair project was testing the theory that viceroy butterflies copy monarchs. The theory was that viceroys look like monarchs because monarchs don't taste good to birds. Viceroys, on the other hand, do taste good to birds. So the more they look like monarchs, the less likely they are to become a bird's dinner.

Questions:

1. Identify the theory that Richard Ebright tested in his next year's science fair project.
2. Confirm or deny: The theory suggests that viceroy butterflies look like monarch butterflies because they taste good to birds.
3. Specify the reason why viceroys are less likely to become a bird's dinner according to the theory.
4. State the implication of the theory regarding the taste of monarch butterflies to birds.
5. According to the theory, explain the survival advantage that viceroys get from looking like monarchs.

Answers:

1. Richard Ebright tested the theory that viceroy butterflies copy the look of monarch butterflies in his next year's science fair project.
2. Deny. The theory suggests that viceroy butterflies look like monarch butterflies because monarchs do not taste good to birds, not because viceroys themselves taste good.
3. According to the theory, viceroys are less likely to become a bird's dinner because they look like monarch butterflies, which do not taste good to birds. This mimicry is a form of protection.
4. According to the theory, monarch butterflies do not taste good to birds.
5. Viceroys, by looking like monarch butterflies, are less likely to be eaten by birds because birds associate their appearance with the unpleasant taste of monarchs. This mimicry provides viceroys with a survival advantage.

SHORT ANSWER TYPE QUESTIONS

1. Why is Richard Ebright considered a good example of a successful scientist?
Answer: Richard Ebright is considered a successful scientist because of his curiosity, hard work, keen observation, and scientific attitude. His research on butterflies led to important discoveries, earning him recognition at a very young age.

2. How did Ebright's mother contribute to his success?
Answer: Ebright's mother encouraged his curiosity by providing books, scientific equipment, and opportunities to learn. She guided him in conducting experiments and inspired him to develop a deep interest in science.

3. What role did curiosity play in Ebright's scientific development?
Answer: Curiosity motivated Ebright to ask questions, seek answers, and conduct experiments. His desire to understand natural phenomena helped him make discoveries and develop the qualities essential for a scientist.

4. Why was the book *The Travels of Monarch X* important in Ebright's life?
Answer: The book introduced Ebright to the fascinating world of monarch butterflies. It inspired him to study their migration patterns and conduct scientific investigations, which became the foundation of his future achievements.

5. What lesson did Ebright learn from his early failure in the science fair?
Answer: Ebright learned that collecting facts was not enough; real science required original experiments and investigations. This realization encouraged him to undertake meaningful research and improve his scientific skills.

LONG ANSWER TYPE

1."Curiosity and perseverance are the keys to success." Justify this statement with reference to Richard Ebright's life.

ANSWER : Richard Ebright's life perfectly illustrates that curiosity and perseverance are essential for success. His curiosity about monarch butterflies inspired him to ask questions and seek answers through observation and experimentation. Rather than being satisfied with existing knowledge, he continuously explored new ideas and conducted scientific investigations. When he participated in science fairs, he initially failed to win because his projects lacked original research. Instead of becoming discouraged, he learned from his mistakes and worked harder. His perseverance enabled him to carry out meaningful experiments that led to important discoveries about butterfly development and cell structure. Through dedication and continuous effort, he gained recognition in scientific circles at a young age. Ebright's journey demonstrates that success is not achieved through talent alone but through an unwavering desire to learn and the determination to overcome challenges.

3. **Why is Richard Ebright considered a role model for students and aspiring scientists?**

ANSWER :

Richard Ebright is considered a role model because his life demonstrates how curiosity, dedication, and hard work can lead to extraordinary achievements. From an early age, he showed a keen interest in learning and exploring the natural world. He transformed his hobby of collecting butterflies into serious scientific research through determination and continuous effort. Ebright never allowed failures to discourage him; instead, he learned from them and improved his work. He balanced academics, scientific research, and extracurricular activities with remarkable efficiency. His achievements were not the result of luck but of disciplined effort and a genuine passion for discovery. Moreover, he remained humble and focused despite receiving recognition. His story inspires students to pursue their interests, think independently, and work persistently towards their goals, making him an ideal role model for young learners.

SUGGESTED EXERCISES

1."Scientific achievement is the result of curiosity, hard work, and perseverance." Discuss with reference to Richard Ebright.
2. How did Ebright's interest in monarch butterflies lead to significant scientific discoveries?
3. Assess the contribution of Ebright's mother in nurturing his intellectual growth and scientific outlook.
4. In what ways does Richard Ebright's life demonstrate that excellence is achieved through sustained effort rather than innate talent alone?
5. Discuss the significance of independent thinking and problem-solving skills in Richard Ebright's scientific career.
6. How does the chapter highlight the relationship between education, curiosity, and innovation? Evaluate the importance of a supportive environment in developing young scientific minds, with reference to Richard Ebright.
7. What message does Richard Ebright's life convey about the role of determination and resilience in achieving success?

"The Necklace" is a short story by Guy de Maupassant. The story canters around Matilda Loisel, a young woman who belongs to a lower-middle-class family but dreams of wealth and beauty. She borrows a seemingly expensive necklace from her friend, Madame Forestier, for a high-society function. However, she loses the necklace and, without telling her friend, replaces it with a real one that costs all of her savings and forces her and her husband into debt for many years. After a

life of poverty and hardship, Matilda meets Madame Forestier again, who reveals that the original necklace was a fake, worth very little.

CHARACTER ANALYSIS:

1. Matilda Loisel: She is a young, beautiful, and ambitious woman from a lower-middle-class family. She is dissatisfied with her life and dreams of luxury and high-society life. She is also prideful, as she would rather live in poverty than admit to Madame Forestier that she lost the necklace.

2. Mr. Loisel: Matilda's husband, a simple and contented man who loves his wife dearly. He works hard to replace the necklace and pays off the debt even though he had to give up his inheritance.

3. Madame Forestier: She is a wealthy friend of Matilda who lends her the necklace. She is generous and kind, but also unaware of Matilda's struggles.

KEY POINTS:

1. The story emphasizes the theme of appearances versus reality. Matilda's fixation on appearances leads to her downfall, and the necklace, which appears valuable, turns out to be worthless.

2. The story also highlights the destructive power of materialism and pride.

MINIMUM LEVEL LEARNING TYPE MCQs:

1. Why was Matilda Loisel always unhappy?

A. She was poor and homeless. B. She wanted a luxurious life beyond her means.
C. She disliked her husband. D. She wanted to become a writer.
Answer: B. She wanted a luxurious life beyond her means.

2.Why was Matilda upset after receiving the invitation to the ball?

A. She was unwell. B. She had no suitable dress to wear.
C. She disliked parties. D. She had to travel far.
Answer: B. She had no suitable dress to wear.

3.What was the greatest irony in the story?

A. Matilda became rich later. B. The necklace was fake, but they replaced it with a real one.
C. Monsieur Loisel inherited wealth. D. Madame Forestier lost all her jewellery.
Answer: B. The necklace was fake, but they replaced it with a real one.

4.What theme is best conveyed through the story?

A. The importance of education B. The dangers of pride, greed, and materialism
C. The value of travel D. The power of luck
Answer: B. The dangers of pride, greed, and materialism

REASONING AND ASSERTION TYPE MCQs

1. **Assertion (A):** Matilda's desire for wealth and social status led to her downfall.

Reasoning (R): Matilda lost her comfortable life because she borrowed a necklace to appear wealthy at a ball and ended up losing it.

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

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

c) A is true but R is false.

d) A is false but R is true.

Explanation: Matilda's obsession with appearing wealthy led her to borrow a necklace that she eventually lost. To replace it, she and her husband had to live in poverty for ten years, thus, her desire for wealth and social status indeed led to her downfall.

2. **Assertion (A):** Matilda's life was miserable after she lost the necklace.

Reasoning (R): Matilda had to work hard and live in poverty to repay the debt they incurred for replacing the necklace.

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

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

c) A is true but R is false.

d) A is false but R is true.

Explanation: Matilda's life became miserable because she had to live in poverty and work hard to pay off the debt for the replacement necklace.

REFERENCE TO CONTEXT / EXTRACT BASED QUESTIONS

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

By a violent effort, she had controlled her vexation and responded in a calm voice, wiping her moist cheeks, "Nothing. Only I have no dress and consequently I cannot go to this affair. Give your card to some colleague whose wife is better fitted out than I."

1. Identify the feeling experienced by the speaker in the beginning of the passage. **Ans: Vexation or frustration.**

2. Provide a synonym for the word 'therefore' that has been used in the passage.**Ans: 'consequently'.**

3. State the noun form of the word 'violent' as used in the passage. **Answer: Violence**.

4. Identify the person likely addressed by the speaker in the passage. **Answer: Her husband.**

5. Mention the reason the speaker can't attend the affair. **Answer: Lack of a suitable dress.**

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

He turned a little pale, for he had saved just this sum to buy a gun that he might be able to join some hunting parties the next summer, with some friends who went to shoot larks on Sunday. Nevertheless, he answered, "Very well. I will give you four hundred francs. But try to have a pretty dress."

1. Identify the adjective form of the word 'answer' as used in the passage. Answer: Answerable.

2. Provide an antonym for 'rosy or flushed' that has been used in the passage. Answer: 'pale'.

3. State the amount of money the speaker is willing to give. Answer: Four hundred francs.

4. Identify the object the speaker originally intended to purchase with the saved sum. Answer: A gun.

5. Mention the condition the speaker requests for the use of the money. Answer: To buy a pretty dress.

SHORT ANSWER TYPE QUESTIONS

1. **Q:** Describe Matilda Loisel's character at the beginning of the story.

A: Matilda is beautiful and charming, but discontented with her modest life. She yearns for luxury, desiring rich attire and a high social status, demonstrating her dissatisfaction and ambition.

2. **Q:** What happens to the necklace that Matilda borrows from her friend?

A: After the ball, Matilda realizes that the necklace, which she borrowed from Madame Forestier for the event, is missing. Despite frantic searches, she and her husband are unable to find it.

3. **Q:** How do the Loisels replace the lost necklace?

A: The Loisels buy a similar necklace to replace the lost one. It costs them 36,000 francs, forcing them to borrow money from various sources, thereby plunging them into debt.

LONG ANSWER TYPE QUESTIONS

1. **What changes occurred in Matilda's life after the loss of the necklace?**

Answer: Matilda's life changed drastically. She had to perform household chores, live frugally, and work tirelessly to repay the debt. The years of struggle made her appear older and exhausted.

2. **Q:** How does the character of Matilda Loisel evolve throughout the story?

A: Matilda Loisel's character undergoes significant transformation in the story. Initially, she's depicted as a beautiful, discontented, and ambitious woman who yearns for wealth and social status. Her vanity leads her to borrow the necklace, causing her downfall. However, after losing the necklace, she transforms into a hardworking, resilient woman who does everything to repay the debt. By the end of the story, she has aged prematurely due to the hardship she endures, reflecting the harsh reality of her choices.

SUGGESTED EXERCISES

1.If Matilda had confessed the truth to Madame Forestier immediately, how might her life have changed?
2. Was Matilda a victim of society's expectations or her own ambitions? Give reasons.
3. Do you think dreams and aspirations are always beneficial? Discuss in the light of the story.
4. How does *The Necklace* challenge society's obsession with wealth and status?
5. To what extent are individuals responsible for the consequences of their choices?.

BHOLI by *Khwaja Ahmad Abbas*

SUMMARY:

Bholi is a touching story by **K.A. Abbas** that highlights the social evils of gender discrimination, neglect of girls, and the importance of education. Bholi, whose real name is Sulekha, is the youngest daughter of a village numberdar. Due to a childhood injury and an attack of smallpox, she develops a stammer and an unattractive appearance. As a result, she is ridiculed and ignored by her family and society.

A turning point in her life comes when she is sent to school. Her teacher treats her with kindness, patience, and encouragement, helping her gain confidence and self-respect. Through education, Bholi gradually overcomes her fear and develops a strong sense of identity.

When an elderly and greedy bridegroom, Bishamber Nath, demands dowry at the time of marriage, Bholi courageously refuses to marry him. Her bold decision shocks everyone and demonstrates her transformation from a timid and insecure girl into a confident and self-reliant young woman.

The story conveys a powerful message that education empowers individuals, promotes self-confidence, and enables them to challenge social injustice and exploitation**.** It celebrates the triumph of dignity, courage, and self-respect over prejudice and discrimination.

CHARACTER ANALYSIS:

1. Bholi (Sulekha): Initially a timid and reserved girl due to a mental development issue and disfiguring scars from smallpox. However, she transforms into a bold and self-respecting woman with the help of her teacher's encouragement. Her refusal to marry Bishamber in the face of dowry demand showcases her courage and dignity.
2. Bishamber: A well-to-do shopkeeper who initially agrees to marry Bholi but demands dowry upon seeing her scars. His character represents societal prejudice and the harmful practice of dowry.
3. Bholi's parents: Initially worried about Bholi's future due to her scars and mental development issue. However, they support her education, which becomes a turning point in her life.
4. Bholi's teacher: Plays a pivotal role in Bholi's transformation by encouraging her to overcome her fears and develop self-confidence.

KEY POINTS:

1. The negative impact of societal prejudice and the dowry system.
2. The transformative power of education and self-belief.
3. The significant role of a good teacher in a student's life.

VALUES/QUOTES: One has all the strength one needs stored inside of them - all that is required is a guide to tap this strength.

1. **What is the real name of the character known as 'Bholi' in the story?**

a) Sita b) Radha **c) Sulekha** d) Geeta

2. **Why was Sulekha nicknamed 'Bholi'?**

a) Because she was very intelligent **b) Because she was considered simple-minded**

c) Because she was very beautiful d) Because she was very talkative

3. **Who plays a significant role in Bholi's transformation in the story?**

a) Her mother b) Her father **c) Her teacher** d) Her friends

4. **What major decision does Bholi make at the end of the story?**

a) To run away from home b) To marry Bishamber

c) To refuse to marry Bishamber d) To become a doctor

5. **What does Bholi aspire to become after refusing to marry Bishamber?**

a) A lawyer b) A doctor **c) A teacher** d) A businesswoman

REASONING AND ASSERTION TYPE MCQs

1. **Assertion (A):** Bholi's father decides to send her to school.

Reason (R): Bholi's father believes in the importance of education for girls.

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

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

c) A is true but R is false

d) A is false but R is true

Answer: c) A is true but R is false

Explanation: Bholi's father does decide to send her to school, but not because he believes in the importance of education for girls. He does so because he doesn't think Bholi has any chances of getting married due to her being an unattractive simpleton.

2. **Assertion (A):** Bholi decides not to marry Bishamber.

Reason (R): Bishamber demands a dowry at the last minute.

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

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

c) A is true but R is false

d) A is false but R is true

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

Explanation: Bholi does decide not to marry Bishamber because he shows his greed and cowardice by demanding a dowry at the last minute.

3. **Assertion (A):** Bholi was slow at learning things and stammered as she spoke.

Reason (R): Bholi was born with a learning disability.

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

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

c) A is true but R is false

d) A is false but R is true

Answer: c) A is true but R is false

Explanation: While Bholi was slow at learning things and stammered as she spoke, this was not because she was born with a learning disability. This was a result of an accidental fall in her childhood, which damaged part of her brain.

REFERENCE TO CONTEXT / EXTRACT BASED QUESTIONS

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

At birth, the child was very fair and pretty. But when she was two years old, she had an attack of small-pox. Only the eyes were saved, but the entire body was permanently disfigured by deep black pock-marks. Little Sulekha could not speak till she was five, and when at last she learnt to speak, she stammered. The other children often made fun of her and mimicked her. As a result, she talked very little.

1. State the condition of the child at birth. **Answer:** The child was very fair and pretty at birth.

2. Confirm if the child's body was permanently disfigured. **Answer:** Yes, the child's body was permanently disfigured by deep black pock-marks.

3. State the consequence of other children making fun of her. **Answer:** As a result of other children making fun of her, she talked very little.

4. Give a synonym for the word “marred" that has been used in the passage. **Answer:** “disfigured”.

5. Provide the antonym of the word "shallow" that has been used in this passage. **Answer:** “deep”.

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

Ramlal had seven children — three sons and four daughters, and the youngest of them was Bholi. It was a prosperous farmer’s household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters, Radha, the eldest, had already been married. The second daughter Mangla’s marriage had also been settled, and when that was done, Ramlal would think of the

third, Champa. They were good-looking, healthy girls, and it was not difficult to find bridegrooms for them.

1. State the condition of all Ramlal's children except Bholi.

Answer: All of Ramlal's children, except Bholi, were healthy and strong.

2. Describe the education plan for Ramlal's sons.

Answer: Ramlal's sons were sent to the city to study in schools and later in colleges.

3. Name the first daughter of Ramlal to be married.

Answer: Radha, the eldest daughter, was the first to be married.

4. Define the term "good-looking" as used in the context of Ramlal's daughters.

Answer: In the context of Ramlal's daughters, "good-looking" means attractive.

SHORT ANSWER TYPE QUESTIONS

1. **Question:** Describe Bholi's initial personality and how it was shaped by her circumstances.

Answer: Bholi, originally named Sulekha, was a simple and quiet girl. An accidental fall in childhood caused her to be slow at learning things and she stammered when she spoke. She was also disfigured by smallpox, leading to ridicule and neglect, which made her grow up shy and reserved.

2. **Question:** Why did Bholi's father decide to send her to school?

Answer: Bholi's father decided to send her to school because he felt there was very little chance of her getting married due to her disfigurement and slow learning. He thought that schooling wouldn't harm her prospects further and might even help her in some way.

3. **Question:** How did Bholi's teacher influence her life?

Answer: Bholi's teacher played a significant role in her transformation. Despite her initial nervousness, Bholi was motivated and encouraged by her teacher, who instilled confidence and belief in her abilities. This guidance helped Bholi to evolve into a strong and courageous woman.

LONG ANSWER TYPE QUESTIONS

1. **Question:** “Bholi is not a story of weakness but of courage and self-discovery.” Justify the statement.

Answer:
Although Bholi begins as a weak, shy, and insecure girl, the story ultimately celebrates her courage and self-discovery. Due to a childhood illness and a speech defect, she is ridiculed by society and neglected by her family. These experiences make her fearful and withdrawn. However, education becomes a turning point in her life. Her teacher's kindness and encouragement help her develop confidence and recognize her own worth. As she gains knowledge and self-awareness, she learns to think independently and challenge injustice. The climax of the story reveals her true strength when she refuses to marry a greedy man who demands dowry. This act of courage demonstrates her moral integrity and self-respect. Therefore, the story is not about Bholi’s limitations but about her remarkable journey towards confidence, empowerment, and personal liberation.

2. **Question:** Explain the role of Bholi's teacher in shaping her personality and her life. How does this reflect on the importance of a good teacher in a student's life?

Answer: Bholi's teacher played a pivotal role in her life. Despite her initial nervousness, the teacher motivated her and helped her overcome her fear and stammering. Her teacher's confidence in her abilities inspired Bholi to work hard, instilling in her a sense of self-worth and confidence. This story underlines the significant role a good teacher can play in shaping a student's life. They can guide students towards the path of righteousness, instill confidence, and unlock their inherent qualities, enabling them to tackle life's challenges.

SUGGESTED EXERCISES

1. Write a short essay on the theme of transformation in the story "Bholi."
2. Discuss the role of Bholi's teacher in shaping her personality.
3. Debate on the impact of societal prejudice and dowry system as depicted in the story.
4. Create a character sketch of Bishamber and discuss his role in the story.
5. Analyze how education acts as a catalyst in Bholi's life.

THE BOOK THAT SAVED THE EARTH by *Claire Bioko*

SUMMARY:

'The Book That Saved the Earth' by Claire Bioko is a hypothetical play set in the 25th century where historians recount a tale of a Martian invasion from the 20th century. Martian characters, including Chief Think-Tank, Apprentice Noodle, Captain Omega, Lieutenant Iota, and Sergeant Oop, arrive at Earth with the intention of invading it. In a library, they encounter books and initially misinterpret them as food. Noodle, the most intelligent among them, suggests that books might be a communication device. They attempt to understand a children's rhyme book, "Mother Goose," and

take the rhymes literally. This leads to Think-Tank, the self-proclaimed leader, believing that Earthlings want to kill him, resulting in a called-off invasion and an immediate evacuation of Mars.

CHARACTER ANALYSIS:

One-Line Character Analysis

Think-Tank: A proud but foolish ruler whose ignorance causes his downfall.
Noodle: A sensible and intelligent adviser who values logic over pride.
Captain Omega: A dutiful commander who unquestioningly follows orders.
Lieutenant Iota: A disciplined officer representing loyalty and obedience.
Sergeant Oop: A hardworking crew member who adds comic relief.
Historian: A narrator who connects the past, present, and future of the story.

KEY POINTS:

1. The Martians' misunderstanding of Earthly objects like books.

2. The literal interpretation of the children's rhyme "Humpty Dumpty" that leads to Think-Tank's fear and the call-off of the invasion.

3. The story is recounted by 25th-century historians, adding a layer of historical commentary to the narrative.

VALUES/QUOTES:

1. "Half-fed knowledge is dangerous" - This is a key theme of the play.

2. "Just a children’s rhyme book saved the Earth from an invasion." - This highlights the power of simple things and the importance of understanding and communication.

MINIMUM LEVEL LEARNING TYPE MCQs:

1. Who is the author of 'The Book That Saved the Earth'?

   a) Claire Bioko b) Mark Twain c) J.K. Rowling d) George Orwell

2. Where do the Martian characters land when they come to Earth?

   a) In a school **b) In a library** c) In a supermarket d) In a museum

3. Which book do the Martians try to read in the play?

   a) Harry Potter b) War and Peace **c) Mother Goose** d) The Great Gatsby

4. What does Think-Tank initially believe the books to be?

   a) Sandwiches b) Clothing items c) Communication devices d) Weapons

HIGHER-ORDER THINKING SKILLS TYPE MCQs:

Question1: What does the Martian's misunderstanding of the books symbolize in the play?

a) The superiority of Earthlings b) The ignorance of the Martians

c) The importance of knowledge and understanding d) The power of literature

Question2: How does the character of Think-Tank explore the theme of pride and its consequences?

a) His pride prevents him from understanding the Earthlings

b) His pride makes him overestimate his own intelligence

c) His pride leads him to make wrong decisions about the invasion

d) All of the above

Question3: What role does the character of Noodle play in the storyline?

a) He is the main antagonist who plans the invasion

b) He serves as a voice of reason and understanding among the Martians

c) He represents the idea of fear and escape

d) He is a symbol of the power of Earthlings

REASONING AND ASSERTION TYPE MCQs

1. Assertion (A): Think-Tank initially assumes that books are sandwiches.

Reasoning (R): Think-Tank struggles to understand the purpose of books and makes an incorrect assumption based on their physical appearance.

Choose the correct answer from the following options:

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

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

c) A is true but R is false

d) A is false but R is true

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

Explanation: Think-Tank, not understanding what books are, makes a guess based on their physical form and believes they are sandwiches; hence both the assertion and reasoning are correct and related.

2. Assertion (A): Think-Tank abandons the plan of invasion after reading the nursery rhymes.

Reasoning (R): Think-Tank interprets the rhymes as a threat and fears an attack by the Earthlings.

Choose the correct answer from the following options:

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

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

c) A is true but R is false

d) A is false but R is true

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

Explanation: After reading the nursery rhymes, Think-Tank becomes fearful and cancels the invasion, making both the assertion and reasoning correct and related.

REFERENCE TO CONTEXT / EXTRACT BASED QUESTIONS

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

THINK-TANK: (smacking mirror) Quicker. Answer quicker next time. I hate a slow mirror. (He admires himself in the mirror.) Ah, there I am. Are we Martians not a handsome race? So much more attractive than those ugly Earthlings with their tiny heads. Noodle, you keep on exercising your mind, and someday you'll have a balloon brain just like mine.

Questions:

1. Describe the characteristic that Think-Tank admires in the Martian race.
2. Compare the appearance of Martians and Earthlings according to Think-Tank.
3. Explain the advice Think-Tank gives to Noodle regarding achieving a brain like his.
4. Define how Think-Tank describes his own brain.
5. Identify a synonym for 'attractive' that has been used in the passage.

Answers:

1. The characteristic that Think-Tank admires in the Martian race is their attractiveness.
2. According to Think-Tank, Martians are more attractive than Earthlings, who he describes as having tiny heads.
3. Think-Tank advises Noodle to exercise his mind to achieve a brain like his, which he describes as a "balloon brain."
4. Think-Tank describes his own brain as being like a balloon.
5. A synonym for 'attractive' that has been used in the passage is 'handsome'.

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

IOTA: I can't figure it out, Captain. (holding up a book) I've counted two thousand of these peculiar items. This place must be some sort of storage barn. What do you think, Sergeant Oop?

OOP: I haven't a clue. I've been to seven galaxies, but I've never seen anything like this. Maybe they're hats. (He opens a book and puts it on his head.) Say, maybe this is a haberdashery!

OMEGA: (bowing low) Perhaps the Great and Mighty Think-Tank will give us the benefit of his thought on the matter.

SHORT ANSWER TYPE QUESTIONS

Question1: Who are the main characters in the play "The Book That Saved the Earth" and what are their roles?

Answer: The main characters are Think-Tank, Noodle, Omega, Iota, and Oop. Think-Tank is the self-proclaimed intelligent leader of the Martians who misinterprets Earth's culture and calls off the invasion. Noodle, his apprentice, is the one who suggests that books might be a form of communication. Omega, Iota, and Oop are other Martian crew members who follow Think-Tank's orders.

Question2: What was the Martians' initial understanding of books when they first encountered them?

Answer: When the Martians first encountered books in a library on Earth, they didn't understand their purpose. They initially thought that books were sandwiches or some form of food, as suggested by Think-Tank.

Question3: How did the Martians misinterpret the nursery rhymes in the "Mother Goose" book?

Answer: The Martians, led by Think-Tank, took the literal meanings of the nursery rhymes. For instance, when they read "Humpty Dumpty," Think-Tank identified with Humpty and assumed that the Earthlings wanted to kill him, which led to the cancellation of their invasion plan.

LONG ANSWER TYPE QUESTION

Question1: Discuss the theme of misunderstanding in "The Book That Saved the Earth" and how it impacts the plot.

Answer: Misunderstanding is a central theme in "The Book That Saved the Earth". The Martians, despite considering themselves superior and intelligent, completely misinterpret the concept and purpose of books. This misunderstanding leads to humorous scenarios, such as them believing books are sandwiches or sound-emitting devices. However, it's their misinterpretation of the nursery rhymes - specifically, their literal understanding of "Humpty Dumpty" - that drives the plot, leading Think-Tank to call off the invasion out of fear. The theme of misunderstanding underscores the importance of context and cultural understanding, and how lack thereof can lead to significant consequences.

Question2: Discuss the role of books in preventing the Martian invasion of Earth. Why is the title ‘The Book That Saved the Earth’ appropriate?

Answer:
Books play a crucial role in saving Earth from a Martian invasion. When the Martian expedition lands on Earth, the crew discovers books in a library. Due to their lack of understanding, they struggle to identify the purpose of these objects. Think-Tank mistakenly concludes that books are sophisticated communication devices through which Earthlings exchange information.
When the Martians come across a book containing nursery rhymes, Think-Tank interprets the rhymes as evidence of Earth's military strength and technological superiority. Terrified by the imagined power of Earthlings, he immediately cancels the invasion and orders a retreat. As a

result, Earth remains safe without any conflict. The title *The Book That Saved the Earth* is highly appropriate because books, though ordinary objects, become the reason for the Martians' withdrawal. The title also emphasizes the power of knowledge, wisdom, and learning over fear and ignorance.

Sample Question Paper-

English Language and Literature (184)-2025-26

General Instructions:

Read the instructions very carefully and strictly follow them:

(i)This question paper comprises 11 questions. All questions are compulsory.

(ii) The question paper contains three sections:

Section A – Reading Skills

Section B- Grammar and Creative Writing Skills

Section C- Literature

(iii)Attempt questions based on specific instructions for each part.

SECTION A

Reading Skills 20 marks

1.Read the following passage carefully: 10

1. Read the following passage. 10

1 The growing preference for indigenous craft items is a welcome trend in today's globalised world, where mass-produced goods often dominate markets. These handcrafted products, rooted in the cultural and artistic traditions of their regions, offer more than just aesthetic appeal. They symbolise sustainability, support local economies, and preserve the heritage of diverse communities.

2 One of the primary reasons for choosing indigenous crafts is their eco-friendliness. Unlike factory-made products, most traditional crafts are created using natural, locally sourced materials. Artisans often employ time-tested methods that minimise waste and avoid harmful industrial processes. For example, pottery made from local clay, handwoven textiles using organic dyes, and bamboo-based crafts all have a much lower environmental footprint compared to their machine-made counterparts. By opting for these items, consumers indirectly contribute to reducing pollution and promoting sustainable practices.

3 Supporting indigenous crafts also strengthens local economies. Many artisans depend solely on their craft for livelihood, often working in small communities where opportunities for other forms of employment are limited. When people purchase their products, it provides a direct income to these artisans, empowering them and encouraging their craftsmanship. Initiatives like fair trade further ensure that artisans receive fair wages, fostering economic stability within their communities.

4 Moreover, indigenous craft items help preserve cultural heritage. Every handcrafted product carries a

story—a glimpse into the traditions, beliefs, and skills passed down through generations. In India, whether it's paintings, terracotta jewellery, sculptures, athangudi tiles, mud work frames or many others, each item reflects the unique identity of its region. By choosing these crafts, people not only appreciate the artistry but also help keep these traditions alive in an era where cultural homogenisation threatens diversity.

5 In addition to their economic and cultural value, indigenous crafts add a personal touch to homes and wardrobes. Unlike mass-produced items, which often lack individuality, handcrafted products are unique. Each piece bears the imprint of the artisan's effort, creativity, and dedication, making it special for the buyer.

6 However, the preference for indigenous crafts requires sustained efforts to thrive. Governments, organisations, and consumers all have roles to play. Policies that promote local craftsmanship, provide training to artisans, and create global platforms for showcasing their work can boost the visibility and demand for these products. Consumers, too, must actively seek out and invest in handmade crafts rather than opting for cheaper, factory-made alternatives. Choosing indigenous craft items is a meaningful step toward a more sustainable and culturally enriched world. Created for academic usage / 403 words

Answer the following questions, based on the passage above.

I Why is the growing preference for indigenous craft items described as a 'welcome trend' in paragraph 1? 1

II According to paragraph 1, the indigenous craft items have all of the following qualities EXCEPT being: A. handcrafted products B. rooted in artistic traditions C. aesthetic in appeal D. easily accessible 1

III Complete the following by selecting the correct option from those given in the brackets. The usage of locally sourced materials makes the indigenous crafts _____ (traditional / eco-friendly). (Paragraph 2)

IV Select the option that is True from (a)-(c) given for what the phrase, 'time-tested methods' suggests in paragraph 2. A. Artisans use traditional techniques that have been refined and proven effective over generations B. Artisans use outdated practices that are no longer relevant in today's commercial markets. C. Artisans follow techniques that prioritise speed and mass production over craftsmanship. 1

V Complete the analogy by selecting one of the two correct options (a), (b) fair trade: fair wages:: _____ : _____ (Paragraph 3) (a) employment: job security (b) mass production : reduced prices

VI Why is supporting indigenous crafts considered an effective way to improve the economic conditions of small communities? (Paragraph 3) 2

VII What are the main ideas of paragraph 4 and paragraph 5? i) Choosing indigenous crafts helps preserve cultural heritage ii) Handcrafted products lack individuality. iii) Indigenous crafts reflect the artisan's creativity. iv) Indigenous crafts promote uniformity by erasing regional differences in artistic traditions. v)

Cultural homogenisation encourages people to choose indigenous crafts over mass-produced goods. Select the correct option. Options Main idea of paragraph 4 Main idea of paragraph 5 A. ii iv B. v ii C. i iii D. iv ii 1

VIII Why is it important for consumers to take an active role alongside government and organisations in sustaining indigenous crafts? (Paragraph 6)

2. Read the following passage carefully:

1 A recent study conducted across two age groups—students aged 10–12 and 13–16— explored their preferences for ballpoint and micro-tip pens for various writing activities such as note-taking, examinations, and personal writing. The study aimed to understand trends in writing habits and the factors influencing pen selection among students.

2 The results revealed distinct patterns based on age groups and writing purposes. Among students aged 10–12, 65% preferred ballpoint pens for note-taking, citing ease of use and affordability as key factors. However, 35% opted for micro-tip pens, valuing their precision and smooth writing. For examinations, ballpoint pens were the overwhelming choice, with 78% favouring them for their speed and reliability, while 22% stuck with micro-tip pens, appreciating their fine control.

3 In the 13–16 age group, preferences shifted slightly. For note-taking, 60% favoured microtip pens, highlighting their ability to produce neat, legible notes, while 40% continued to use ballpoint pens. During examinations, however, 70% still relied on ballpoint pens, indicating their consistency under time constraints. When it came to personal writing, such as journalling or creative tasks, 58% in this group chose micro-tip pens, appreciating the aesthetic appeal of finer lines, while 42% stuck with ballpoint pens for their convenience.

4 These findings point to the importance of understanding age-specific preferences and task requirements, enabling manufacturers to innovate products. Manufacturers could further explore incorporating hybrid features, such as pens offering the speed of ballpoint pens with the precision of micro-tip pens, to cater to a wider range of student preferences. Created for academic usage / 250 words

Answer the following questions, based on the passage above

I Why did the study most likely focus on the two specific age groups of 10–12 and 13–16? (Paragraph 1) This is so because these age groups ____.

A. represent the largest population of growing students. B. are when students develop and refine their writing habits.

C. were the easiest to survey across various schools. D. have a natural preference for ballpoint pens. 1

II Identify the phrase in paragraph 1 that conveys the writer's reference to the patterns or preferences observed in how students use pens for various writing tasks. 1

III Complete the following by selecting the correct option from those given in the brackets. (Paragraph 2) Geetha, aged 11, wishes to complete her practical file neatly, ensuring her work is legible and appealing. She

is most likely to choose a micro-tip pen for this task because the _____ (speed / precision) offered by this type of pen helps produce tidy work. 1

IV What does the writer mean by 'affordability' while citing the high percentage of ball point pen usage? (Paragraph 2)

V Complete the following with the correct option. When the writer says 'distinct patterns' in the line 'The results revealed distinct patterns based on age groups and writing purposes,' of paragraph 3, s/he means that _____.

A. students in both age groups use pens in the same way for all the listed purposes.

B. the preferences for pens varied according to the students' age and the type of writing task.

C. only micro-tip pens were popular across all writing tasks in the 13-16 age group.

D. students of all age groups preferred ballpoint pens for completing creative writing tasks. 1

VI Complete the following appropriately. The one likely reason why more than 40% of students still chose ballpoint pens for creative tasks, even though micro-tip pens are better suited for such activities is _____. (Paragraph 3) 1

VII How are 'aesthetic appeal' and 'finer lines' connected? (Paragraph 3) 1 VIII Elaborate how hybrid features in pens would lead to a commercially viable product. (Paragraph 4) 2

IX Fill in the blank with ONE suitable word. (Paragraph 4) Understanding age-specific preferences helps manufacturers design products that cater to the unique needs of different age groups, ensuring their products are both _____ as well as appealing.

SECTION B

Grammar and Creative Writing Skills 20 marks

Grammar 10×1=10

4. Complete any ten of twelve of the following tasks, as directed.

I Fill in the blank by using the correct form of the word in the bracket for the given portion of a market research: The special subscriptions of newspapers are well _____(illustrate), to make reading interesting for school students. 1

II Identify the error and write the correction in the given sentence from a life skills' book. The road to success is not the bed of roses. Use the given format. Error Correction 1

III Fill in the blank with the correct form of verb given in the brackets. I'm so happy to see my plants again! They _____ (grow) so much since I last saw them. 1

IV Read the given statement. They said to the guide, "We'd love to come here again next year." Report it correctly by completing the following. They told the guide that _____.

V Fill in the blank by choosing the correct option to complete the conclusion of a letter of placing order. There would be no compromise _____the quality of items supplied. A. regards B. regard C. regardless D. regarding 1

VI Report the following by completing the sentence correctly. "Don't try mending the trousers yourself," she warned him. She warned him _____.

VII Complete the given opinion by filling the blank with correct option. The experience of watching the movie left me _____ grateful for knowing the importance of being empathetic to others.

A. having felt B. feeling C. felt D. feels 1

VIII The given question has an error. Select the option that correctly identifies the error and the correction. Which kind of person does something like that? No. Error Correction A. Which What B. kind kinds C. something somethings D. that this 1

IX Report the following question. She said to her sister, “Are you joining us for lunch today?”

X Fill in the blank with the correct option from those given in the brackets. Everyone is saying that Farhana’s chances are bright in the upcoming tournament and she _____ (must / may) become the youngest football player ever. 1

XI Fill in the blank to complete the sentence in a teacher’s diary by choosing the correct option. _____ student in the class submitted their assignment on time.

A. All B. One C. Every D. A 1

XII Choose the correct option to fill the blank. I looked inside the bucket and saw there was _____water in it, so they had to add more to use.

A. little B. any C. few D. least

WRITING

NOTE: *All details presented in the questions in writing section are imaginary and created for assessment purpose.*

4A As Vaibhav, the Club in-charge of your school’s Ecology Club, you strongly believe in the importance of starting Eco-Clubs in schools in the rural areas surrounding your city to promote the preservation and conservation of nature. Write a letter to the Education Secretary of your city, in about 120 words, highlighting the significance of ecological awareness and suggesting the need to establish Eco-Clubs in these schools. 5

OR

4B As Amitha, the Vice Head Girl of Vidya Mandir, you are aware of the increasing prevalence of cyber-attacks and unauthorised exploitation of systems, networks, and technologies affecting individuals across all demographics. Write a letter to the editor of a national daily in about 120 words, stressing the urgent need to promote digital security among all age groups. Highlight the challenges posed by cyber threats and propose practical solutions to address this growing issue**.**

5A You are the President of the Debate Society in your school. Two guest speakers --Mr. Rajan Sharma and Ms. Meera Kapoor, have written to express their interest in participating in your upcoming debate competition. Below are excerpts from their letters. 5

Excerpt 1

…..I am thrilled to express my interest in participating as a guest speaker at your school's debate competition. With over 10 years of experience as a public speaker and debate coach, I have guided numerous students to success in national- level competitions. My approach focuses on encouraging critical thinking and fostering a passion for debating. I have previously spoken at various schools and universities, often receiving positive feedback for my engaging sessions and practical insights . I believe my experience and knowledge can inspire and empower your students to excel in debating .
Best regards
Mr Rajan Sharma

Excerpt 2 :

…It would be a privilege to participate as a guest speaker at your school's upcoming debate competition. I have participated in international debate forums and have won accolades for my arguments on global and social issues . My strength lies in connecting with young audiences and making debates relevant to real-world scenarios. I also emphasise how debating can improve public speaking , confidence, and interpersonal skills. I look forward to sharing my journey and experiences with your students to inspire them to use debating as a tool for personal growth.

Yours sincerely

Ms Meera Kapoor

Analyse the information in a paragraph, justifying which guest speaker would be a better choice. Consider factors such as experience, relevance to the topic, and audience engagement

OR

5B Jaspreet, class X, is known for her creativity, excellent communication skills, and ability to think outside the box. However, she sometimes struggles with time management and prefers collaborative efforts over working solo. She has been assigned an art-integrated project presentation and must choose a partner from Sunaina, Tabassum, and Alice. Below are the profiles of the three candidates.

Sunaina : Sunaina is highly disciplined and excels in meeting deadlines . She is known for her strong organisational skills and ability to handle multiple tasks efficiently. However, she is slightly reserved and prefers working in structured, predictable environments.
Tabassum : Tabassum is enthusiastic and spontaneous , with a talent for generating unique ideas. She is an excellent artist and thrives in creative settings. However, she occasionally struggles to stay focused on tasks and complete them on time.
Alice : Alice is confident and articulate, with a flair for delivering polished presentations. She is detail-oriented and ensures that the final product is of high quality. However, she sometimes prefers to take control and may overlook collaborative efforts.

Based on the features of each candidate, analyse and decide who would be the best partner for Jaspreet. Consider aspects such as complementary strengths, teamwork, and the project's requirements

SECTION D
LITERATURE TEXTBOOK (40 marks)

6 **Read the given extracts A and B and answer ANY ONE of the two.** **5**

A. He just felt a bit dizzy Then he flapped his wings once and he soared upwards. "Ga, ga, ga, Ga, ga, ga, Gaw-col-ah," his mother swooped past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him screaming. He saw his two brothers and his sister flying around him curvetting and banking and soaring and diving. Then he completely forgot that he had not always been able to fly, and commended himself to dive and soar and curve, shrieking shrilly. (Two Stories About Flying - First Flight)

I Contradict the view that the young seagull celebrated his maiden flight alone. 2

II Which of the following statements best explains the young seagull's experience as he starts flying?
a) The young seagull immediately mastered flying and was no longer afraid.
b) The young seagull gradually gained confidence and joined his family in the air.

III What can be inferred about the young seagull's emotional state after flying with his family? 1

IV Read the following sound and movement words.
i) flapped
ii) shrieking
iii) swooped
iv) soared
v) screaming

Select the option that correctly categorises (i) –(v) into sound and vords.

NO	SOUND	MOVEMENT
A	i, ii,v	iii, iv
B	iv,v	I, ii, iii
C	ii, v	i, iii, iv
D	v,	I,ii,iii,iv

OR

B. Historian: ...You haven't heard about the Martian invasion of 2040? Tsk, tsk. What do they teach children nowadays? Well, you know, the invasion never really happened, because a single book stopped it. What was the book, you ask? A noble encyclopaedia? A tome about rockets and missiles? A secret file from outer space? No, it was none of those. It was — but here, let me turn on the historiscope and show you what happened many centuries ago, in 2040. *(She turns on projector, and points it left. Spotlight on Historian goes out...)*
(The Book That saved the Earth)

I What does the pause indicated by the dash in the line 'It was — but here, let me turn on the historiscope and show you' convey?
i) a sense of impatience and frustration

ii) a point of suspense and anticipation
iii) a moment of confusion and hesitation
iv) a sudden shift to lightheartedness
v) a reflective moment of deep thought

A. i, ii, v
B. Only ii
C. iii and iv
D. Only v

II How do the stage directions, such as 'Historian turns on projector' and 'Spotlight on Historian goes out,' contribute to the atmosphere and understanding of the scene in this part of the play?

III Select the option that correctly completes the following.
The Historian dismisses the noble encyclopaedia and rockets because she wants to _____
a) convey the importance of scientific knowledge and military power in stopping the invasion.
b) stress the surprising and unexpected nature of the book that stopped the invasion.

IV What emotion is the Historian most likely conveying with the phrase 'Tsk, tsk'? 1

7 **Read the given extracts A and B and answer ANY ONE of the two. 5**

A. He is learning, well behind his desperate eyes,
The epistemology of loss, how to stand up
Knowing what every man must one day know
And most know many days, how to stand up.

(The Ball Poem)

I What emotions are most appropriately conveyed by the phrase 'desperate eyes' and 'epistemology of loss'?
i) despair ii) anger iii) frustration iv) confusion v) helplessness
Select the correct option.
A. i, iii
B. i, iv, v
C. ii, iii, iv
D. iv, v

II What does the phrase 'how to stand up' suggest about the boy's emotional growth? 2

III Which phrase from the extract conveys the poet's idea that loss is universal? 1

IV Fill in the blank with a phrase to suitably complete the sentence.
The loss of his ball symbolises _____ in life.

OR

B. Or if some time when roaming round,
A noble wild beast greets you,
With black stripes on a yellow ground,
Just notice if he eats you
This simple rule may help you learn

The Bengal Tiger to discern. (*How to tell Wild Animals*)

I What does the poet imply by referring to the Bengal Tiger as a 'noble wild beast'?
A. The tiger is majestic and dignified despite its ferocity.
B. The tiger is kind and considerate toward humans.
C. The tiger has a royal lineage and should be revered.
D. The tiger is a symbol of fear and destruction.

II Complete the following suitably.
The word 'ground' in the line 'With black stripes on a yellow ground' refers to

II How does the poet use humour in the description of the Bengal Tiger? 2

III Identify the phrase in the poem that is advisory in nature. 1

V

8 **Answer ANY FOUR of the following five questions, in about 50 words each.** **4x3=12**

I Otters are known for their peculiar behavioural traits. Support this statement with reference to any two traits mentioned in 'Mijbil the Otter.' 3

II How does the use of repetition in the poem 'Amanda!' highlight the speaker's expectations and Amanda's responses?

III How can Nelson Mandela's vision of 'liberating both the oppressed and the oppressor' be applied in modern-day societies to address issues of inequality and discrimination? (Nelson Mandela – Long Walk to Freedom)

IV.How does the line 'and then moves on' reflect the transient nature of the fog thereby contributing to the poem's deeper message about life's impermanence? (Fog)

V.How does Chubukov's reaction to Lomov's marriage proposal reflect his priorities and values? (The Proposal)

9 **Answer ANY TWO of the following three questions, in about 40-50 words**. **2x3=6**

I How does 'The Necklace' illustrate the significance of honesty as the key element for leading a happy and stress-free life? 3

II Briefly evaluate the validity of the adage 'Values are caught, not taught', in the context of the relationship between Anil and Hari Singh in 'The Thief's Story'. 3

III Griffin's experiences moments of comfort and normalcy while being invisible. How do these fleeting moments impact his sense of identity and his actions throughout 'Footprints Without Feet'?

10 Answer ANY ONE of the following two questions, in about 100-120 words **1 x 6**

A. How does literature like 'The Baker from Goa,' 'Coorg,' and 'Tea from Assam' contribute to promoting tourism and raising awareness about regional cultures and traditions? 6

OR

B. The poems, 'The Trees' and 'A Tiger in the Zoo' resonate the theme of importance of freedom and the desire to break free from any kind of dominance. Examine.

11 Answer ANY ONE of the following two questions, in about 100-120 words. **1 x 6**

A. How does the author use the narrative technique of misdirection in 'The Midnight Visitor', to enhance the suspense and the story's unexpected ending?

OR

B. Comment critically on the role of the Surgery in the 'The Triumph of Surgery'.

English Language and Literature -Code No. 184
MARKING SCHEME
CLASS-X- (2025-26)

General Instructions: -

1. *The Marking Scheme carries only suggested value points for the answers / sample answers. The value points are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.*

2. *If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".*

3. *If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.*

	A: READING (20 marks)	
	Discursive Passage	
1.	**Answer the following questions, based on the passage above.**	10
I	because it counters the dominance of mass-produced goods, supports sustainability, and helps preserve cultural and artistic traditions.	1
II	D. easily accessible	1
III	eco-friendly	1
IV	(a) Artisans use traditional techniques that have been refined and proven effective over generations	1
V	a) employment : job security [(a) is correct. Just as fair trade ensures fair wages, employment aims to provide job security and both relationships focus on fairness and stability. Mass	1

	production often prioritises efficiency and cost reduction, sometimes at the expense of fairness, environmental responsibility, or the well-being of workers. Thus, (b) does not match the context of the analogy.]	
VI	Supporting indigenous crafts improves the economic conditions of small communities by providing artisans with a stable source of income. This empowers them to sustain their livelihoods and encourages the continuation of their craftsmanship. Additionally, it reduces economic challenges in areas where other employment opportunities are limited, creating a positive cycle of growth within these communities.	2
VII	C. i -iii [Paragraph 4 emphasises the preservation of cultural heritage (i), while paragraph 5 highlights the uniqueness and creativity reflected in indigenous crafts (iii).]	1
VIII	While governments and organisations can create supportive policies and platforms, consumers play a crucial role in driving demand for indigenous crafts. Without consumer interest and investment, these efforts may fail to translate into tangible benefits for artisans. Consumers' choices directly impact the visibility and survival of handmade crafts, making their active participation essential for creating a sustainable market and preserving cultural heritage.	2
	Case-based Passage	
2	**Answer the following questions, based on the passage above**	10
I	B. are when students develop and refine their writing habits. [Option B is the most likely because the study aims to explore writing preferences, which are likely to evolve during these developmental stages.]	1
II	‘trends in writing habits’	1
III	precision	1
IV	By ‘affordability,’ the writer refers to the lower cost of ballpoint pens compared to micro-tip pens, making them accessible and budget-friendly for students	1
V	B. The preferences for pens varied according to the students' age and the type of writing task	1

VI	Ballpoints do not dry out quickly unlike micro-tips / Ballpoints work on a variety of surfaces unlike microtips / Ballpoints are less likely to smudge unlike microtips/ Ballpoints pens are usually more affordable	1
VII	The 'aesthetic appeal' is closely connected to 'finer lines' because finer lines create neat, elegant, and visually pleasing writing.	1
VIII	Hybrid features in pens, such as combining the speed and reliability of ballpoint pens with the precision and aesthetic appeal of micro-tip pens, would likely result in a commercially viable product as such pens would cater to a broader demographic, meeting the needs of students across different age groups and writing tasks. This would capitalise on the growing demand for versatile and functional writing tools. Which would enhance its commercial success.	2
IX	functional / useful	
	SECTION B: WRITING SKILLS & GRAMMAR (20 marks)	
	GRAMMAR (10 marks)	
3	**Complete any ten of twelve of the following tasks, as directed.**	**10X1=10**
I	illustrated	1
II	Error – the ; Correction - a	1
III	have grown	1
IV	...they would love to go there again the following year	1
V	D. regarding	1
VI	...not to try mending the trousers himself	1
VII	B. feeling	1
VIII	A. Error -Which ; Correction - What	1
IX	She asked her sister if she was joining them for lunch that day.	1
X	may	1

XI	C. Every	1
XII	A. little	1
	WRITING SKILLS (10 marks)	
4	**Format-1 Content-2 Organisation of ideas-1 Accuracy-1**	**1X5=5**
A	(The response may be created from the following content points) **Significance of Ecological Awareness:** *the role of ecological awareness in protecting natural resources. *how it can foster responsible environmental behaviour in students from an early age. *the need for collective action to address pressing environmental issues such as deforestation, pollution, and loss of biodiversity. *Proposal to Start Eco-Clubs in Rural Schools: establishing Eco-Clubs in rural schools to engage students in practical environmental activities *how these clubs can organise tree plantations, cleanliness drives, and awareness campaigns. *the educational benefits of Eco-Clubs in building future environmentally conscious citizens Support and Resources Needed: *Request support from the Education Department in the form of resources, funding, and guidance to set up and run the Eco-Clubs *Propose collaborations with NGOs or environmental organizations to support these initiatives.	
	OR	
B	(The response may be created from the following content points) **Challenges Posed by Cyber Threats:** *the risks of identity theft, financial fraud, and data breaches. * the vulnerability of children, the elderly, and untrained individuals to phishing scams, malware, and online predators. * how ignorance about digital security increases the impact of these threats. *the importance of educating people about safe online	

	practices and promoting digital hygiene. *the role of schools, workplaces, and community organisations in spreading awareness. *digital literacy programmes for all age groups. * organising workshops, webinars, and public awareness campaigns on topics like strong password creation, recognising scams, and safe browsing habits. *the implementation of stricter cybersecurity policies by authorities. *use of the platform of the national daily to raise awareness about digital security. *he need for collaborative efforts between individuals, organisations, and the government to tackle this issue effectively.	
5	**Content - 2 Organisation of ideas - 2 Accuracy - 1**	**1X5=5**
	Note: No title Analytical writing doesn't require a 'correct' answer. All perspectives are valid as long as the reasoning is strong and evidence is used effectively. The writer must address the strengths of their chosen candidate and **contrast** them with the other candidate/s' qualities to highlight why their choice is better, in order for it to be considered an analysis. A recommended approach would be to know the specific needs of the event/audience and match them with the strengths of the candidate/s, ensuring a logical / audience-focused approach.	
A	**Option 1:** Based on the letters from Mr. Rajan Sharma and Ms. Meera Kapoor, Ms. Kapoor emerges as the better choice for the guest speaker at the school's debate competition. While both candidates are experienced and skilled, Ms. Kapoor's international accolades and ability to connect debating with real-world scenarios give her a distinct edge. Her focus on making debates relevant to global and social issues aligns well with the interests of high school students, offering them a broader perspective. Although Mr. Sharma has significant experience as a coach and speaker, his approach appears more focused on techniques rather than engaging students with relevant and inspiring real-world examples. Moreover, Ms. Kapoor's emphasis on personal growth through debating resonates with the developmental needs of students.	

	Her global exposure and relatability make her the ideal speaker to inspire and connect with the audience effectively. **Option 2:** Based on the letters from Mr. Rajan Sharma and Ms. Meera Kapoor, Mr. Rajan emerges as the better choice for the guest speaker at the school's debate competition. With over 10 years of experience as a debate coach and public speaker, Mr. Sharma brings unmatched expertise in nurturing critical thinking and fostering a passion for debating among students. His track record of guiding students to success in national-level competitions demonstrates his ability to deliver practical insights and techniques that directly contribute to debate performance. While Ms. Kapoor's global exposure and focus on real-world relevance are commendable, Mr. Sharma's hands-on experience in coaching students and making them competition-ready seems more aligned with the goals of the Debate Society. Additionally, his experience with school and university-level events ensures that he understands the aspects of connecting with high school audiences.	
	OR	
B	**Option 1:** Sunaina emerges as the most appropriate partner for Jaspreet in the art-integrated project presentation as her qualities balance those of Jaspreet's. Jaspreet's creativity and communication skills make her an excellent presenter and idea generator, but her struggles with time management require a partner who can complement her weaknesses. Sunaina's strong organisational skills and discipline ensure that tasks are completed on time and deadlines are met, which is crucial for the success of the project. Although Sunaina is slightly reserved, her preference for structure and predictability aligns well with Jaspreet's collaborative working style, as Jaspreet can take the lead in brainstorming and presenting ideas while Sunaina ensures everything stays on track. While Tabassum is highly creative and spontaneous, her difficulty in staying focused may amplify Jaspreet's challenges with time management, making her less suitable. Alice, on the other hand, excels in polished presentations, but her tendency to dominate and prioritise control may conflict with Jaspreet's collaborative preferences.	

	Option 2: Tabassum would be the best partner for Jaspreet in the art-integrated project presentation as her qualities balance those of Jaspreet's. Jaspreet thrives on creativity and collaboration, and Tabassum's enthusiastic and spontaneous personality would complement Jaspreet's innovative thinking. As an excellent artist, Tabassum brings a unique skill set to the project, particularly in the visual and design aspects, which are crucial for an art-integrated presentation. Together, their combined creativity would result in an engaging and visually appealing final product. Although Tabassum occasionally struggles with focus and timely completion of tasks, this can be mitigated by Jaspreet's strong communication skills and preference for teamwork, allowing them to motivate and support each other effectively. In contrast, Sunaina's overly structured and predictable working style may stifle Jaspreet's free-flowing creativity. Similarly, Alice's tendency to take control might conflict with Jaspreet's collaborative approach. **Option 3:** Alice would be the most suitable partner for Jaspreet in the art-integrated project presentation as her qualities balance those of Jaspreet's. While Jaspreet excels in creativity and collaboration, her struggles with time management can be addressed by Alice's confidence, detail-oriented approach, and ability to deliver polished presentations. Alice's strength in ensuring a high-quality final product complements Jaspreet's talent for generating unique ideas, creating a balance between creative input and execution. Her confidence in public speaking would enhance the presentation aspect of the project, allowing Jaspreet to focus on her creative contributions. Although Sunaina is highly disciplined, her reserved nature may limit the dynamic engagement needed for such a collaborative and artistic endeavour. Tabassum, while creative and spontaneous, might worsen Jaspreet's challenges with time management.	
	SECTION D: LITERATURE TEXTBOOK (40 marks)	
6	Read the given extracts and answer the questions for **any one** of the two, given	1X5=5
A	**PROSE**	
I	The young seagull did not celebrate his maiden flight	2

	alone. His mother and father encouraged him by flying past him and prompting him. Additionally, his siblings, were flying around him, further motivating him. The collective presence of his family made the victory a shared experience rather than a solitary one.	
II	b) The young seagull gradually gained confidence and joined his family in the air. [wasn't immediate as he felt dizzy initially]	1
III	The young seagull feels a sense of accomplishment and excitement, as he forgets that he was once afraid to fly and embraces the thrill of soaring and diving with his family.	1
IV	C. ii, v (sound) i, iii, iv (movement)	1
	OR	
B	**PROSE**	
I	B. Only ii [the pause creates an expectation for the audience, setting the stage for a revelation and keeping them intrigued]	1
II	The stage directions, like turning on the projector and dimming the spotlight, help create a shift in focus and set the tone for the scene. The projector signals a transition from narration to visual storytelling, while the fading spotlight on the Historian reveals the movement toward the next key action or character, heightening the suspense and anticipation of the forthcoming revelation. These technical elements guide the audience's attention and contribute to the play's overall pacing and dramatic effect.	2
III	b) stress the surprising and unexpected nature of the book that stopped the invasion.	1
IV	disappointment / disapproval	1
7	Read the given extracts and answer the questions for ***any one*** of the two, given	1X5=5
A	**Poetry**	**1x5=5**
I	B. i, iv, v ['anger' and 'frustration' are less appropriate because the focus is on emotional confusion, helplessness, and the acceptance of loss, rather than a reaction of resistance or blockage. The boy's emotional state is about grappling with a deeper understanding of life's impermanence, rather than lashing out at the loss or the situation.]	1

II	The phrase 'how to stand up' suggests that the boy is learning to confront and cope with the emotional impact of loss. It signifies his emotional growth, as he begins to understand that facing grief is an essential part of life. This realisation helps to teach him to recover from hardship and accept the inevitability of loss.	2
III	'most know'	1
IV	the inevitable hardships / the hardships / the first encounter with grief / the harsh realities / the fleeting nature of joy / the transient nature of material possessions	1
	OR	
B	**Poetry**	
I	A. The tiger is majestic and dignified despite its ferocity.	1
II	...the background colour of the tiger's coat, which is yellow	1
III	The poet uses humour to present the Bengal Tiger's dangerous nature in a light-hearted way. By describing it as 'noble' but humorously suggesting identification through being eaten, the poet softens the fear associated with the tiger and makes its ferocity entertaining The playful tone and the ironic contradiction between calling the tiger 'noble' and focusing on its ferocity create a humorous effect, making the tiger's dangerous nature seem amusing rather than frightening.	1
IV	'This simple rule may help you learn' [This is advisory in nature as it offers a guideline / a playful instruction]	1
8	**Answer any four of the following five questions, in about 50 words.**	**4X3=12**
	Content – 2 Expression – 1 Accuracy – Deduct up to 1 mark from overall	
I	**(Any two)** Love for movement in water - Otters cannot tolerate static water. Mijbil overturned bowls, sat in them, or splashed water until it overflowed, ensuring water was always in motion. Curiosity - Mijbil explored his surroundings keenly,	3

	investigating objects and trying to interact with his environment, such as fumbling with taps to turn them on. Juggling skills - Mijbil could juggle marbles on his belly while lying on his back, displaying dexterity and coordination.	
II	The repetition highlights the speaker's constant expectations, reinforcing Amanda's lack of freedom and autonomy. The repeated commands like 'Don't bite your nails' highlight the pressure placed on Amanda. In contrast, Amanda's imaginative escapes, which are not repetitive, reflect her desire for independence and freedom, showcasing the tension between external control and her longing for self-expression.	3
III	This vision can be applied in modern societies by fostering dialogue, understanding, and reconciliation between different groups. Addressing inequality requires not only empowering marginalised communities but also educating and transforming the mindsets of those who perpetuate discrimination, breaking the cycle of hatred and prejudice. This dual approach ensures lasting peace and equality.	3
IV	The line symbolises the fleeting and impermanent nature of the fog, paralleling the transient moments in life. Just as the fog quietly arrives, lingers briefly, and disappears, so too do many moments in life that come and go without warning, often leaving a lasting impression or a sense of reflection. This imagery reinforces the poem's theme that, like fog, many experiences are temporary, quietly arriving and departing without notice, leaving behind a sense of mystery and contemplation	3
V	Chubukov's reaction to Lomov's marriage proposal reflects his opportunistic and materialistic priorities. He enthusiastically embraces the proposal, showing relief and joy, not because of Lomov's love for Natalya but due to the potential benefits of securing a marriage for his daughter with a neighbouring landowner. His exaggerated affection for Lomov, calling him 'my dear fellow,' contrasts sharply with his prior suspicions. This reveals Chubukov's value for a status in society and economic security over genuine emotional connections.	3
9	**Answer any two of the following three questions, in about 40-50 words.**	**2X3=6**
	Content – 2 Expression – 1 Accuracy – Deduct up to 1 mark from overall	

I	Matilda's decision to replace the necklace without telling her friend the truth leads to a decade of suffering – how dishonesty can result in unforeseen consequences that affect one's well-being. The act of lying causes unnecessary stress and anxiety - Matilda and her husband live in constant fear of being found out, which affects their physical and emotional health. If Matilda had admitted her mistake, the outcome could have been very different - honesty fosters peace of mind.	3
II	The statement 'Values are caught, not taught' is evident in the story, particularly in the incident when Hari Singh steals Anil's money but later decides to return it. Anil's silent trust and kindness, such as forgiving Hari Singh's failed attempt at cooking and teaching him to read and write, deeply impact the thief. These actions, rather than words, teach Hari Singh the value of trust and honesty, prompting him to choose integrity over theft.	3
III	Griffin's fleeting moments of comfort, such as finding warmth and food, momentarily restore his sense of normalcy but quickly highlight his isolation. These experiences deepen his frustration and longing for connection, influencing his actions. His desperation for survival leads him to steal, disguise himself, and ultimately resort to violence, revealing the emotional toll and the erosion of his identity as he becomes increasingly detached from society.	3
10	**Answer any one of the following two questions, in about 100-120 words**	**1X6=6**
	Content – 3 Expression – 2 Accuracy – 1	
	Introduction It plays a significant role in promoting tourism by showcasing the unique cultural, historical, and natural elements of these regions. Each narrative vividly describes local traditions, landscapes, and lifestyles, sparking interest in these destinations among readers. **Body response points** 'The Baker from Goa' highlights the enduring Goan tradition of baking, the cultural significance of the baker's role, and the idyllic charm of the region. By focusing on the local customs and the nostalgia of	

	childhood memories, it attracts visitors eager to experience Goa's rich heritage, culinary delights, and laid-back atmosphere. 'Coorg' introduces readers to the region's beautiful landscapes, rich history, and distinct culture. It entices tourists by describing the Coorgi people's martial traditions, hospitality, and connection to nature. 'Tea from Assam' presents Assam as a tea haven, talking about its tea gardens, picturesque landscapes, and cultural significance. The story highlights the importance of tea in Assam's history, making it an attractive destination for travellers keen on exploring the tea estates, learning about tea cultivation, and experiencing the region's serene beauty. **Conclusion** The detailed depictions of these regions, make them effective tools for promoting tourism by encouraging people to visit and experience these unique places firsthand.	
	OR	
B	**(Response to be created largely from the first point combined with either the second or third point)** The trees are metaphorically trapped within the house, with their roots disengaging from the cracks in the veranda. Their movement toward the forest represents a yearning for freedom and a return to their natural state. The tiger is physically confined to a cage in the zoo, symbolising the desire to break free from captivity and return to the wild. The tiger's restlessness in the cage mirrors the internal struggle for freedom. The trees symbolise natural growth and freedom. Their release from the house signifies nature's tolerance and the need for unrestricted growth, much like the human desire to escape limitations that are either physical or the society's. The tiger represents the power of nature and wildness that is stifled by human confinement. The metaphorical connection to freedom is portrayed through the tiger's yearning for the freedom to roam freely in its natural habitat. The movement of the trees towards the forest symbolises liberation from human-made boundaries, stressing how freedom brings renewal and natural growth. The zoo represents oppression, where the tiger's desire for freedom is unmet. The contrast between the freedom	

	of the wild and the limitations of captivity is stark, showcasing the tiger's struggle.	
11	**Answer any one of the following two questions, in about 100-120 words**	**1X6=6**
	Content – 3 Expression – 2 Accuracy – 1	
A	The author uses the narrative technique of misdirection masterfully in 'The Midnight Visitor' to enhance suspense and deliver an unexpected ending. From the beginning, the reader is led to believe in the existence of a balcony through Ausable's fabricated story. By confidently describing how the balcony has been used for intrusions in the past, Ausable creates a believable scenario. This misdirection not only deceives Max but also builds tension as the reader anticipates how the balcony might play a role in the unfolding events. The suspense peaks when Max, in a desperate attempt to avoid the 'police,' decides to escape through the balcony—only to realise too late that it doesn't exist. This clever twist destabilises expectations and highlights Ausable's wit and resourcefulness. The use of misdirection keeps the reader engaged and ensures a surprising and satisfying conclusion to the story.	
	OR	
	The role of the Surgery in the story is pivotal, both as a place of physical recovery and as a catalyst for Tricki's transformation. Critically, the Surgery represents a contrast to the overindulgent environment at Mrs. Pumphrey's home. While Mrs. Pumphrey's pampering and excessive feeding led to Tricki's ill health, the Surgery offers a more balanced, structured environment where Tricki receives proper care, including a strict diet, exercise, and, importantly, social interaction with other dogs, all of which contribute significantly to his recovery. The Surgery symbolises not just medical intervention but a shift toward responsible pet care, bringing up the important aspect of a pet's well-being which requires more than affection and indulgence. Through Tricki's recovery at the Surgery, the writer critiques overindulgence and highlights the importance of holistic, responsible care for pets, both physically and emotionally.	

Series :KLNM4 **SET-1 Q.P Code 2/4/1**

Roll No. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Candidates must write the Q.P. Code on the title page of the answer-book.
ENGLISH
(Language and Literature)
Time allowed : 3 hours *Maximum Marks : 80*
NOTE :
(I) Please check that this question paper contains 15 printed pages.
(II) Q.P. Code given on the right-hand side of the question paper should be written on the title page of the answer-book by the candidate.
(III) Please check that this question paper contains 11 questions.
(IV) Please write down the serial number of the question in the answer-book at the given place before attempting it.
(V) 15-minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the candidates will read the question paper only and will not write any answer on the answer-book during this period.

Reading Skills

1. **Read the following text:**

(1) Every Year, countless flocks of birds take to skies in one of nature's most remarkable spectacles- migration. This incredible phenomenon involves the regular, long- distance movement of birds between their breeding and wintering grounds. Some species fly only a few hundred kilometers each year.

(2) Migration is primarily driven by changes in season. When food becomes scare during harsh winters, birds travel to warmer regions where they can find abundant insects, seeds, or fish. The Siberian crane, for instance, travel thousands of kilometers from the cold wet lands of Siberia to India's warmer lakes such as Keoladeo National Parkin Bharatpur and Chilka Lake in Odisa. The Bar headed goose, another amazing traveler, is known to fly over the towering Himalayas at heights where oxygen levels are dangerously low- a feat that astonishes even scientists.

(3) How these small creatures navigate such long distances remains a fascinating mystery. Studies suggest that migratory birds use multiple cues: the position of the sun by day, the stars at night, and even the Earth's magnetic field. Some, like homing pigeons, possess a memory-based instinct that helps them return to the same spot year after year with stunning accuracy.

(4) Unfortunately, migration today is becoming more difficult. Expanding cities, pollution, and deforestation have destroyed vital wetlands and resting areas. Climate change has disrupted the timing of migration, confusing birds about when to travel or breed. Many species arrive too early or too late, missing the right conditions for nesting or feeding.

(5) Conservationists worldwide are working to protect these travellers. International cooperation is essential since migratory routes across national

borders. Protected wetland sites, bird sanctuaries, and awareness programs encourage people to appreciate and safeguard these winged wanderers.
(6) Migratory birds are not just symbols of endurance and freedom; they are vital to nature's balance. They help in pollination, seed dispersal, and pest control. The survival of these birds is linked to the survival of ecosystems everywhere. Watching them reminds humanity of a powerful truth – the planet is shared, and the harmony of life depends on care, cooperation, and respect for nature's rhythms.

Answer the following questions, based on the passage above:
(1) In paragraph 1, what does the phrase **"one of nature's most remarkable spectacles"** refer to?

(ii) Complete the following with the correct option from the two givens:
Migration is primarily driven by changes in seasons as _____.
(a) they move to colder areas to hibernate
(b) they move to warmer places for food (paragraph 2)
(iii) What is unique about the Bar-headed goose? (paragraph 2)

(iv) Select the option that best explains the phrase 'navigate such long distances remains a fascinating mystery'. (paragraph 3)
(a) travelling to unknown destinations without getting lost is truly amazing
(b) travelling plans are predictable and well-marked out by the leader of the pack

(v) State whether the following statement is True or False:
Because of rapid urbanization and clear direction, it has become easier for migratory birds to find their way. (paragraph 4)

(vi) The writer mentions that conservationists worldwide are working to find solutions to give migratory birds safe travel. Based on the information given in the passage, which of the following will protect these travellers?
(A) creation of more wetland sites.
(B) making people aware about the eating habits of migratory birds.
(C) work in cooperation with other countries.
(D) create eating spots along the way.

(vii) List any two points according to the passage that illustrate that migratory birds play an important role in maintaining nature's balance. (paragraph 6)

1. _____

2. _____

(viii) What message does the passage convey about life on Earth? (paragraph 6)
(A) Man must provide cues to clear traffic routes for migratory birds.
(B) Deforestation is essential to stop uncontrolled growth.
(C) Harmony between man and nature is essential.
(D) Climate change can be controlled only by technological intervention.
2. Read the following text:
(1) Researchers have conducted various studies and research across sectors and institutions, which has shed light on the evolving landscape of artificial intelligence (AI). It revealed that nearly 70% of AI applications are developed by private

companies, reflecting strong market competition. About 20% stem from collaborations between academic institutions and industry leaders, fostering advancements in research and innovation.
(2) Interestingly, around 10% of AI initiatives are spearheaded by governmental or non-governmental organisations. These projects often focus on social good, including disaster prediction, agricultural efficiency, and public health monitoring.
(3) Among the AI applications, approximately 45% focus on automation, streamlining repetitive tasks. Around 30% cater to predictive analytics, aiding in decision-making processes in domains such as finance and weather forecasting. The remaining 25% involve customer support and virtual assistants, enhancing user engagement and accessibility.
(4) Further analysis indicates that about 60% of AI implementations are found in urban areas, particularly in sectors like finance, healthcare, and retail. Another 30% are used in manufacturing and logistics. The remaining 10% serve rural and underserved regions, supporting initiatives like digital literacy, healthcare access and agricultural support.
(5) Comparisons across different sectors and regions reveal AI's potential for transformative change. This analysis not only highlights the widespread adoption of AI but also emphasizes the need for balanced development in the field.
Answer the following questions, based on the passage above:
(i) What does the phrase **"evolving landscape of artificial intelligence"** in paragraph 1 suggest?
(A) disinterest
(B) limited use
(C) continuous development
(D) frustration

(ii) Select the option that is true for the assertion and reason given below:
Assertion: Around 10% of AI initiatives are led by governmental or non-governmental organisations.
Reason: These organisations focus on disaster prediction, agricultural efficiency, and public health monitoring.
(A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
(B) Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.
(C) The assertion is true, but the reason is false.
(D) The assertion is false, but the reason is true.

(iii) Identify the word or phrase that indicates **supervision** as one of the areas of AI. (Paragraph 2)

(iv) How do AI applications contribute to societal development, especially in rural and underserved regions?

(v) Read the given prompt and select the correct option in the brackets to fill in the blank.

In a remote village, an AI-powered system is used to monitor crop health and provide timely updates to farmers. The percentage of AI initiatives in this segment would be categorized under _____ (10%, 30%, 45%).

(vi) What does the high percentage of AI implementations in urban areas suggest about the development and adoption of technology? 1

(vii) Complete the sentence suitably: 1

The collaboration between academic institutions and industry leaders in developing AI applications demonstrates _____.

(viii) Complete the following with a suitable reason: 1

The most likely reason the passage mentions "interactive AI" as a key focus area is because it enhances _____.

(ix) In the context of the last paragraph, describe the significance of comparing various parameters such as ethical concerns, accessibility, industry-specific applications, and societal impact in understanding the evolving AI landscape. 2

Section – B (20 Marks)

Grammar and Creative Writing Skills

Grammar 10 M

3. Complete any **ten** of twelve of the following tasks, as directed: **10 × 1 = 10**

(i) Fill in the blank with the correct option to complete a corporate communication letter from a company to its employee. 1

Dear Sumit

This July, you _____ in Japan for three years. In six months, the company will transfer you to Bengaluru at a senior position.

(A) will be have been living
(B) will have been living
(C) would have lived
(D) would have been living

(ii) Read the given sentence from a self-help book. Identify the error and supply the correction in the given format. 1

Each one of the candidates have submitted the documents before the deadline.

Error	Correction

(iii) Pratima asked the following question to her friend, Shifa – 1

Do you like the painting, I gifted you yesterday.

Report Pratima's question correctly.

(iv) Fill in the blank by choosing the correct option to complete the concluding line from a school magazine report on a community outreach programme. 1

_____ (Each / All) community member was given a different set of equipment.

(v) Read Robert's reply to his swimming coach – 1

Thank you, sir, for the opportunity. I will make sure I do you proud.

Robert thanked his coach for the opportunity and said _____.

(vi) Identify and correct the error in the given line. 1

I prefer the chocolate pudding than the vanilla truffle any day.

Option No.	Error	Correction
(A)	prefer	preferred

(B)	the	an
(C)	than	to
(D)	any day	everyday

(vii) Rishaan's parents asked him how he had fared in the speaking test in school that day. 1
He excitedly told them that before the teacher could finish the question, he _____ the correct answer.
Fill in the blank to complete the sentence.
(A) gave (B) has given
(C) would have given (D) will give

(viii) Detect the error and supply the correction for an advice by a grandparent. 1
You should respect your parent and elders.

Error	**Correction**

(ix) Report the dialogue between a customer and a worker at a grocery store. 1
Customer: Did you pack all the items?
Worker: Yes sir, I did.
The customer asked the worker _____.
(x) Select the correct option to complete the given line. 1
Earlier money _____ buy much more than it can today.
(A) could (B) will
(C) can (D) shall
(xi) Complete the given poster displayed on a banner. 1
Drinking and smoking _____ (is / are) injurious to health.
(xii) Read the conversation between a student and a school counsellor. 1
Counsellor: How do you feel after sharing your fears with your parents?
Student: I believe they understand me better as they now know all my fears.
Report the student's response by completing the following:
The student replied that _____.

Creative Writing Skills 10 M

Note: All details presented in the questions in writing section are imaginary and created for assessment purpose.
4. (a) You are Toshani / Toshan Singh a resident of Bharatpura. You observed that on weekend afternoon a group of senior residents teach children free of cost. You are delighted to see their spirit of giving back to the community. Write a letter to the editor expressing your views on the need of volunteerism and senior participation in community engagement. Mention the benefits of such activities and how it would even reduce loneliness. 5
OR
(b) You are Shereen / Shivaji. There has been a lot of construction going on in your colony since the past few months. However, the contractors do not follow any protocols of timings, blocking pavements with building material and dumping the

rubble in the back lanes and sewage pipes. Write a letter to the President of your RWA drawing attention to these issues. Suggest a set of protocols to be followed by the builders to reduce any inconvenience being caused to the neighbouring residents. 5

5. (a) Read the given details of a fun zone designed for kids in a mall: 5

- A multi-level jungle themed play area with climbing walls, tunnels, and slides.
- A ball pit and trampoline section for younger kids.
- A gaming zone with arcade machines and interactive screens.
- Safety padding on all surfaces and trained staff for monitoring of activities.
- A dedicated toddler zone with soft toys, mini slides, and sensory play stations.
- A small cafeteria for parents with a view of the play area.

Analyse the details and write an analytical paragraph in about 120 words on the suitability of this fun zone for kids in a mall.
Focus on aspects such as safety, variety of activities, age-appropriateness, convenience for parents and overall experience.

OR

(b) Read the given details of a pre-school designed for young children: 5

- Brightly coloured classrooms with themed decorations.
- An outdoor grassy play area with slides, swings, and sand pits.
- A sensory activity zone with toys for touch, sound, and visual stimulation.
- Dedicated nap rooms with cozy beds and calming lights.
- A library with picture books, story-telling corners, and interactive learning tools.
- CCTV monitoring for safety and a nurse available for emergencies.

Analyse the details and write an analytical paragraph in about 120 words about the suitability of this pre-school for young children.
Focus on aspects such as safety, learning opportunities, comfort, inclusivity and overall environment.

Section – C (40 Marks)

Literature

6. Read the given extract and answer **any one** of the following questions given below: 5

(a) It was a new bus, its outside painted a gleaming white with some green stripes along the sides. Inside, the overhead bars shone like silver. Directly in front of Valli, above the windshield, there was a beautiful clock. The seats were soft and luxurious. Valli devoured everything with her eyes. But when she started to look

outside, she found her view cut off by a canvas blind that covered the lower part of her window. So, she stood up on the seat and peered over the blind. *(Madam Rides a Bus)*

(i) The effect on Valli as she describes the bus reveals that she is _____. Choose the most suitable option. 1

(A) awed (B) scared

(C) disgusted (D) repulsed

(ii) How does the author's use of descriptive language enhance the narrative technique in the passage? 2

(iii) Fill in the blank with the correct word from the bracket. 1

The use of the word 'devoured' adds to a sense of _____ (fascination / hunger) in the extract.

(iv) Which action of Valli shows that she did not want to miss out on any part of the experience? 1

OR

(b) Mme Loisel was a great success. She was the prettiest of all – elegant, gracious, smiling, and full of joy. All the men noticed her, asked her name and wanted to be presented. She danced with enthusiasm, intoxicated with pleasure, thinking of nothing but all this admiration, this victory so complete and sweet to her heart. *(The Necklace)*

(i) How is "success" perceived by Matilda? 1

(ii) Fill in the blank with the correct word from the bracket. 2

'All the men noticed her, asked her name and wanted to be presented' indicates that the men wanted to be formally _____ (introduced / withholden) to her.

(iii) Which of the following best describe Matilda's state of mind in the context? 1

(A) overwhelmed (B) anxious

(C) confused (D) sad

(iv) Explain the phrase "this victory so complete and sweet to her heart". 1

7. Read the given extracts and answer the questions for any **ONE** of the two given. 5

(a)

I sit inside, doors open to the veranda
writing long letters
in which I scarcely mention the departure
of the forest from the house.
The night is fresh, the whole moon shines
in a sky still open
the smell of leaves and lichen
still reaches like a voice into the rooms. *(Trees)*

(i) Comment on the portrayal of the narrator in the given extract. 2

(ii) Complete the following suitably: 1

The trees' movement from the house to the forest, reflect the broader theme of _____.

(iii) What has the poet hardly mentioned in her letter 1

(iv) What kind of atmosphere is created through the given extract? Select the correct option(s): 1

1. nostalgia 2. Serenity 3. Detachment 4. loss 5. joy

(A) 1 and 4 (B) Only 2
(C) 1, 2 and 3 (D) 2 and 5

OR

(b)

A dime, another ball, is worthless. Now
He senses first responsibility
In a world of possessions. People will take
Balls, balls will be lost always, little boy.
And no one buys a ball back. Money is external
He is learning, well behind his desperate eyes,
The epistemology of loss, how to stand up
Knowing what every man must one day know
And most know many days, how to stand up. *(The Ball Poem)*

(i) Comment on the portrayal of the character of the boy in the given extract. 2

(ii) Complete the following suitably 1

"Money is external" implies that the boy _____

(A) values material possessions.
(B) learns the money cannot restore what is lost.
(C) believes money is the solution to all problems.
(D) is indifferent to material wealth.

(iii) What does the poet mean by the phrase, 'epistemology of loss'? 1

(iv) What kind of atmosphere is created through these lines? Select the correct option. 1

1. reflection 2. intrigue
3. acceptance 4. anger
5. fear

(A) 1, 4 and 5 (B) Only 2
(C) 1 and 3 (D) 4 and 5

8. Answer any **four** of the following five questions, in about 40-50 words: **4 × 3 = 12**

(i) How are the cultural and social fabric of Goa closely knit together with the traditional baker and his bread? *(Glimpses of India)* 3

(ii) Bring out the literal and metaphorical meaning of the word "plunge" with reference to the young seagull who failed to muster up the courage to the plunge. *(Stories About Flying)* 3

(iii) What lesson does "For Anne Gregory" present for youthful love? 3

(iv) "Dust of Snow" presents the polar opposites black and white in a colour pallet. Justify, that 'black' and 'white' signify something deeper than the superficial meaning in the poem. 3

(v) What is the vision of freedom that comes through the speech of Nelson Mandela? 3

9. Answer any **two** of the following three questions, in about 40-50 words: **2 × 3 = 6**

(i) Why was Fowler interested in meeting Ausable? *(The Midnight Visitor)* 3

(ii) Based on your understanding of the story, how do you assess Bholi's father? *(Bholi)* 3

(iii) What vision did Ebright have in raising a flock of butterflies? *(The Making of a Scientist)* 3

10. Answer any **one** of the following two questions, in about 100-120 words:

(a) Compare the two stories, 'Letter to God' and 'The Black Aeroplane' from 'Stories About Flying'. Examine how both these stories illustrate that help can come in unexpected forms. 6

OR

(b) Evaluate the similarities and differences between the tiger in "A Tiger in the Zoo" and the dragon in "The Tale of Custard the Dragon". 6

11. Answer any **one** of the following two questions, in about 100-120 words:

(a) Evaluate the elements of humour and endearment in "A Triumph of Surgery". 6

OR

(b) Discuss how the play "The Book that Saved the Earth" depicts how misunderstanding of cultural differences and lack of awareness about other races cause confusion and conflict. 6