



केन्द्रीय विद्यालय संगठन
Kendriya Vidyalaya Sangathan



अंग्रेजी भाषा और साहित्य English Language And Literature

कक्षा/Class: IX
2024-25

विद्यार्थी अध्ययन सामग्री
Student Support Material





संदेश

विद्यालयी शिक्षा में शैक्षिक उत्कृष्टता प्राप्त करना केन्द्रीय विद्यालय संगठन की सर्वोच्च वरीयता है। हमारे विद्यार्थी, शिक्षक एवं शैक्षिक नेतृत्व कर्ता निरंतर उन्नति हेतु प्रयासरत रहते हैं। राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में योग्यता आधारित अधिगम एवं मूल्यांकन संबन्धित उद्देश्यों को प्राप्त करना तथा सीबीएसई के दिशा निर्देशों का पालन, वर्तमान में इस प्रयास को और भी चुनौतीपूर्ण बनाता है।

केन्द्रीय विद्यालय संगठन के पांचों **आंचलिक शिक्षा एवं प्रशिक्षण संस्थान** द्वारा संकलित यह 'विद्यार्थी सहायक सामग्री' इसी दिशा में एक आवश्यक कदम है। यह सहायक सामग्री कक्षा 9 से 12 के विद्यार्थियों के लिए सभी महत्वपूर्ण विषयों पर तैयार की गयी है। केन्द्रीय विद्यालय संगठन की 'विद्यार्थी सहायक सामग्री' अपनी गुणवत्ता एवं परीक्षा संबंधी सामग्री-संकलन की विशेषज्ञता के लिए जानी जाती है और अन्य शिक्षण संस्थान भी इसका उपयोग परीक्षा संबंधी पठन सामग्री की तरह करते रहे हैं। शुभ-आशा एवं विश्वास है कि यह सहायक सामग्री विद्यार्थियों की सहयोगी बनकर सतत मार्गदर्शन करते हुए उन्हें सफलता के लक्ष्य तक पहुंचाएगी।

शुभाकांक्षा सहित।

निधि पांडे

आयुक्त, केन्द्रीय विद्यालय संगठन



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3	KV Bokaro No.1	Sh. Manoj Kumar Bhagat	Determiners
4	KV Bokaro No.1	Smt. Bulbul Rani	Tenses
5	KV Bokaro No.3	Mukesh Saksena	Subject Verb Concord
6	KV Chakradharpur	Ms. Archana Mishra	Reported Speech
7	KV Chandrapura	Smt. Priyanka Raj	Descriptive Paragraph
8	KV Chandrapura	Miss Krishna Konar	Story Writing/ Diary Entry
9	KV No.1 Dhanbad	Mr. Sunil Kumar	The Fun They Had
10	KV No.1 Dhanbad	Miss Madhulina Biswas	The Sound of Music
11	KV Dumka	Mrs. Saroj Kumari Murmu	A Truly Beautiful Mind
12	KV Giridih	Mr. Debasish Manna	The Snake and the Mirror
13	KV Hazaribagh	Robert Toppo	My Childhood
14	KV Hazaribagh	Swati Shalini Kerketta	Reach for the Top
15	KV Jamtara	Mr. Nabanshu Das	Kathmandu
16	KV Khunti	Mr. Noel Barla	IF I Were You
17	KV Koderma	Mamta Kumari	The Road Not Taken
18	KV Latehar	Miss Nandinee Kiran	Wind
19	KV Lohardaga	Rakhi Nutan Oraon	Rain on the roof
20	KV Madhupur	Vikas Yadav	The Lake Isle of Innisfree
21	KV Maithon Dam	Ms. Suprna Mishra	The Legend of the Northland
22	KV Maithon Dam	Mrs. Dipanjana Biswas	No Men are Foreign
23	KV Patratu	Damodar Lohra	On Killing a Tree
24	KV Ramgarh Cantt	Abhishek Prakash	A Slumber did my spirit seal
25	KV Ramgarh Cantt	Sanjeet Kumar	The Lost Child
26	KV Ramgarh Cantt	Laxmi Kumari Samad	The Adventure of Toto
27	KV Ranchi CCL	Ranjan Kumar	Iswaran The Storyteller

28	KV Ranchi CRPF	Mrs. Kamlesh Kumari Sinha	The Happy Prince
29	KV Ranchi Deepatoli	Antaryami Kumar	The Last Leaf
30	KV Ranchi Deepatoli	Dr. Ambuj Kumar Tilak	A House is not a home
31	KV Ranchi Deepatoli	Smt. J.N Bara	The Beggar
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ENGLISH LANGUAGE AND LITERATURE

(CODE NO- 184) SYLLABUS- CLASS IX

(2024-25)

SECTION:	
A	Reading Skills (40 periods)
B	Writing Skills with Grammar (40 periods)
C	Literature Textbooks and Supplementary ReadingText (50 periods)

SECTION –A READING SKILL

Reading passage through unseen passage

(20 Marks)

- I. Discursive passage of 400-500 words. (10 Marks)
- II. Case-based passage (with visual input- statistical data, chart etc.) of 200-250 words (10 marks)

Multiple Choice Questions / Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

SECTION - B

I. GRAMMAR

(10 Marks)

- Tenses
- Modals
- Subject – verb concord
- Reported speech
- Commands and requests
- Statements
- Questions
- Determiners

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

II. CREATIVE WRITING SKILLS

(10 marks)

This section will have short as well as long writing tasks including compositions.

- i. Writing a Descriptive Paragraph (word limit 100-120 words) on a person/event/situation based on visual or verbal cue/s. One out of two questions is to be answered. (5 marks)
- ii. Writing a Diary Entry/ Story on a given title in 100-120 words. One out of two questions is to be answered. (5 marks)

SECTION- C

40 Marks

I. Reference to the Context

I. One extract out of two from Drama / Prose.

II. One extract out of two from poetry.

(5+5 = 10 Marks)

Multiple Choice Questions / Objective Type Questions will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

II. Short & Long Answer Questions

I. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book

BEEHIVE.

4x3=12 Marks

II. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book. **MOMENTS.**

3x2=6 Marks

III. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the texts. This can also be a passage-based question taken from a situation/plot from the texts. **6 marks**

IV. One out of two Long Answer Type Questions from MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **6 marks**

Prescribed Books: Published by NCERT, New Delhi

Beehive

Prose

1. The Fun They Had
2. The Sound of Music
3. The Little Girl
4. A Truly Beautiful Mind
5. The Snake and the Mirror
6. My Childhood
7. Reach For The Top
8. Kathmandu
9. If I were You

Poems-

1. The Road Not taken
2. Wind
3. Rain on The Roof
4. The Lake Isle of Innisfree
5. A Legend of The Northland
6. No Men Are Foreign
7. On killing a tree
8. A Slumber Did My Spirit Seal

Moments

1. The Lost Child
2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools
5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS IX) – Units 1 to 6 and Units 8, 10 & 11

NOTE: Teachers are advised to:

- (1) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (2) reduce teacher-talk time and keep it to the minimum,
- (3) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each assessed through a judicious mixture of different types of questions.

GUIDELINES FOR INTERNAL ASSESSMENT (20 MARKS) [2024-25]

S.No	Components of Internal Assessment	Weightage of Marks
1	Best two Periodic Tests	5
2	Multiple assessment	5
3	Portfolio	5
4	Subject Enrichment Activities	5
	Total =	20

Multiple Assessment

Multiple assessment refers to the use of various methods, tools, or techniques to evaluate and measure different aspects of a student's learning and performance. Unlike a single type of assessment that may focus on a specific skill or content area, multiple assessments incorporate a range of evaluation approaches to provide a more comprehensive and nuanced understanding of a student's abilities, strengths, and areas needing improvement.

Steps to be followed to plan and conduct Multiple Assessment

Planning Multiple Assessments:

1. **Identify Learning Objectives:** Define skills and knowledge goals (e.g., reading comprehension, writing, literary analysis).
2. **Select Assessment Types:** Choose methods like quizzes, tests, projects, essays, presentations.
3. **Develop Criteria and Rubrics:** Create clear assessment criteria and rubrics aligned with objectives.
4. **Design Assessment Tasks:** Develop tasks assessing reading, writing, speaking, listening skills.
5. **Sequence Assessments:** Plan timing and order of assessments for balanced evaluation.

Conducting Multiple Assessments:

1. **Communicate Expectations:** Clearly explain tasks, criteria, and purposes to students.
2. **Administer Assessments:** Implement assessments fairly and consistently.
3. **Collect Data and Evidence:** Gather student responses and performance data.

4. **Evaluate and Analyze Results:** Assess against criteria, identify strengths and areas for improvement.
5. **Provide Feedback and Adjust Instruction:** Offer timely, constructive feedback and adjust teaching strategies.
6. **Reflect and Improve:** Review assessment effectiveness and student progress for refinement.

Continuous Improvement:

- **Professional Development:** Enhance assessment literacy and effectiveness through training.
- **Feedback Loop:** Use assessment data to inform curriculum adjustments and instructional decisions.

Criteria for Evaluation

1. Reading Comprehension:

- Understanding of main ideas, details, and implicit information.
- Vocabulary usage within context.
- Ability to infer and interpret based on textual evidence.
- Analysis of text structure, style, and literary devices.

2. Writing Tasks:

- Clarity, relevance, and organization of ideas.
- Correct grammar, punctuation, and spelling.
- Creativity and originality in expression.

3. Literary Analysis:

- Recognition and analysis of literary elements (metaphor, symbolism, etc.).
- Interpretation of themes and their significance.
- Analysis of characters' traits, motivations, and development.
- Understanding of historical, cultural, or societal contexts.

• **Speaking and Listening:**

- Clarity, fluency, and coherence in speaking.
- Active listening and accurate comprehension.
- Engagement and contribution in discussions or presentations.

Portfolio

A Portfolio is a systematically curated collection of student work, encompassing a range of artifacts that demonstrate academic achievements, progress, and reflections over a specified period. It serves as a structured documentation of learning experiences, showcasing diverse examples such as assignments, projects, essays, and artwork. Portfolios often include reflective components where students assess their own growth and learning outcomes. This methodical compilation provides a holistic view of a student's educational journey and proficiency across various subjects or disciplines.

Steps to be followed to plan and write portfolio

Planning Portfolio:

1. Identify Purpose and Goals:

- Define the portfolio's purpose (e.g., assessment, reflection).
- Determine specific learning goals (e.g., reading comprehension, writing skills).

2. Select Portfolio Contents:

- Choose diverse artifacts like essays, literary analyses, creative writing.
- Organize into sections based on content and objectives.

Writing Portfolio:

3. Artifact Selection and Description:

- Briefly describe each artifact's context and relevance.
- Include assignment prompts and objectives.

4. Reflective Writing:

- Write reflections on learning process, challenges, improvements.
- Connect artifacts to learning goals and personal growth.

5. Personal Statement or Introduction:

- Summarize portfolio's purpose, highlight achievements, growth as a learner.

Finalizing the Portfolio:

6. Review and Revise:

- Ensure clarity, coherence, and alignment with goals.
- Make revisions for a cohesive narrative of progress.

7. Compile and Present:

- Organize portfolio neatly in digital or physical format.

- Follow submission guidelines or presentation requirements.
8. **Submit or Present:**
- Submit portfolio according to curriculum guidelines.

Criteria for Evaluation

- **Content Quality:** Aligns artifacts with learning objectives, showing depth in understanding and analysis.
- **Reflection and Self-Assessment:** Demonstrates critical thinking and connects artifacts to personal growth and learning goals.
- **Organization and Structure:** Presents a clear and logical sequence of artifacts and reflections.
- **Language Use and Mechanics:** Exhibits proficiency in grammar, punctuation, and effective language use.
- **Impact and Presentation:** Communicates ideas clearly and engages the reader effectively.

Some suggested topics/activities

- **Literary Analysis:** Analyze themes, characters, and literary devices in short stories or poems.
- **Creative Writing:** Write narratives or poems based on prompts or personal themes.
- **Essay Writing:** Craft argumentative or descriptive essays on literary topics or contemporary issues.
- **Book Reviews:** Review books read during the year, discussing plot, characters, and personal insights.
- **Reflections:** Journal reflections on personal growth in reading, writing, and critical thinking.
- **Visual Projects:** Create artwork or multimedia presentations inspired by literature.

Subject Enrichment

Subject Enrichment refers to additional activities and experiences that deepen students' understanding and engagement beyond the regular curriculum. It includes literary discussions, creative writing, workshops, poetry recitations, dramatizations, and interactions

with authors or experts. These activities aim to enhance appreciation for literature, improve language skills, and foster critical thinking and creativity in English Language and Literature studies

Steps to be followed to plan and conduct activities

Planning Activities:

1. **Identify Goals and Objectives:** Define specific learning objectives and goals for enrichment activities.
2. **Select Topics and Themes:** Choose relevant topics aligned with curriculum and student interests.
3. **Design Activities:** Develop diverse activities like discussions, workshops, readings, and performances.
4. **Plan Resources:** Gather necessary materials such as texts, prompts, and multimedia aids.

Conducting Activities:

5. **Schedule and Logistics:** Set clear schedules and communicate logistics to students and stakeholders.
6. **Facilitate Learning Experiences:** Lead interactive activities that encourage participation and critical thinking.
7. **Provide Guidance and Feedback:** Offer support and constructive feedback throughout activities.
8. **Reflect and Evaluate:** Assess effectiveness, gather feedback, and reflect on outcomes.

Continuous Improvement:

9. **Adjust and Enhance:** Modify activities based on feedback and assessment of student needs.
10. **Document and Share:** Record student work and achievements, share outcomes with the school community.

Criteria for Evaluation

- **Alignment with Objectives:** Activities should be aligned with curriculum goals and learning outcomes.

- **Engagement:** Measure student participation, interest, and active involvement in activities.
- **Learning Outcomes:** Assess whether activities enhance understanding, critical thinking, and application of literary concepts.
- **Creativity and Innovation:** Evaluate the extent to which activities promote creative expression and exploration.
- **Feedback and Reflection:** Encourage student reflection on learning experiences and provide feedback for improvement.
- **Impact:** Assess overall impact on students' appreciation for literature, language skills, and personal growth.

Some suggested topics/activities

- **Literary Discussions:** Engage in discussions on themes, characters, and social contexts of literary works.
- **Creative Writing Workshops:** Explore different genres such as short stories, poetry, and scripts.
- **Poetry Recitations:** Perform and analyze poems to enhance understanding of poetic techniques.
- **Dramatizations:** Act out scenes from plays or novels to deepen comprehension of characters and themes.
- **Author Study Projects:** Research and present on renowned authors and their literary contributions.
- **Literary Field Trips:** Visit libraries, literary festivals, or historical sites related to literary works studied.
- **Book Clubs:** Form groups to read and discuss novels, sharing insights and interpretations.

STUDY MATERIAL 2024-25

CLASS- IX

SUBJECT- ENGLISH LANGUAGE AND LITERATURE

DISCURSIVE PASSAGE

(SOLVED)

1. Read the passage given below-

10 Marks

1. Hiking is a great source of pleasure to us besides being beneficial for health. Once we leave the crowded streets of a city and go out for a walking tour away from the mad world, we really feel free. The open air has a bracing effect on the mind. The congestion of the city, the uproar and tumult, the intolerable noise of traffic, the hectic daily routine, all these are forgotten and the mind is at ease. We then feel like running, leaping, singing and laughing. We travel merrily mile after mile in the company of friends and associates.

2. Hiking takes us in the midst of nature. The sight of waterfalls, flowers, streams, trees and bushes is pleasing. A connect is established between us and nature. Various sounds of nature, like the murmur of a brook or the song of a bird, acquire a new meaning and significance to us.

3. You enjoy the beauty of nature. Minute observations like a snake casting its slough, a mouse peeping out of its hole, a squirrel leaping about on the branches of a tree, a bird flying past us, all these are noticed and they arouse our interest. We have no business worries, no fear of the examination, and no anxiety about the home. We have leisure to stand, to walk and talk. It is more thrilling and pleasurable to hike in a mountainous region than in the plains. The excitement of climbing up to the top of a hill, the adventure of coming down a slope, the grandeur of sunset behind a mountain - All these sights lend a rare charm and interest to our journey.

4. We walk along a zigzag motor road or cut across a mountain path in search of adventure. We may have bright sunny weather or might get caught in a shower of rain. We may look below us into the yawning chasm or up at the mountain peak. The feeling of unlimited freedom makes our hearts leap with joy.

5. Hiking is one of the healthiest sports. It ensures a complete escape from the urgent and busy activities of life and therefore gives solace to our brain. It regains its lost energy and is able to do twice as much work as before.

6. The fresh air, beautiful mountains, majestic trees, chirping sound of birds make one's mind and soul at peace with nature.

Based on your understanding of the passage, answer the questions below:

(I) to go out for a walking tour is **1 Mark**

(a) to stroll. (b) to ramble. (c) to hike. (d) to walk

Answer:- (c) to hike.

(II) Why does the writer say that the mind is at ease when you hike? **1**

Mark

(a) because hiking is an inexpensive activity. (b) because it brings families together
(c) because it is the easiest exercise. (d) because the depressing daily routine is forgotten.

Answer: - (d) because the depressing daily routine is forgotten.

(III) Complete the following with a phrase **2 Marks**

The various sounds of nature acquire.....

Answer: - a new meaning and significance to us.

(IV) Infer one reason for the following based on information in paragraph 2 **2 Marks**

A contact is established between us and nature.

Answer: - because nature is pleasing and acquire a new meaning and significance to us.

(V) Give one reason why it is a pleasure to hike in the mountains than in the plains. **1**

Mark

- (a) Because observation is sharpened.
- (b) Because of the excitement of climbing up and adventure of coming down.
- (c) Because it is leisure to stand, to walk.
- (d) Because there are no worries.

Answer:- (b) because of the excitement of climbing up and adventure of coming down.

(VI) Hiking gives the brain, the rest it needs because

1 Mark

- (a) it is a short time activity. (b) it is one of the healthiest sports
(c) it makes us sleep peacefully. (d) it is an escape from our busy schedule.

Answer: - (d) it is an escape from our busy schedule.

(VII) Substitute the word 'leap with joy' with one word similar in meaning in the following sentence from the passage. "The feeling of unlimited freedom makes our hearts leap with joy."

1 Mark

Answer: - delighted.

(VIII) What makes one's mind and soul at peace with nature?

1 Mark

Answer: The fresh air, beautiful mountains, majestic trees, and the chirping sound of birds make one's mind and soul at peace with nature.

Passage-2

Q 2. Read the given passage and answer the questions that follow: (10 Marks)

Earlier the air we breathe in use to be pure and fresh. But, due to increasing industrialisation and concentration of poisonous gases in the environment the air is getting more and more toxic day by day. The World Health Organisation's (WHO's) latest finding that air pollution is the world's biggest environmental health risk should be of particular concern to India that its air pollution is among the world's worst. Of the 20 most polluted cities, 13 are said to be in India. And most cities in India violate the PM10 standard. The results of Delhi's dubious distinction of being the most polluted city in the world—also certified by the WHO — are beginning to show. Forty per cent of the city's children have weak lungs, a survey has shown. Some cities have shown some improvement in this regard, but those are the exception, not the norm.

(1) Although the level of air pollution has reached a critical point. But there are still ways by which we can reduce the number of air pollutants from the air. Two factors

can be cited as having brought about this state of affairs. First is the growing purchasing power of Indians living in cities. The car was a luxury product for a middle-class Indian even two decades ago. Not so now. And the results are now showing in all the big cities of India though Delhi had got a few years respite because of the transition to CNG in 2001. The vehicles that cannot ply in Delhi because of court edicts on environmental standards are sold in satellite towns around the metropolis, thus in a way allowing the problem to perpetuate. The second problem is the global community's inability to switch to cleaner, alternative sources of fuel and reduce the thermal power plants' dependence on coal, said to be the dirtiest fuel. Other sources of pollution, such as fuel wood and biomass burning, have never received adequate attention.

(2) The first step should be to discourage people from using private vehicles and opting for public transport. This can be done through hiking parking charges and making people pay for contributing to the volume of traffic on the roads. Industrial pollution, however, is less easy to reduce. Here switching to solar energy, of which the government is targeting a generation of 100 GW by 2019, can be an answer. Unless this is done, we really cannot breathe easy. (404 words)

Attempt the following questions on the basis of the passage you have read:

- 1) 'What are the ill-effects of pollution on the children in most cities of India?
- 2) Name the factors responsible for increasing pollution.
- 3) What steps should be taken to reduce pollution?
- 4) How can we reduce industrial pollution?
 - i. by replacing conventional sources of energy
 - ii. The existing laws should be implemented strictly.
 - iii. discourage people from using private vehicles
 - iv. All of the above
- 5) Out of the 20 most polluted cities in the world, 13 are in India. (True /False)
- 6) People should be motivated to opt for private transport to decrease air pollution. (True /False)

- 7) We can reduce industrial pollution by
- 8) Find a word in Para-2 that means the same as 'mentioned'.
- i. Cited
 - ii. Brought
 - iii. Got
 - iv. Received
- 9) Which word in Para-2 means the same as 'immortalise'?
- i. Respite
 - ii. Ply
 - iii. Perpetuate
 - iv. Reduce
- 10) Find a word in Para-2 which means the same as 'Change'.
- i. State
 - ii. Transition
 - iii. Ply
 - iv. Switch

Answer Key:

- 1) forty per cent of the city's children have weak lungs.
- 2) The growing purchasing power of Indians living in cities has led to the significant increase in the number of vehicles in India. The second problem is the inability to switch to cleaner i.e., alternative sources of fuel and reduce the thermal power plants' dependence on coal.
- 3) people should be discouraged to use private vehicles etc
- 4) iv. All of the above
- 5) True
- 6) False
- 7) by using solar energy
- 8) cited
- 9) perpetuate
- 10) Transition

Passage -3

Q 3. Read the following text.

Let's delve deeper into another unseen passage English

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

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

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

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

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

Based on your understanding of the passage, answer the following questions. (1X10=10)

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

(a) they are rich in protein and calcium.

(b) they are tasty and tempting.

(c) they are good for heart.

(d) they are not very expensive.

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

1. People with no intake of salt.

2. People with the lowest intake of salt.

3. People with moderate intake of salt.

4. People with the highest intake of salt.

5. People who have multiple complications.

(a) 1 and 3

(b) 2 and 3

(c) 4 and 5

(d) 2 and 4

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

(a) improve the quality of blood.

(b) improve appetite.

(c) strengthen mind and body.

(d) improve heart beats.

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

(a) most uncommon.

(b) most common.

(c) unconventional.

(d) important.

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

(a) A lot of added sugar in diet.

(b) No sugar intake.

(c) Eating saturated fat frequently.

(d) No fat intake.

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

1. milk products

2. sugar

3. almonds

4. oil

5. Avocado

(a) 1 and 4

(b) 3 and 5

(c) 2 and 4

(d) 2 and 3

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

(a) cooking of food.

(b) eating of food.

(c) processing of food.

(d) production of sucrose.

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

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

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

Answers:

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

(ii) (d) 2 and 4

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

(iv) (b) most common.

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

(vi) (b) 3 and 5 (vii) (c) processing of food. (viii) The first paragraph of the passage

suggests that 'salt is not as bad as we think'. (ix) a balanced diet (x) The given term

means to avoid eating something excessively.

(PRACTICE SET- 1)

3. Read the following text.

10 Marks

1. Summer vacation offers families dilemmas and opportunities. For too many kids it becomes a period of intellectual passivity and stalled personal growth. For others-and their parents-it's a time of overload and frantic scheduling.

2. "Summer is a great time for parents to build a relationship with their children," says a renowned child psychologist. And it's an opportunity both for the kids to learn and for the family to grow together. To make this a reality, educators and psychologists point to several simple strategies those parents can start planning before summer gets under way.

3. "Summer is a perfect time for kids to take skills they've learned in a classroom and use them in new ways," notes a well-known educator. Comparing prices in a grocery shop can sharpen children's mental maths skills. Taking measurements to build a new tree house or design a simple plaything teaches geometry. Car trips provide opportunities to study maps and learn geography.

4. Sometimes kids will need a small push in the right direction. Victoria encouraged her seven-year-old son, Philip, to take part in their local library's summer reading club. For every book report a child wrote, he received a raffle ticket. At the end of the summer sports prizes were raffled off. Philip, who'd painstakingly produced seven book reports won an autographed picture of a hockey star and had his name in one of his reports printed in the local newspaper. (If that's not possible, encourage children to write letters to editors on current affairs, or about school-related issues.) "Philip moaned and groaned about writing the reports, but in the end, he was happy he put the effort in," notes his mother. "And his ability to express himself really improved."

5. It's the daily practice of stimulation-intellectual, creative, esteem-building-that parents can give their children that have the greatest impact," says an eminent researcher. In an informal study conducted in 1998 other researchers surveyed successful college students about how they spent their free time from ages five to 12, then compared their activities with those of troubled youngsters. They found that the successful ones were more likely to play spontaneous games, more involved in household chores and more likely to engage in playful activities with their parents.

6. Truly successful kids, say educators, are those who've learnt to budget time to help others-whether it's helping an invalid neighbour or preparing their own family's meals a couple of

nights a week. Where parents fail, say, experts, is in the way such responsibilities are presented.

7. For most parents of school-age kids, the largest block of time they'll have with their children is in the summer. With a little advance preparation, parents can use the summer to help develop their youngsters into smarter, more creative, more caring human beings.

Answer the following questions, based on the passage above.

i. Why does the writer say that 'Summer vacation offers families dilemmas and opportunities'? Pick out the odd option that should not be in the list. 1 Mark

- (a) For many children summer vacation is a long break from intellectual activities.
- (b) The personal growth of many children comes to a standstill.
- (c) A few parents build meaningful relationships with their children.
- (d) Many parents chalk out backbreaking schedules for their kids.

ii. What is the objective of the writer when he says that "the kids need a small push in the right direction"? Rationalize your response in about 40 words. 2 Marks

iii. Complete the sentence appropriately. 1 Mark

..... to study maps and learn geography.

iv. The passage includes some words that are near synonyms of each other. From the sets (A to E) below, identify two such sets of synonyms. 1 Mark

- (a) Educators and psychologists (b) moaned and groaned (c) overload and frantic scheduling
- (d) build or design (e) dilemmas and opportunities

v. Complete the sentence appropriately. 1 Mark

The author uses many examples to prove that summer is a perfect time for kids to take skills they have learnt in a classroom and use them in new ways by ____.

vi. Based on the reading of the passage, examine, in about 40 words, how parents can make the greatest impact on the lives of their kids. 2 Mark

vii. State which of the following is NOT true for troubled youngsters according to experts.

1 Mark

- (a) They show apathy to household chores.
- (b) They don't play spontaneous games.
- (c) They spent their free time from ages five to 12 constructively.
- (d) They don't get involved in playful activities with their parents.

viii. What is the essence of the expert opinion regarding advanced planning of the summer vacation? 1 Mark

(PRACTICE SET-2)

4. Read the following text.

(10 Marks)

1. The colour of animals is by no means a matter of chance; it depends on many considerations, but in the majority of cases tends to protect the animal from danger by rendering it less conspicuous. Perhaps it may be said that if colouring is mainly protective, there ought to be but few brightly coloured animals. There are, however, not a few cases in which vivid colours are themselves protective. The kingfisher itself, though so brightly coloured, is by no means easy to see. The blue harmonizes with the water, and the bird as it darts along the stream looks almost like a flash of sunlight.

2. Desert animals are generally the colour of the desert. Thus, for instance, the lion, the antelope, and the wild donkey are all sand-coloured. "Indeed," says Canon Tristram, "in the desert, where neither trees, brushwood, nor even undulation of the surface afford the slightest protection to its foes, a modification of colour assimilated to that of the surrounding country is absolutely necessary. Hence, without exception, the upper plumage of every bird, and also the fur of all the smaller mammals and the skin of all the snakes and lizards, is of one uniform sand colour."

3. The next point is the colour of the mature caterpillars, some of which are brown. This probably makes the caterpillar even more conspicuous among the green leaves than would otherwise be the case. Let us see, then, whether the habits of the insect will throw any light upon the riddle. What would you do if you were a big caterpillar? Why, like most other defenseless creatures, you would feed by night, and lie concealed by day. So do these caterpillars. When the morning light comes, they creep down the stem of the food plant, and lie concealed among the thick herbage and dry sticks and leaves, near the ground, and it is obvious that under such circumstances, the brown colour really becomes a protection. It might indeed be argued that the caterpillars, having become brown, concealed themselves on the ground, and that we were reversing the state of things. But this is not so, because, while we may say as a general rule that large caterpillars feed by night and lie concealed by day, it is

by no means always the case that they are brown; some of them still retaining the green colour. We may then conclude that the habit of concealing themselves by day came first, and that the brown colour is a later adaptation.

Answer the following questions, based on the passage above.

i. What does the writer mean when he says that “The colour of animals is by no means a matter of chance”? **1 Mark**

- (a) It is an evolutionary advantage. (b) It is contradictory.
(c) It is predetermined. (d) It is a matter of chance.

ii. What makes the writer contradict his own statement that ‘the colour of animals helps protect them from danger by making them less conspicuous to predators’? Answer in about 40 words. **2 Marks**

iii. Complete the sentence appropriately. **1 Mark**

The author’s contention that assimilation with the background is a necessity for all desert animals for sheer survival can be substantiated with the fact that ____.

iv. The passage includes some words that are opposites of each other. From the sets (a)-(e) below, identify a set of word pairs that does not belong to this category. **1 Mark**

- (a) Concealed and conspicuous
(b) Day and night
(c) Bright and vivid
(d) sand-coloured and brightly-coloured
(e) Retaining and reversing

v. Complete the sentence appropriately. **1 Mark**

Although some big caterpillars are brown and therefore have the advantage of being conspicuous among the green leaves, yet these defenseless creatures have to.....

vi. Why does the author conclude that the habit of caterpillars to conceal themselves by day came first, and that the brown colour is a later adaptation? Based on the reading of the passage, examine, in about 40 words. **2 Mark**

vii. The writer says, “It might indeed be argued that the caterpillars, having become brown, concealed themselves on the ground and that we were reversing the state of things.”

(Paragraph 3) **1 Mark**

Select the underlying principle in natural evolution the scientist, Canon Tristram is referring to.

(a) Contradiction (b) regression (c) experience (d) progression

viii. Where do the big, brown caterpillars hide themselves as soon as the day breaks? 1
Mark

CASE BASED FACTUAL PASSAGE

1. PASSAGE-1

BEVERAGES

1. After water, tea is the most popular beverage in the world. Its popularity has survived thousands of years and has played an important role in many cultures. It is enjoyed both hot and cold, as a refreshing drink, as part of a ceremony, or as a tonic for improved health.
2. The drink of Asia for hundreds of years, tea is believed to have been brought to Europe by the Dutch. Today, from remote Ladakh in India to Buckingham Palace in London, tea is synonymous with cheer. It is rightly said that there will be no agreement without a perfect cup of tea. Though for tea drinkers, the brew is addictive, the preferred method of preparation and taste differ from person to person and region to region. From traditional black teas, to the newer, and extraordinarily healthy white teas, and recognisable flavoured teas, such as Earl Grey, to exotic blends such as Rooibos Love, there is a flavour and a blend for everyone. Today, many varieties of tea and tea brands are available in the market. An innovation is the tea-bag that is easy, quick and less messy than traditional ways of brewing tea. Green tea is popular in China and the Far East.
3. In Japan, the tea ceremony is a traditional way of greeting guests and is a social occasion. Unlike the tea, we are familiar with the fact that green tea is not drunk with sugar or milk. It is an olive-coloured liquid served in porcelain cups. In Morocco, green tea is infused with freshly plucked mint.
4. Some scientists believe that tea prevents tooth decay because it is a rich source of fluoride. Tea is also a folk remedy for stomach upsets, flu and diarrhoea. Tea is also said to have antioxidants that fight cancer and also has anti-ageing properties that fight the free radicals in our bodies. Research suggests that drinking tea reduces the risk of heart disease and cancer, and lowers cholesterol levels in the blood. A welcome thought for inveterate tea drinkers. Tea is the new apple-a-day to keep the doctor away.

A. Choose the correct option to complete the following sentences. (1x5=5)

1. Tea is believed to have been brought to Europe by the _____ .
a. Dutch b. Chinese c. Indians d. None of these
2. Tea is synonymous with _____ .
a. sorrow b. cheer c. addictive d. love
3. Though for tea drinkers, _____ is addictive.
a. water b. brew c. coffee d. mint
4. In _____, green tea is infused with freshly plucked mint.
a. Japan b. Europe c. India d. Morocco
5. The meaning of "tooth decay" is –
a. the decline in tooth's health b. the tooth becomes strong
c. the teeth become healthy d. None of these

ANSWERS:-

- A. 1, a -Dutch 2. B-cheer 3. b-brew 4. d-Morocco 5. a- the decline in tooth's health

B. Answer the following questions: (1x5=5)

1. What does the line, "Tea is synonymous with cheer" mean?
2. What is the new and convenient way of making tea?
3. How is the fluoride useful in tea?
4. Whom do you call 'an inveterate tea drinker'?
5. How does tea is good for our health? When can it harm us?

ANSWERS: -

1. A cup of tea makes people healthy and happy.
2. The new and convenient way of making tea is by using tea bags.
3. Fluoride in tea prevents tooth decay.
4. An inveterate tea drinker is one who uses tea as a beverage habitually.
5. Some scientists believe that tea prevents tooth decay because it is a rich source of fluoride. Tea is also a folk remedy for stomach upsets, flu and

diarrhoea. Tea is also said to have antioxidants that fight cancer and also has anti-ageing properties that fight the free radicals in our bodies.

Drinking too much could lead to negative side effects, such as anxiety, headaches, digestive issues, and disrupted sleep patterns.

PASSAGE-2

Q.1 Read the passage given below:

1. With novel Coronavirus spreading rapidly all over the country, there are only three states right now, Meghalaya, Sikkim, and Andaman and Nicobar Islands, that have less than 1,000 people infected with the disease.

2. Lakshadweep, of course, still hasn't reported even a single case till now, the only region in India entirely free of the epidemic.

3. Otherwise, even the relatively smaller states now have significantly large spread of the disease. Goa, for example, has seen more than 7,000 of its people infected by the virus till now. Tripura has over 5,500 cases, while Manipur has more than 3,000, and Nagaland a little less than 2,500. Puducherry has more than 4,000 cases, while even Daman and Diu has over 1,300 people infected.

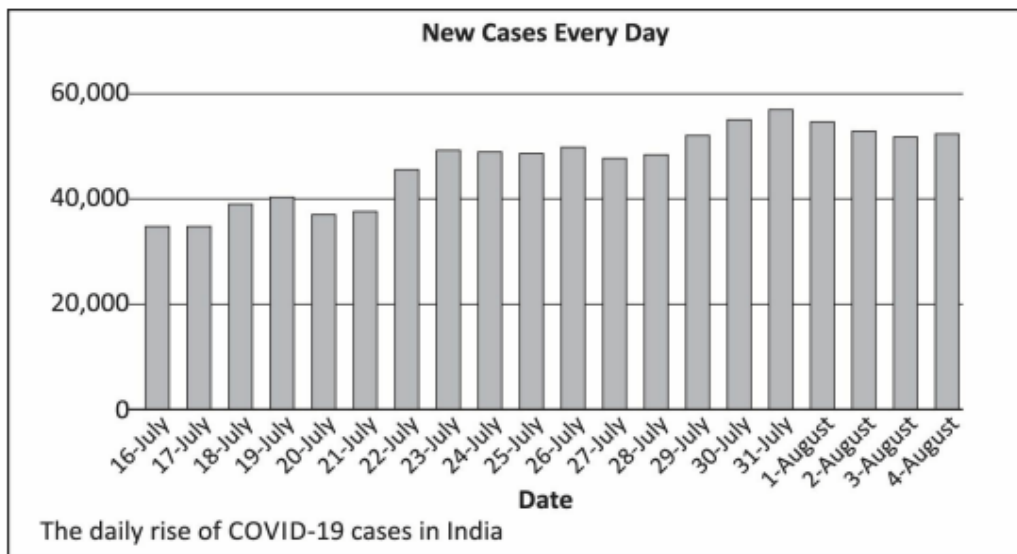
4. And in each of these states, the numbers are rising at a fast pace, at a rate higher than the national level. The infections had initially reached these states in the first and second week of May, when the lockdown was relaxed for the first time to enable people stuck in different parts of the country to return to their native places.

5. After a period of very slow growth, the number of cases have begun to rise rapidly in the last one month. In Goa, for example, the total number of infected people has nearly doubled in the last 15 days. Same has happened in Puducherry, as well.

6. With over 52,500 new cases detected in the country, the total number of infections crossed 19 lakhs, out of which 12.82 lakh people have recovered from the disease. The number of dead is now close to 40,000.

The number of recoveries on Tuesday was the highest-ever for a single day. More than 51,700 people were declared to have been recovered. Three days earlier, the number of recoveries had crossed 50,000 for the first time, but in the next two days the number had

fallen to much lower levels.



On the basis of your understanding of the passage answer the following questions:

1. How are these three states – Meghalaya, Sikkim and Andaman and Nicobar Islands – different from the rest of India?
2. _____ is the only region in India which is entirely free of the epidemic.
 - i. Andaman and Nicobar Islands
 - ii. Maharashtra
 - iii. Lakshadweep
 - iv. Tripura
3. What is common among Goa, Tripura, Manipur, Nagaland, Puducherry and Daman and Diu?
4. Which date in the graph shows the highest jump of detected cases in a day?
 - i. July 30
 - ii. July 31
 - iii. August 1
 - iv. August 2
5. Out of the 19 lakhs infected cases, 15.82 lakhs were recovered (True/False)
6. Why the number of cases have increased in these states in the first and second week of May?
7. More than 51,700 people were declared to have been recovered on _____.
 - i. Wednesday
 - ii. Sunday
 - iii. Tuesday

- iv. Monday
8. When had the number of recoveries crossed 50,000 for the first time?
- i. two days earlier
 - ii. Tuesday
 - iii. three days earlier than Tuesday
 - iv. none of these
9. Which word in the passage means the same as “quickly”?
- i. Rapidly
 - ii. Significantly
 - iii. Native
 - iv. Rare
10. Which word in the passage is opposite in meaning to “indigenous”?
- i. Rapidly
 - ii. Significantly
 - iii. Native
 - iv. Rare

Answer Key

PASSAGE 3

- 1. they are the only states to have less than 1,000 people infected with novel coronavirus
- 2. Lakshadweep
- 3. the numbers are rising at a fast pace at rates higher than the national level
- 4. July 31
- 5. False
- 6. Due to relaxation in lockdown
- 7. Tuesday
- 8. three days earlier than Tuesday
- 9. rapidly
- 10. native

PASSAGE-3

DEMONETISATION

Read the following passage carefully:

1. Demonetisation refers to an economic policy where a certain currency unit ceases to be used as a legal tender. It occurs whenever there is a change in the national currency. The existing form or forms of money is pulled from circulation and retired, to be replaced with new notes or coins. Sometimes, a country completely replaces the old currency with new currency.
2. On 8 November 2016, the Indian government decided to demonetise the 500 and 1000 rupee note, the two biggest denominations in its currency system. These notes accounted for 86% of the country's circulating cash. With little warning, India's Prime Minister, Shri Narendra Modi announced to the citizenry that these notes would be rendered ineffective with immediate effect. People were given time till the end of the year to deposit or exchange them for newly introduced 2000 and 500 rupee notes rupee notes.
3. The government's goal was to combat India's thriving underground economy on several fronts: eradicate counterfeit currency, fight Tax evasion (only 1 % of the population pays tax), eliminate black money accumulated from money laundering and terrorist-financing activities, and to promote a cashless economy. Individuals and entities with huge sum of black money acquired from parallel cash systems were forced to take their large – denomination notes to bank, and account for them satisfactorily and submit the proof of tax paid. If the owner could not provide the proof of making any tax payments on the cash he possessed, a penalty of 200% on the tax due will be imposed.
4. Demonetisation had a severe impact on gold market. The extraordinary demand for the yellow metal, made a stiff hike in the cost. However, the Government made it mandatory that every buyer had to submit his/her PAN card details for purchase made. Earing jewellers were brought to book.
5. Many Indians switched to alternative payment methods. The biggest gainers were mobile wallet companies that offered easy transactions through a large network of partners. Alibaba –backed Paytm saw a sevenfold increase in overall traffic. Prepaid cash card was another option that the customers found useful. Other alternatives were mobile

payment systems linked to e-commerce business like Ola Money, Free Charge, Flip cart wallet, etc.

A. Choose the correct option to complete the following sentences: (1x5=5)

i. 500 and 1,000 rupee notes accounted for _____ of the country's circulating cash.

- a. 96% b. 86% c. 78% d. 72%

ii. Demonetisation has a severe impact on the _____ .

- a. currency circulation b. tax payments
b. stock market d. gold market

iii. Government made it mandatory that every buyer had to submit his/her _____ details for purchases made.

- a. Proof of tax payment b. Aadhar card c. Free Charge d. Flip cart wallet

iv. Alibaba-backed _____ saw a sevenfold increase in overall traffic.

- a. Paytm b. Ola Money c. Free Charge d. Flip cart Wallet

v. What is meant by the phrase "brought to book"?

- a. to write names in a book b. to write a book on money
c. to be punished by law d. None of these

ANSWERS:

- A. 1. B-86% 2. D-gold market 3. C-PAN card 4. A-Paytm 5. C-to be punished by law

B. Answer the following questions: (1x5=5)

1. What is meant by Demonetisation?
2. When did the government demonetise the 500 and 1,000 rupee notes?
3. When will the penalty of 200% be imposed?
4. What do you understand by the word "Mandatory"?
5. What is the meaning of "Eradicate" in the context of the above passage?

ANSWERS :-

- B. 1. Demonetisation refers to an economic policy where a certain currency unit ceases to be used as a legal tender.
2. The government demonetised the 500 and 1,000 rupee notes on 8th November
3. If the owner could not provide proof of making any tax payments on the cash he possessed, a penalty of 200% on tax due will be imposed.
4. Mandatory means obligatory -that must be done, that which is compulsory.

5. The word eradicates means to do away with as completely as if by pulling up by the roots.

PASSAGE-4

HOW TO LEARN

1. Most people can remember a phone number for up to thirty seconds. When this short amount of time removes of rehearsal, the numbers are erased from the memory. How did the information get there in the first place? Information that makes its way to the short term memory (STM) does so via the sensory area. The brain has a filter which only allows stimuli, that is of immediate interest, to pass on to the STM, also known as the working memory.

2. There is much debate about the capacity and duration of the short term memory. The most accepted theory comes from George A. Miller, a cognitive psychologist, who suggested that humans can remember approximately seven chunks of information. A chunk is defined as a meaningful unit of information, such as a word or name rather than just a letter or number. Modern theorists suggest that one can increase the capacity of the short-term memory by chunking or classifying similar information together. By organising information, one can optimise the STM, and improve the chances of a memory being passed on to long-term storage.

3. When making a conscious effort to memorise something, such as information for an exam, many people engage in “rote rehearsal”. By repeating something over and over again, one is able to keep a memory alive. Unfortunately, this type of memory maintenance only succeeds if there are no interruptions. As soon as a person stops rehearsing the information, it has the tendency to disappear. When a pen and paper are not handy, people often attempt to remember a phone number by repeating it aloud. If the doorbell rings or the dog barks, he will likely forget the number instantly. Therefore, rote rehearsal is not an efficient way to pass information from the short- term to long -term memory. A better way is to practice “elaborate rehearsal”. This involves assigning semantic meaning to a piece of information, so that it can be filed along with other pre-existing long-term memories.

4. Encoding information semantically also makes it more retrievable. Retrieving information can be done by recognition or recall. Humans can easily recall memories that are stored in the long-term memory and used often; however, if a memory seems to be forgotten, it may eventually be retrieved by prompting. The more cues a person is given

(such as pictures), the more likely a memory can be retrieved. This is why, multiple choice tests are often used for subjects that require a lot of memorisation.

A: Answer the following questions in one sentence: 1x5=5

- 1) How do memories get transferred to the STM?
- 2) Where can memory be stored?
- 3) How do theorists believe a person can remember more information in a short time?
- 4) What is 'remove of rehearsal'?
- 5) What can be done to change the short-term memory into long-term memory?

ANSWERS:

1. They are filtered from the sensory storage area.
2. Memory can be stored in the short-term memory, long-term memory, and sensory storage area.
3. It can be done by organising the information.
4. It is assigning semantic meaning to a piece of information, so that it can be filed along with other pre-existing long-term memories.
5. One can increase the capacity of the short-term memory by chunking or classifying similar information together.

OR

One can optimise the STM, and improve the chances of a memory being passed on to long-term memory.

B. Choose the correct option to complete the following sentences: 1x5=5

1) Most people can remember a phone number to _____ .

- a. 2minutes b. twenty seconds c. thirty second d. sixty seconds

2) _____ is not an efficient way to pass information from the short-term to long-term memory.

- a. Elaborate rehearsal b. encoding information
c. Rote rehearsal d. memorisation

3) If a memory seems to be forgotten, it may be eventually be retrieved by _____

- a. Prompting b. repeating c. encoding d. chunking

4) The more _____ a person is given, the more likely a memory can be retrieved.

- a. interruptions b. rehearsal c. tests d. cues

5) "Rote rehearsal" means:

- a. drilling of information b. learning by repeating over and over
c. mechanical learning d. All of these

ANSWERS:-

1. c- thirty seconds, 2. c- Rote rehearsal, 3. a- Prompting, 4. d-cues, 5. d- All of these

PASSAGE-5

COMMUNICATION SKILLS

1. It is rare to find someone with a good technical and communication skills. You can get far ahead of your colleagues, if you combine the two early in your career. People will judge, evaluate, promote or block you based on your communication skills. Since habits form by repeating both good and bad forms of communication, learn to observe great communicators and adopt their styles and traits – in written and verbal forms. The art of listening and learning from each and every interaction is another secret recipe. Develop the subconscious habit of listening to you as you speak and know when to pause.
2. Learning what not to say is probably more important than learning what to say. As your career develops, you will realize that the wise speaks less. Speak when you have value to add, else refrain. Poorly constructed e-mails with grammatical errors are acceptable between friends, but they should be seriously avoided while communicating formally with your seniors. Avoid any communication in an emotional state when you might say things you will regret later. One unnecessary word uttered at the wrong time or place can ruin a relationship, career or even your life. Such is the power of words. If such a thing happens, you should immediately apologize; else it may haunt you for life.
3. Another problem to overcome is speaking too fast. Since our minds are working faster than our speech, we are inclined to speak fast. This does not necessarily mean that the person hearing it will get it any faster. On the contrary, it is always the reverse. So slow down, think before you speak. “When I get ready to speak to people,” Abraham Lincon said, “I spend two-thirds of time thinking what they want to hear and one-third thinking what I want to say.” Adding humour and wit is also essential. But realize that not all jokes are funny and observe certain boundaries. Never say anything that could offend. Remember you are not communicating with a comedian who must offend as many people as you can, to be witty.

A. Answer the following questions briefly:

(2x4=8)

1. Why is it necessary to have good communication skills?
2. How can communication skills be developed?

3. What, according to the writer, should be avoided while communicating?
4. Why should you be careful when you tend to be humorous?

ANSWERS:-

1. It is necessary to have good communication skills because based on these skills, people will judge, evaluate, promote or block you. You can get far ahead of your colleagues, if you have good communication skills.

2. Good communication skills can be developed by:

- a. observing good communicators.
- b. adopting good communicator's styles and traits.
- c. developing the habit of listening to ourselves.
- d. learning from every interaction.

3. According to the writer, we should avoid grammatical errors while communicating, avoid communicating while in an emotional state and avoid speaking too fast.

4. We should be careful when we tend to be humorous because all jokes are not funny. Jokes should not be offensive.

B. Find the words from the passage that mean the same as the following by choosing the correct option: (1x4=4)

1. To calculate the value of something:

- a. Evaluate b. observe c. adopt d. promote

2. A situation where two or more people communicate with each other.

- a. Refrain b. judge c. pause d. interaction

3. A feeling of disappointment:

- a. Trait b. regret c. haunt d. block

4. The ability to use words in a clever and humorous way:

- a. Offend b. utter c. wit d. reverse

ANSWERS:

1. b-observe 2. d- Interaction 3. b – Regret 4. d - Reverse

QUICK RECAP OF BASIC GRAMMAR

DETERMINERS

Determiners are words that come before nouns. They contain several classes of words, including pronouns and adjectives. They determine or limit the noun by giving some additional information about it. Determiners show whether a noun refers to is a general or a specific object, person, or place.



KINDS OF DETERMINERS	
Articles	a, an, the
Possessives	my, our, your, his, her, its, their
Demonstratives	either, neither, each, every, both, all
Cardinal Determiners	one, two, three, four etc.
Ordinal determiners	- first, second, third, fourth, fifth etc.
Interrogatives	what, which, whose, etc.
Determiners of Quantifier- (quantity and number)	Quantifiers of Number-many, few, a few, the few, a couple of, several, none, Quantifiers of Quantity- much, little, a little, the little a bit of, a good deal of, great deal of,

	Quantifiers of both number and quantity- some, all, most, enough, lots of, plenty of, a lack of, a lot of, half of, any
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Determiners always come before **NOUNS**.

1. Use of Articles A, AN

1. 'A' and An are used before countable nouns in the singular number, e.g. a question or an answer. A and An are used before a noun to show that it is not specific.
2. 'A' is used before consonant sounds, e.g. a boy, a house, a chair, a man, a P. M. , a one-legged man , a university professor etc.
3. 'A' is used if a word is spelled with a vowel but has a consonant sound, a unit, a university. Here 'u' has the consonant sound of 'y'.
4. 'A' is used in the following expressions: a pity, a pleasure, a rage, a toothache, a noise, at a loss, a loud voice, a headache, a shame, in a hurry, a bad cold, a nuisance, etc.
5. 'An' is used before a vowel sound, e.g. an ant, an elephant, an M. P. etc.
6. 'An' is also used if the word is spelled with a consonant but has a vowel sound, e.g. an hour, an honorable man.
7. 'A' is used before hundred, dozen, thousand, and million
Ex- I have a fifty rupees. She has a dozen eggs.

2. USE OF ARTICLE 'THE'

1. 'The' can be used with both countable and uncountable nouns.
It is used to show that the noun is specific.
e.g. The first railway line in India was laid in Maharashtra. The phone is out of order.
The information I need is available on the net.
2. 'The' is used with a noun that has already been mentioned,
E.g. I am looking for a student, (not specific)
This is the student I was looking for. (Specific)
3. 'The' is also used when a noun is preceded by a superlative adjective- the longest day.
4. 'The' is used for common nouns, e.g. the earth, the sun, the moon, and the sky.
5. "The" is used with uncountable nouns if indicating specifics, e.g. the water is clean, and the milk has gone sour.
If an unspecific meaning is indicated, the is not used, e.g. Water is an important component of our food.
6. 'The' is used when we refer to a whole group of people- the Indians, the good, the bad.
7. 'The' is used before mountain ranges, rivers, canals, oceans, deserts, holy books, etc. e.g. the Bible, the Himalayas, the Ganges, the Pacific Ocean.

8. 'The' is used before the names of newspapers, government departments, museums, and libraries, e.g. the Ministry of Health, The Times of India. The is not used before the names of persons, continents, cities, holidays, days of the week, months, subjects of study, etc. We cannot say the Obama, Asia, the New Delhi, February, etc.

9. No articles are needed with the names of diseases, meals, languages, days, material nouns etc. e.g. It is wrong to say the malaria, the dinner, The Wednesday, etc.

3. Use of Demonstratives:

Demonstratives are pronouns that point out something. However, when they are followed by nouns, they act as determiners. This, that these, those. Notice the difference in their use as pronouns and determiners.

E.g. I want this, (pronoun) I want this book, (determiner because 'this' is followed by a noun.)

'This' and 'that' is singular,

4. A possessive determiner is a pronoun that is used to express possession or belongingness.

It helps the reader know who or what owns the noun that it determines. Possessive determiners include pronouns such as 'my', 'your', 'our', 'his', 'her', 'their' and 'its'.

5. Distributive determiners (also called distributive adjectives) are used to refer to a group or to individual people or objects within a group. The distributive determiners are all, each, every, both, half, either, and neither.

We use 'each' to refer to individual things in a group or a list of two or more things. It is often similar in meaning to every, but we use every to refer to a group or list of three or more things.

6. An interrogative determiner (also called an interrogative adjective) modifies a noun or pronoun in a direct or indirect question. The interrogative determiners are what, which, and whose.

7. Cardinal Determiner- All the counting numbers are known as cardinal numbers which are used to express numbers of nouns Used to specify the number of noun. Example- five rupees, twenty kilometers, hundred meter etc.

8. Ordinal Determiner- Those numbers which are used to identify order or position of the noun, used to specify the order and position of the noun. Example- He got first position. He is sitting on the fifth bench of the class.

9. Quantifiers Determiners-Quantifiers are also determiners which modify a noun to indicate its quantity and number (How many or how much). The quantifiers are any, all, many, much, most, some, a few, and a lot of, a little, a large amount of, none etc.

Quantifiers of Number-many, few, a few, the few, a couple of, several, none,

Quantifiers of Quantity- much, little, a little, the little a bit of, a good deal of, great deal of,

Quantifiers of both number and quantity- some, all, most, enough, lots of, plenty of, a lack of, a lot of, half of, any

Note-1. Use of 'a bit' is done with uncountable nouns- a bit of salt

2. 'Some' in affirmative and 'any' in questions and negative

COMPETENCY BASED WORKSHEET - DETERMINERS

Choose correct option to complete the sentences with the right determiners.

1. Meg used ___ sketch pens to complete her project. (this/these)
2. I had ___ rice today. (enough/all)
3. ___ picture was painted by Picasso. (that/those)
4. The book belongs to ____. (her/hers)
5. Can you give me ___ notebook? (the/an)
6. Sam stood _____ in the class. (first/one)
7. Mave is ___ honest man. (a/an)
8. ___ students were called to the principal's office. (any/some)
9. Do you know ___ scarf this is? (whose/their)
10. ___ Qutub Minar belongs to the Sultanate Period in India. (an/the)
11. ___ box of chocolates belongs to Rachel. (these/that)
12. Is there ___ food left in the fridge? (many/any)
13. Can I get ___ hot bowl of soup? (a/an)
14. There aren't ___ boys in the park. (some/any)
15. Freya got ___ beautiful souvenir from Paris. (a/an)
16. I drank -----water which was kept in the bottle. (the little, little, a little)
17. He cannot pay your loan because he has -----money. (little, the little)
18. He is -----D M of Bokaro. (a/an)
19. books are missing from the library. (a) A (b) Any (c) This (d) Some
20. novel is very interesting. (a) Some (b) This (c) Any (d) Those

ANSWERS :

1. These
2. Enough
3. That
4. Her
5. The
6. First
7. An
8. Some
9. Whose
10. The
11. That
12. Any
13. A
14. Any
15. A
16. The little
17. The little
18. A
19. Some
20. This

WORKSHEET FOR SELF ASSESSMENT- DETERMINER (COMPETENCY BASED)

Fill in the blanks with suitable determiners:

- 1) _____ house is not mine.
- 2) I have _____ more files to complete.
- 3) She doesn't like him _____.
- 4) Nidhi answered _____ the questions wrong.
- 5) _____ the girls had to carry their own luggage.
- 6) I shall not buy _____ oranges. These are rotten.
- 7) I have bought _____ cycle.
- 8) I drive 10 Kms _____ day to reach my school.
- 9) We are expecting _____ guests tonight.
- 10) _____ of my answers were correct. So, I passed.
- 11) Hello! _____ is Nipun. Can I speak to Aman?
- 12) He spends _____ time on video games.
- 13) What is your sister doing _____ days?
- 14) I can speak _____ Hindi.
- 15) He had built _____ unique house.

ANSWERS:-

1. That
2. Some
3. Much
4. All
5. All
6. These
7. A
8. Every
9. Several
10. Most
11. This
12. More
13. These
14. Little
15. A

TENSES

The tense in a sentence tells the time of the action mentioned in the sentence. Broadly speaking, the tense in a sentence can be present tense, future tense or past tense. The sentence can be affirmative/positive, negative and/or interrogative.

	Simple Form	Progressive	Perfect	Perfect Progressive
Present	Sub+V1+Obj	Sub+am/is/are+ Ving+Obj	Sub+have/has+ V3+Obj	Sub+have/has+ been+Ving+Obj
	He drives a car	He is driving a car	He has driven a car	He has been driving a car
Past	Sub+V2+Obj	Sub+was/were+ Ving+Obj	Sub+had+V3+Obj	Sub+had+been+ Ving+Obj
	He drove a car	He was driving a car	He had driven a car	He had been driving a car
Future	Sub+will+V1+Obj	Sub+will be+ Ving+Obj	Sub+will have+ V3+Obj	Sub+will have+been+ Ving+Obj
	He will drive a car	He will be driving a car	He will have driven a car	He will have been driving a car

PRESENT TENSE

Look at the following sentences.

1. I am playing (Affirmative)
2. We aren't playing (Negative)
3. Are they playing? (Interrogative)
4. How are they playing? (Interrogative)

All these sentences are in the present tense.

The present tense comprises simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense.

We use the Simple Present Tense to talk about things in general. We do not use it only to refer actions happening now but also actions that happen all the time or repeatedly or things that are universally true.

For example: 1. I have breakfast every day.

2. We go to school.

We use the Present Continuous Tense to talk about an action that is happening at or around the time of speaking. The action has not finished.

In such sentences, is/am/are + -ing form of the verb are used to show the continuation.

For example: 1 Girls are playing.

2. I am watching TV.

We use the Present Perfect Tense to talk about an action that has recently been completed. It is also used to talk about a past action that has a result now,

In such sentences, have/has + 3rd form of the verb is used.

For example: 1. Tom has lost his key.

2. I have forgotten your name.

We use the Present Perfect Continuous Tense to indicate an activity that continues from the past, until now, repeatedly, or an activity that has recently stopped.

In such sentences, have/has + been + -ing form of the verb are used.

For example: 1. John looks sunburnt. He has been working in the sun since morning.

2. Your clothes are very dirty. What have you been doing

PAST TENSE

Look at the following sentences.

1. I/You/He/She/It/We/They played. (Affirmative)

2. I/You He/She/It/We/They didn't play. (Negative)

3. Did I/you/he/she/it/we/they play?(Interrogative)
4. What did I/you/he/she/we/they play? (Interrogative)

All these sentences are in the past tense.

The past tense comprises simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Now, look at the following sentences.

1. She visited the temple regularly.
2. Last year, we attended a summer camp together.
3. He learnt speed skating at the sports academy every weekend when he was in class eight.

We use the Simple Past Tense for actions completed in the past, actions which happened at a specific point of time, and past habits and actions.

Next, look at the following sentences.

1. The children went on a long drive last Saturday.
2. The coach was always helping the weaker student till they caught up with the others.
3. Sara was neatening the house when Zack was washing the dishes.

These sentences are in the past continuous tense.

We use the Past Continuous Tense for an action that was in progress at a stated time in the past, a past action which was a habit in the past and two or more actions which were happening at the same time.

In such sentences was/were + ing form of the verb are used.

Look at the following sentences.

1. Rohit had already left when we arrived at the party.
2. He had broken his leg and was being taken to the medical clinic.

3. Everything had seemed normal at first.

These sentences are in the past perfect tense.

We use the Past Perfect Tense to talk about an action which finished before another action in the past.

In such sentences, had + past form of the verb is used.

We use certain time expressions with the past perfect tense, like before, already, after, just when, and never.

Now, look at the following sentences.

1. I had been watching TV for an hour when I remembered I had forgotten to call my friend.

2. She had been painting her room and has just washed up.

These sentences are in the past perfect continuous tense.

We use the Past Perfect Continuous Tense to talk about a past action which started and finished in the past before another past action, putting emphasis on the duration, and an action which lasted for some time in the past and was recently completed.

In such sentences, had been + -ing form of the verb are used. We use certain time expressions with the past perfect continuous tense, like for, since, and until.

FUTURE TENSE

Look at the following sentences.

1. We will play. (Affirmative)

2. She won't play (Negative)

3. Why won't we play? (Interrogative)

All these sentences are in the future tense.

The future tense comprises simple future tense, future continuous tense, future perfect tense, and future perfect continuous tense. These can be affirmative/positive, negative and/or interrogative.

Now, look at the following sentences.

1. It will rain soon.
2. I will carry an umbrella to school.
3. The road will become slippery.
4. I must cancel the visit to the coffee shop.
5. There might be a traffic jam.
6. I will make corn soup for all of us.
7. Will you give some of the soup to grandfather for his breakfast?

These are in the simple future tense

We use the Simple Future Tense to refer an action that will happen in the future or an action we intend to do in the future, a general statement about the future, an action we decide to do right at the time of speaking. It is also used to express a view, an offer to do something or a request that is made to someone to do.

In such sentences, will/shall + base form of the verb is used.

Next, look at the following sentences.

1. The boys will be attending college from next session.
2. The flight will be landing at the international airport at New Delhi.
3. The maid will be cooking when we reach home.

These sentences are in the future continuous tense.

We use the Future Continuous Tense to refer an action that will be going on in the future, a pre-scheduled future plan, and a longer on-going action interrupted by another shorter future action.

In such sentences, will be + -ing form of the verb is used.

Look at the following sentences.

1. I shall have gone shopping before you return from coaching.
2. He will have perfected his bowling before you join cricket coaching.

These sentences are in the future perfect tense.

We use the future perfect tense to refer to an action which would have completed before another action in the future.

In such sentences, will/shall have + past participle form of the verb is used.

Now, look at the following sentences.

1. The children will be ready for their performance an hour before the chief guest's arrival.
2. Soon after the programme ends, the parents will be collecting their wards from their classrooms.

These sentences are in the future perfect continuous tense.

We use the Future Perfect Continuous Tense to refer to a long action before a particular time in the future or an action that will begin at a point of time in the future and continue after that.

In such sentences, will have been + ing form of the verb is used.

(Refer to the Tense Chart given below for a quick study.)

<u>TENSES</u>			
subject+			+object
<u>Tense</u>	<u>Present</u>	<u>Past</u>	<u>Future</u>
<u>Simple</u>	V1 OR V1 + s/es is/am/are	V2	will+verb
<u>Continuous</u>	is/am/are + V1 + ing	was/were + V1 + ing	will be + V+ ing
<u>Perfect</u>	has/have + V3	had + V3	will have + V3
<u>Perfect Continuous</u>	has/have been + V1+ing	had been + V1+ing	will have been + V+ ing

Self-Assessment Questionnaire: Tenses

Multiple Choice Questions (MCQs)

1. Choose the correct form of the verb:

"Every morning, she _____ a cup of coffee."

- a) drinks b. drink c. drank d. drinking

2. Which sentence is in the past perfect continuous tense?

- a) She is reading for an hour.
b) She reads for an hour.
c) She had been reading for an hour.
d) She read for an hour.

3. Choose the correct form of the verb:

"Tomorrow, they _____ (play) soccer."

- a) play
b) played
c) playing
d) will play

4. Identify the future perfect tense sentence:

- a) She will have gone to the store by the time you arrive.
b) She goes to the store.
c) She is going to the store.
d) She has gone to the store.

5. Which sentence is in the present continuous tense?

- a) I eat dinner at 7 PM.
- b) I ate dinner at 7 PM.
- c) I am eating dinner at 7 PM.
- d) I will eat dinner at 7 PM.

Fill in the Blanks

- 6. She _____ (finish) her homework already.
- 7. By next month, they _____ (work) on this project for a year.
- 8. They _____ (play) soccer at the moment.
- 9. Last year, we _____ (visit) Paris.
- 10. He _____ (work) here since January when he got promoted.

Assertion and Reasoning

11. **Assertion:** "She goes to school every day."

Reason: The sentence is in the present continuous tense.

- a) Both assertion and reason are true, and the reason is the correct explanation of the assertion.
- b) Both 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) Both assertion and reason are false.

12. **Assertion:** "They had been working all night before the deadline."

Reason: The sentence is in the past perfect continuous tense.

- a) Both assertion and reason are true, and the reason is the correct explanation of the assertion.
- b) Both 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) Both assertion and reason are false.

Error Correction

13. He have finished his homework.

- a) He has finish his homework.
- b) He has finished his homework.
- c) He had finished his homework.
- d) He has finishing his homework.

14. She will have been working here since January.

- a) She will have working here since January.
- b) She will has been working here since January.
- c) She has been working here since January.
- d) She will have been working here for January.

Editing

15. Identify and correct the error: "He was reading a book when I call him."

16. Identify and correct the error: "By the time you arrive, she will have leave."

Mixed-Type Questions

17. They _____ (finish) their homework every evening.

18. Which sentence is correct?

- a) He go to the gym every day.

- b) He goes to the gym every day.
 - c) He going to the gym every day.
 - d) He went to the gym every day.
19. **Choose the correct form of the verb: "She _____ (read) a book right now."**
- a) read
 - b) is reading
 - c) was reading
 - d) has read
20. **Complete the sentence: "They _____ (visit) Paris three times."**
- a) visits
 - b) have visited
 - c) are visiting
 - d) visited

ANSWERS:-

1. a) drinks
2. c) She had been reading for an hour.
3. d) will play
4. a) She will have gone to the store by the time you arrive.
5. c) I am eating dinner at 7 PM.
6. has finished
7. will have been working
8. are playing
9. visited
10. had been working
11. c) The assertion is true, but the reason is false.

12. a) Both assertion and reason are true, and the reason is the correct explanation of the assertion.
13. b) He has finished his homework.
14. c) She has been working here since January.
15. He was reading a book when I called him.
16. By the time you arrive, she will have left.
17. finish
18. b) He goes to the gym every day.
19. b) is reading
20. b) have visited

MODALS

Modals are auxiliary verbs used along with main verbs. A modal gives additional information about the function of the main verb that follows it and forms the tense, mood, and voice of the main verb. Modals cannot be used on their own but along with other main verbs to express attitudes.

- When something happens, they form the tense of the main verb. or possibility

For example: 1. I shall go.

2. He will go.

- They express permission, necessity to do something.

For example:

1. You **must** go.

2. They **may** go.

3. I **can't** go.

4. I **might** go.

5. She **would** go if she could

Observe the highlighted words in these sentences.

1. We **can** make our nation a superpower by the year 2020.

2. Kalam says that we **need** to do things ourselves. We **must not** import equipment from other nations.

3. In twenty years, each one of us **ought to** have our destiny worked out.

All the highlighted words are modal auxiliaries that are used with another verb to express the mood of the speaker

- The main modals are can, could, may, might, shall, should, will, would, must; ought to; need to; have to.
- The negative modals are: couldn't, wouldn't, shouldn't, mustn't, needn't, oughtn't.

Now, let us see how all these modals express the modality

Model Verbs	Meanings/Purposes	Examples
Can/Could	Ability	<i>Birds <u>can</u> fly. I <u>can</u> swim.</i>
	Permission	<i>Yes, you <u>can</u> go to the cinema. She <u>could</u> come if you let me know earlier.</i>
May/Might	Permission	<i>You <u>may</u> start your work now.</i>
	Possibility	<i>It <u>may</u> rain tomorrow. She <u>might</u> be sick.</i>
Shall/Should/ Ought to	Future Actions	<i>We <u>shall</u> come again next time.</i>
	Responsibility	<i>They <u>should</u> bring their textbooks to school. You <u>ought to</u> ask for her permission.</i>
Will/Would	Future Actions	<i>He <u>will</u> join our team next year.</i>
	Imagination	<i>I <u>would</u> call Sue if I remember her number.</i>
Must/ Have to	Necessity	<i>Human <u>must</u> eat.</i>
	Obligation	<i>We <u>must</u> hand in our homework on time.</i>

Fill in the blanks with the correct modals

1. I __ arrange the flowers for the bouquet. (may/can)
2. __ I borrow this pen from you? (may/might)
3. The teacher __ ask you to bring the homework. (might/can)
4. According to the weather forecast, it ___ snow heavily tomorrow. (may/shall)
5. Raj hasn't studied well. He __ fail his exam. (might/shall)
6. You __ follow the traffic rules. (may/must)

7. It ___ be difficult to live amidst war. (should/must)
8. My mother ___ scold me if I don't go back on time. (will/may)
9. We ___ take care of our parents. (ought to/ could)
10. I ___ visit the local grocery store soon. (shall/can)
11. You ___ be punctual. (should/ought)
12. One ___ repay all their debts. (must/ought to)

ANSWERS: 1. Can 2. May 3. Might 4. May 5. Might 6. Must 7. Must 8. Will

9. ought to 10. Shall 11. Should 12. Ought to

SUBJECT-VERB CONCORD (AGREEMENT)

Subject means the person or thing about which something is said.

(i) If two subjects are joined by as well as, "with' or 'in addition to', then the verb agree with the first subject.

(ii) If a subject is made up of two or more nouns joined by 'and', then it takes the plural verb.

(iii) 'Each', 'every', 'either', 'neither' and 'many' are followed by singular verb.

(iv) If two or more subjects are joined by 'either', 'or', 'neither', 'nor', 'not only' or "but also then the verb agrees with the subject nearest to it.

(v) Nouns like 'news', 'Physics', 'mathematics', 'measles', and 'ethics' are plural in form, because they are treated as singular.

(vi) When the distance, weight or amount represent a single unit or fixed quantity, they are treated as singular.

(vii) Collective nouns like group, herd, team, and committee are singular when taken as body. They are considered as plural when the members of the group are considered individually.

(viii) Uncountable nouns like furniture, equipment, stationery, luggage, weather, and ad are singular and taken as singular verbs.

(ix) Nouns like amends, compasses, glasses, goods, trousers, tongs, police, and people descriptive like the rich, the blind, and the guilty are always considered as plural.

(x) Some nouns can have both singular and plural verbs. If we use plural verbs with the, we are always correct. But if we use singular verb, we may be wrong. These include family, government, audience, media, company, crew, and public.

(Refer to the chart given below for better understanding.)

Subject Verb Agreement Rules

1 The subject and verb must agree in number.

He **goes** to work by bus.

They **visit** us every other week.



2 The words and phrases "with", "as well as", "together with", "along with" are not part of the subject and the verb agrees with the subject.

The **politician**, along with the newsmen, **is** expected shortly.

3 Two subjects joined by "and" are plural.

Mary **and** Joan **are** quite different.

Exceptions:

Bacon **and** eggs **is** my favourite dish.



4 With collective nouns, the verb might be singular or plural (UK), depending on meaning.

The **audience** **was** clearly enchanted by her performance.

The **audience** **are** strangely subdued, clapping politely after each song.

5 2 subjects joined by "or/not", "either...or/neither...nor", "not only...but also" take the verb that agrees with the subject closest to it.

Neither my mother **nor** my father **goes** to university.



6 In sentences beginning with "here" or "there", the true subject follows the verb.

There **is** a **bush** near the school playground.

7 The verb is singular if the subject is a singular indefinite pronoun such as each, either, no one, every one, etc.

Nobody **gets** rich from writing nowadays.

The verb is plural if the subject is a plural indefinite pronoun such as several, few, both, many.

Several villages **have been** isolated by the heavy snowfall.



Some indefinite pronouns may be either singular or plural, depending upon their use in a sentence.

Some of the **books** **are** out of place. Please put them in the right order. (Books are countable.)

Some of the **music** **was** weird. (Music is uncountable.)

Practice Questions

Choose the correct option:

1. Neither of the houses _____ (is/are) worth much.
2. Some of the food _____ (is/are) delicious.
3. The news _____ (seems/seem) more and more depressing every day.
4. Measles _____ (is/are) the only childhood disease I haven't had.
5. Three weeks _____ (are/is) a long vacation.
6. The team _____ (has/have) received their letters.
7. The detectives _____ (are/is) investigating the case.
8. None of these flowers _____ (grow/grows) well inside the house.
9. Neither of these printers _____ (work/works) properly.
10. Bread and eggs _____ (is/are) my favourite.

ANSWERS:-

1. is 2. Is 3. Seems 4. Is 5. Is 6. Has 7. Are 8. Grows 9. Work 10. Is

Fill in the blanks with appropriate subject verb agreement:

Education is very important because it 1. _____ us with the knowledge and skills that we 2. _____ to succeed in life. Education 3. _____ us understand the world around us and make 4. _____ decisions. It also helps us 5. _____ Critical thinking skills and problem-solving abilities. Education is the key to a brighter future.

1. (a) provide (b) has provided (c) provides (d) providing

2. (a) need (b) needs (c) needed (d) would need
3. (a) help (b) would help (c) helps (d) helped
4. (a) informing (b) informed (c) had informed (d) have informed
5. (a) develop (b) develops (c) developed (d) had developed

ANSWERS:

1. (c) provides
2. (a) need
3. (c) helps
4. (b) informed
5. (a) develop

REPORTED SPEECH

Direct and Indirect Speech

1. When the actual words spoken are quoted, it is called Direct Speech.
2. When we report without quoting the exact words spoken, it is called Indirect Speech.

For example: Ram said, "I am very busy now." (Direct)

Ram said that he was very busy then. (Indirect)

Note:

- (i) In the direct speech, inverted commas are used to show the exact words of the speaker. In the indirect speech, it is not so.
- (ii) In the indirect speech, the conjunction that is used before the indirect statement.
- (iii) The pronoun 'I' changes to 'he' or 'she' when converting from direct to indirect speech.
- (iv) The verb 'am' changes to 'was' when converting from direct to indirect speech.
- (v) The adverb 'now' changes to 'then' when converting from direct to indirect speech.

Remember:

- When the reporting verb is in the past tense, all present tenses of the direct speech are changed into the corresponding past tenses.
- You can use verbs like said, asked, requested, ordered, complained, exclaimed, screamed, told, etc.
- If you are just reporting a declarative sentence, you can use verbs like told, said, etc. followed by 'that' and end the sentence with a full stop.
- When you are reporting interrogative sentences, you can use the verbs – enquired, inquired, asked, etc. and remove the question mark.
- In case you are reporting imperative sentences, you can use verbs like requested, commanded, pleaded, ordered, etc. If you are reporting exclamatory sentences, you can use the verb exclaimed and remove the exclamation mark. Remember that the structure of the sentences also changes accordingly.
- Furthermore, keep in mind that the sentence structure, tense, pronouns, modal verbs, some specific adverbs of place and adverbs of time change when a sentence is transformed into indirect/reported speech.
- As discussed earlier, when transforming a sentence from direct speech into reported speech, you will have to change the pronouns, tense and adverbs of time and place used by the speaker. Let us look at the following tables to see how they work.

Change of Pronouns

Direct Speech	Reported Speech
I	He, she
Me	Him, her
We	They
Us	Them
You	He, she, they
You	Him, her, them
My	His, her
Mine	His, hers
Our	Their
Ours	Theirs
Your	His, her, their

Yours His, hers, theirs

Change of Adverbs of Place and Adverbs of Time

This That

These Those

Adverbs of Place and Adverbs of Time

Here There

Now Then

Today That day

Tomorrow The next day / The following day

Yesterday The previous day

Tonight That night

Last week The week before

Next week The week after

Last month The previous month

Next month The following month

Last year The previous year

Next year The following year

Ago Before

Thus So

Some other changes:

am/is was

will would

are were

do/does did

can could

will would

want/like/know/go, and so on----- wanted/liked/knew/went, and so on.

The simple past (did/saw/knew and so on) can usually stay the same in indirect/reported speech or can be changed to the past perfect (had done/had seen/had known, and so on).

For example:

Harjot said, "I woke up feeling ill, so I didn't go to school." (Direct)

Harjot said that she woke up feeling ill, so she didn't go to school. (Indirect)

OR

Harjot said she had woken up feeling ill, so she hadn't gone to school. (Indirect)

(Refer to the chart given below for a quick revision)

Direct Speech	⇒	Indirect Speech
simple present <i>He said, "I go to school every day."</i>	⇒	simple past <i>He said (that) he went to school every day.</i>
simple past <i>He said, "I went to school every day."</i>	⇒	past perfect <i>He said (that) he had gone to school every day.</i>
present perfect <i>He said, "I have gone to school every day."</i>	⇒	past perfect <i>He said (that) he had gone to school every day.</i>
present progressive <i>He said, "I am going to school every day."</i>	⇒	past progressive <i>He said (that) he was going to school every day.</i>
past progressive <i>He said, "I was going to school every day."</i>	⇒	perfect progressive <i>He said (that) he had been going to school every day,</i>
future (will) <i>He said, "I will go to school every day."</i>	⇒	would + verb name <i>He said (that) he would go to school every day.</i>
future (going to) <i>He said, "I am going to school every day."</i>	⇒	present progressive <i>He said (that) he is going to school every day.</i>
		past progressive <i>He said (that) he was going to school every day</i>
Direct Speech	⇒	Indirect Speech
auxiliary + verb name <i>He said, "Do you go to school every day?"</i> <i>He said, "Where do you go to school?"</i>	⇒	simple past <i>He asked me if I went to school every day.*</i> <i>He asked me where I went to school.</i>
imperative <i>He said, "Go to school every day."</i>	⇒	infinitive <i>He said to go to school every day.</i>

PRACTICE EXERCISES:

1. Teacher: Why are you so late?

School boy: My father left for office early today so I had to walk my way to school.

Teacher enquired why the boy was so late, to which he replied _____

2. Transform the following direct speech into reported speech:

My friend said: "Can you come to my society ground tomorrow?"

3. Transform the following direct speech into reported speech:

My little brother said: "Please don't go to live in hostel."

4. Turn it into indirect speech:

My uncle thundered: "get out of here at once!"

5. Read the following conversation and turn it into reported speech:

Rahul: Will you join us for the school picnic this weekend?

Vikrant: I am not sure. I have planned to visit my grandparents this weekend.

Rahul asked Vikrant _____, to which he replied that he was not sure as he had planned to visit his grandparents that weekend.

6. Turn the following sentence into indirect speech:

The mother spoke to her new-born son: "You are the apple of my eyes."

7. Transform the following sentence into indirect speech:

The man said to his friends: "Please! Listen to me."

8. Transform it into indirect speech:

Subhash said to his classmate: "can you show me your new notebook?"

9. Report the following conversation:

Mother: Is there anything bothering you today?

Daughter: Nothing much, mom. It's just because of the busy schedule.

In response to mother's query of what was bothering her that day, the daughter replied
.....

10. Transform into indirect speech:

The guide said to tourists: "Can you give me an extra hour? I want you to visit one more place."

ANSWERS:

1. that his father had left for office early that day and so he had to walk his way to school.
2. My friend asked me if I could go to his society ground the next/following day.
3. My little brother requested/begged me to not go to live in hostel.
4. My uncle ordered me/asked me angrily to get out of there at once.
5. if he would join them for the school picnic that weekend.
6. The mother affectionately told her new-born son that he was the apple of her eyes.
7. The man requested/begged his friends to listen to him.

8. Subhash asked his classmate if he could show him his new notebook.
9. casually that it was nothing much and added that it was just because of the busy schedule.
10. The guide asked the tourists if they could give him an extra hour as he wanted them to visit one more place.

IN THE FOLLOWING PAGES, YOU WILL FIND THREE WORKSHEETS. THESE WORKSHEETS ARE SIMILAR TO THE PATTERN OF INTEGRATED GRAMMAR QUESTIONS:

WORKSHEET 1

1. Attempt ANY TEN of the following questions.

- i. Read the conversation between a mother and her son. Complete the sentence by reporting the mother's reply correctly.**

Son: Mom, how do I become an artist?

Mother: You will need to learn more about the art you like and practice it every day.

A son asked his mother how he could become an artist. She told him _____.

- ii. Fill in the blank by choosing the correct option to complete this advertisement.**

Are you looking for more books to read? Due to popular demand, we _____ back our 'Buy One Get One Free' offer next weekend!

- A. brings
- B. brought
- C. will bring
- D. were bringing

- iii. Identify the error in the given newspaper headline and supply the correction.**

Athletics Star Helps State Stays Ahead of Competition.

Use the given format for your response.

ERROR	CORRECTION

- iv. **Select the correct option to fill in the blank for the given line, from a doorway sign.**

Caution! You _____ not enter. Only employees are allowed beyond this point. A. need

B. must

C. could

D. might

- v. **Fill in the blank by using the correct form of the word in the bracket, for the given portion of a diary entry:**

Dear Diary,

Today I saw the most beautiful sunrise over the ocean. I wish I could _____ (painting) it to truly capture and preserve the beauty I witnessed.

- vi. **Select the option that identifies the error in a museum plaque and supplies the correction for the same.**

These building, inaugurated on 29 March 1954, was a former residence of a Maharaja.

Option no.	Error	Correction
A	These	This
B	Building	Buildings
C	on	at
D	of	by

- vii. **Fill in the blank with the correct option to complete the sentence below.**

You must have got good news. I could _____ you celebrating!

A. hear

B. hears

C. heard

D. hearing

- viii. **Read the conversation between a lawyer and his client. Complete the sentence by reporting the lawyer's reply correctly.**

Client: I am worried, this is a very complicated case.

Lawyer: Don't worry, I have never lost a case in my life.

The client was worried as it was a very complicated case, but his lawyer told him _____.

- ix. **Fill in the blank by choosing the correct option, to complete the text message below.**

Let's meet another day since neither Kavi nor Samantha _____ free today as they have tennis practice.

- A. were
- B. are
- C. be
- D. is

- x. **Select the correct option to complete the narration of the dialogue between Ayan and his mechanic, Vir.**

Ayan: By when do you think you can fix my car?

Vir: Probably by tomorrow. I don't think your car has any major issues.

Ayan asked his mechanic Vir when he thought he could fix his car. Vir replied that he could probably fix the car by _____ as it had no major issues.

- A. that day
- B. one day
- C. tomorrow
- D. the next day

- xi. **Identify the error in the advertisement given below and supply the correction for the same.**

Use the given format for your response.

ERROR	CORRECTION
-------	------------

--	--

Looking to Buy a Guitar? The brand-new guitar is for sale. It comes with a wooden, velvet-lined guitar case. If interested, contact me at 99889xxxxx for more details.

WORKSHEET 2

1. Attempt ANY TEN of the following questions.

- i. **Fill in the blank by choosing the correct option to complete an online update.**

The climate control comment by an activist on social media yesterday.

- A. blow up
- B. blew up
- C. is blown
- D. will be blown

- ii. **Read the conversation between a doctor and his patient. Complete the sentence by reporting the patient's reply correctly.**

Doctor: Do you feel down from time-to-time Mr. Gopalan?

Patient: Yes, I do not stay in a good mood.

The doctor, while trying to figure out his patient's ailment, asked about his well-being, to which, the patient affirmed _____.

- iii. **Select the correct option to fill in the blank for the given line, from a health magazine.**

The advertisement read, 'If you smoke, statistically your story end 15% before it should'.

- A. must
- B. should

- C. will
- D. ought to

iv. Select the option that identifies the error and supplies the correction for the following line, from a news report:

Last week a child was not allowed to board the plane at Ranchi airport.

Option No.	Error	Correction
A	Child	Children
B	Last	Previous
C	The	A
D	at	in

v. Complete the given narrative, by filling in the blank with the correct option:

As I was standing on the dock, looking out at the lake for the last time, a feeling of emptiness over me like darkness.

- A. will wash
- B. had washed
- C. will have washed
- D. washed

vi. Fill in the blank by using the correct form of the word in the bracket, for the given portion of a letter:

Subject: Request for Approval

Dear Sir

This is to respectfully submit that I _____(seek) approval for organising a tree plantation drive to be undertaken by the club.

vii. Report the dialogue between a grandson and his grandfather, by completing the sentence:

Grandson: Grandpa, who are your superheroes?

Grandpa: Anyone who shows kindness and compassion to others.

In response to the question about his superheroes, grandfather says that _____.

- viii. Identify the error in the given sentence, from a school magazine report and supply the correction.**

In order to balancing the sentiments of the Eagles and the Hawks, the Student Council suggested a rematch between the teams.

Use the given format for your response.

Error	Correction

- ix. Sunil shared some information, with Tariq, about a holiday at sea. Report Tariq’s question.**

Did you enjoy travelling by sea?

- x. Fill in the blank by choosing the correct option, to complete the slogan by the Ministry for Child Welfare.**

_____ WE AFFORD TO NEGLECT CHILDREN? THINK TWICE!!

- A. WILL
- B. MAY
- C. NEED
- D. CAN

- xi. Select the correct option to complete the narration of the dialogue between Latha and her father.**

Father: Why ask so many questions, Latha?

Latha: I believe that if you don’t know the answer, keep asking till you do!

Father asked Latha the reason for the many questions she was asking. Latha exclaimed good-humouredly that in event of not knowing the answer one should _____.

- A. keep asking till one does.
- B. kept asking till one does.

- C. keep asking till one do.
- D. kept on to ask till one do.

WORKSHEET 3

1. Attempt ANY TEN of the following questions.

i. Fill in the blank by choosing the correct option to complete the sentence.

If we _____ one more batsman in our team, we would have won the match.

- (a) had had
- (b) would have been
- (c) would have
- (d) would have had

ii. Read the conversation between Reena and Rakesh. Complete the sentence by reporting Rakesh's reply correctly.

Reena: Have you seen 'Three Idiots'?

Rakesh: I saw them yesterday in my class.

Reena asked Rakesh if he had seen 'Three Idiots'. Rakesh replied that

_____.

iii. Select the correct option to fill in the blank for the given line.

The swimmer was tired but he _____ reach the shore before he collapsed.

- (a) will
- (b) could
- (c) may
- (d) must

- iv. **Select the option identifies the error and supplies the correction for the following line:** Have you ever learn from a mistake you have made?

Option No.	Error	Correction
A	Learn	Learnt
B	have	has

- v. **Complete the given sentence, by filling in the blank with the correct option:**
 I bought a new car last year, but I _____ my old car yet, so at present I have two cars.
 (a) sell
 (b) have not sold
 (c) sold
 (d) did not sell

- vi. **Fill in the blank by using the correct form of the word in the bracket.**

Neither you nor your sister should _____ (talk) to them.

- vii. **Report the dialogue between Sanjay and Madan, by completing the sentence:**

Sanjay: I am surprised to see you here in Delhi. When did you come?

Madan: I came here yesterday. I have been offered a job here.

Sanjay told Madan that he was surprised to see him there in Delhi and asked when he had come. Madam replied that he had come there the previous day and added that _____.

- viii. **Identify the error in the given sentence and supply the correction.**

A good business letter is one that get results.

Use the given format for your response.

Error	Correction

- ix. **Transform the following direct speech into reported speech:**

He said, "Reena, do you want to buy a house in Noida?"

- x. **Fill in the blank by choosing the correct option, to complete the sentence.**

He said I _____ use his car whenever I wanted.

- (a) will
 (b) would

(c) could

(d) can

- xi. **Ram and Shyam are discussing their plans for the weekend. Fill in the blank to complete the dialogue below by choosing the correct options.**

Ram: What are you doing this weekend, Shyam?

Shyam: I don't have any special plan. Ram: How do you like the idea _____.

(a) of go for a picnic to the Dal Lake?

(b) of going for a picnic to the Dal Lake?

(c) of went for a picnic to the Dal Lake?

(d) of going for a picnic by the Dal Lake?

DESCRIPTIVE PARAGRAPH

Descriptive paragraph writing, as the name suggests, involves describing something. It is an easy composition writing exercise in the writing section in which we have to give a description or elaborate details of a person or object or event or place. One can employ imagery, details of appearance, other innate qualities, etc. to make the paragraph interesting.

Types of Descriptive paragraph

We can classify descriptive as follows –

1. Description of a person
2. Description of an event or place
3. Description of an object

Format:-

1. **Introduction** (Introduce your topic in an interesting way so that the reader will become interested in reading the rest of your paragraph.)

2. **Body** (Dwell on the topic more by giving elaborate details.)

3. **Conclusion** (give an overall statement which ends your writing piece perfectly. Do not end the paragraph abruptly; it should have a positive ending.)

Points to remember:-

1. **Vocabulary** (Wide vocabulary can impress the reader.)
2. **Imagery** (The descriptive paragraph should paint vivid images of the person, event or situation.)
3. **Literary devices** (Use of literary devices like simile, alliteration, imagery can make the writing more creative and beautiful.)
4. Do not exceed the word limit.
5. Make sure to avoid grammatical errors and maintain accuracy.

Tips to score full marks in Descriptive Paragraphs:

You can use the given tips when describing –

A PERSON

1. First impression
2. Appearance (height, build, facial features, hair)
3. Personality (kind, charming) Keep it rather positive.
4. Mannerisms (greet people enthusiastically, loves to help others)
5. Hobbies (gardening, cooking, singing, painting)
6. Career (line of work, attitude towards their job i.e. whether they love their job)
7. Where and when the writer was introduced to the person

AN EVENT

1. Name of the event
2. Nature and aim of the event
3. Place of event
4. Time and duration of event
5. Writer's and other people's experience
6. Aftermath (what happened after the event ended)
7. People involved

A SITUATION

1. Nature of situation
2. Writer's and other's people's experiences
3. Outcome of situation (aftermath)
4. Time, duration and place of situation

5. People involved

Solved Examples: -

1. Describe your mother in 100-120 words.

Ans. My mother's name is Sohini Chugh. She is 46 years old. She is a plump, fair-complexioned woman, with hazel eyes and blonde hair colour. I inherited my eye colour from her. Her height is 160 cm and weight is 84 kgs. She is kind, hard-working, strict and possesses a great sense of humour. She enjoys cooking, teaching and reading. Her favourite genres are comedy and detective novels. She is a teacher who teaches the subject mathematics to classes 6th to 8th at Sunshine High School, where I study as well. The students find her to be a strict teacher. My mother likes helping her students and guiding them, but does not tolerate disorderliness and bad mannerisms.

2. You attended the Annual Function held at your sister's school. Describe the event in 100-120 words.

Ans. On 16th December, I attended the Annual Function held at my sister's school. The Annual Function was biblical-themed. Classes 6th to 11th were involved in the event. I attended the event with my mother and father. The event took place in the school auditorium at 4 p.m. The event started with a speech from the principal and the choir's performance. Then came the various plays, dance performances and musicals. None of us had read the bible before, but the narration was crystal clear, which enabled us to understand most of the context behind the plays and musicals. My sister acted as a saint. The function was fun and we learnt a lot about the Bible.

3. You were giving an exam when the invigilator caught two of your classmates cheating. Describe the situation in 100-120 words.

Ans. On September 14th, I had my Physics exam, the subject; the majority of us are scared of. Nevertheless, my classmates and I sat down to give our best. Cheating is performed expertly by my classmates. However, this time the invigilator was a harsh and sharp teacher. Not everyone knew, how not to cheat, but of course two students were willing to take the risk. They were caught. Their papers were seized and were ordered to get up and move to the Principal's room for further action. Upon hearing this, one of them got a panic attack. The

invigilator called another invigilator, then the class teacher. Soon, it was chaos. Everyone was distracted by the situation.

4. Elections are very common in our country. Think of an election booth of your village/town/city. Write a paragraph as it appeared on the Election Day.



After every five years. Sometimes there are by-elections and election to the local bodies like Municipality etc. In the recent Parliamentary elections, our school was a polling station. There was lot of excitement in the city before the election. However, the Election Day was quiet. On the day of the election, party workers were busy bringing the voters in vehicles. There were long queues at the polling booth. I also went to cast my vote. Outside the booth, a party worker gave me a slip. My voter identification number was written on it. Inside the polling booth, an officer checked my name and identity. The other gave me the ballot paper and the third put a mark on my finger. Then I went behind a curtain and cast my vote. The excitement of the polling came to an end at 5 p.m. The polling was largely a peaceful event.

6. Write a descriptive paragraph, in about 100-120 words, about your hometown. Take the information given below in the input. Verbal Clues: Shimla — northern part of India — oak tree and green lawn — hills covered in pine trees — streets were going — snowy winters — smell wood burning in fireplaces — in summer — people walking dogs or jogging — secure and comfortable — visit Shimla once a year- feel nostalgic

Ans.

My Hometown

I grew up in Shimla, which is located in the state of Himachal Pradesh in the northern part of India. Large, old oak trees and green lawns, surrounded by hills covered in pine trees formed my neighborhood. The streets were quiet, with only the sound of birds singing and some cars passing every once in a while. During the cold, snowy winters, most people stayed inside, and one could smell wood burning in fireplaces and see smoke coming out of chimneys. In summer, one could see people walking dogs or jogging, smell cut-fresh grass, and see squirrels jumping from tree to tree. My hometown made me feel secure and comfortable. Now, I usually visit Shimla once a year. Not a lot has changed except now there are more people, more traffic, and more places to go, such as shopping malls and restaurants. I feel nostalgic when I think about Shimla.

Practice Exercises

Important topics for descriptive paragraph writing. Students must practice these questions for exams-

1. Your parents gifted you a potted plant on your birthday. Describe it.
2. You visited the annual crafts fair organized in your city. Describe the event.
3. Describe your school principal. You may take help of the cues –
Disciplinarian – strict – kind hearted – hard working – guides students in matters of career decisions – organizes cultural events – promotes participation in debates and quizzes
4. You are grateful to God for caring mother that you have. Describe your mother and her affection towards you.
5. You bought a bag for your brother as a gift on Raksha Bandhan. Describe it.
6. Taking the information given below in the input and develop it into a descriptive paragraph, in about 100-120 words. You can invent your own details. Verbal Clues:
Bismillah learnt from uncle All Bux Vishnu temple of Benaras Balaji and Iviangia Maiya temples on Ganga — favorite places for Bismillah —selected for All India Radio (1938) — honor of playing shehnai on 15th August 1947 — ‘Gunj Uthi Shehnai film — songs famous — performed in USA, Canada, etc. — Fond of Benaras symbol of India’s composite culture — awarded Bharat Ratna in 2001.

7. Write a descriptive paragraph, in about 100-120 words, on 'Republic Day Celebration'.
Take clues from the visual input.



STORY WRITING

Marking scheme:-

Content: 3 marks

Fluency: 1 mark

Accuracy: 1 mark

Introduction:

A story is one of the most famous and oldest forms of written composition. It is a creative art that requires the art of narration a good sense of imagination and language usage. A good story is well written well organized and meaningful.

We can classify story in three ways -

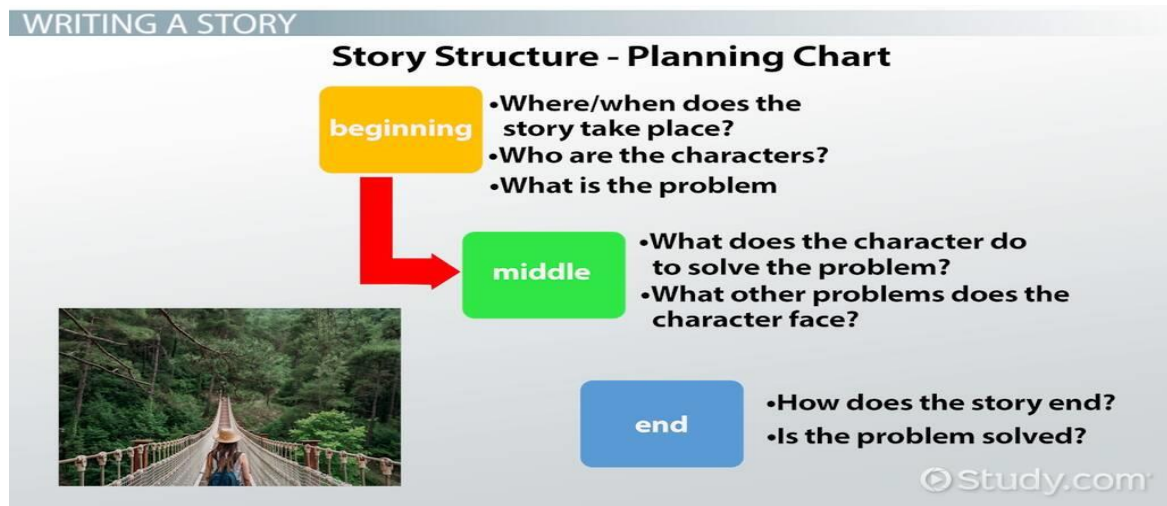
1. It May be on event
2. Maybe based on fact
3. Maybe purely fictional

Main elements of a story:

1. **THEME:** It is the main Idea or message of the story.
2. **PLOT:** It is the logical connection among all parts of the story. A good plot has essential components like a proper beginning, middle and an end.

3. **SETTING:** it is the time location and the background suitable to work out the theme of the story.

4. **CHARACTERS:** characters of a story maybe human being animal or other living creatures.



POINTS TO BE KEPT IN MIND:

1. Read the cue or outline carefully given in the question
2. Think about the possible plot and the characters.
3. Maintain logical sequence of the narration.
4. Beginning should be brief and interesting.
5. Consequences or ending of the story should be clear satisfying having conclusionary tone.
6. Language of the story should be simple and lucid.
7. For narration generally use past tense.
8. Add a title of the story on the basis of the theme.
9. Make sure that the story has a moral or message if it requires one.
10. Speak to the limit of 100- 120 words.

SOLVED EXAMPLES:

1. **DEVELOP INTERESTING STORIES FROM THE GIVEN OUTLINE ALSO GIVE IT A SUITABLE**

TITLE:

A wolf met a stout dog---- dog spoke highly of his lot--- good food and no work except keeping watch at night--- wolf saw a mark round the dog's neck ---dog explained it to be the mark of the chain---

Answer:

The Wolf and The Dog

One day a wolf chanced to meet a stout dog. As they fell into conversation, the dog spoke highly of the comforts of his life. He was the pet of his master's family and he was well-fed and well taken care of. As to work, he had nothing to do except keeping watch at night. The wolf complained that his own lot was quite different. He was never sure of food and sometimes had to starve for whole day.

The dog pitied him with a superior eye. Just then the wolf noticed a mark round the dog's neck and enquired what it was. The dog replied that it was the mark of the chain in which he was kept.

The wolf said, "So you are not free at all. Well, I no longer envy you. I prefer my freedom without food a thousand times to your well-fed comfortable life of bondage." So saying, the wolf went away.

MORAL: Freedom should not be exchanged for comfort or financial gain.

2. Write a story teaching the importance of hard work in 100-120 words using the following cues:

A girl called Ritika ----- enrolled in dream college ----- made friends ----- had fun ----- could not study ----- got poor marks

Answer:

Importance of Hard Work

There once lived a hard-working girl called Ritika. She topped in the district in the entrance exams, which opened up the option of enrolling into the college of her dreams. She was elated. Her easy-going personality made it easy for her to befriend other batch mates. Instead of studying, they engaged in more fun and memorable activities.

While she was having fun, her exams drew nearer. In the back of her mind, she was worried that she was not studying enough anymore. Her friends assured her that she needed not to worry much. So to impress her newly-made friends, she did not study. When the exams were just round the corner, she could not study as she neither made good notes nor did she listen to the lectures properly.

While attempting the question in examination paper, she realised that her mind was as blank as her answer sheet! She got poor marks. She realised that she should not give up her hard-working nature for anything, even for the sake of looking cool. She then ended her friendship and went back to being her true self.

MORAL:- Hard work matters for success.

Some Exercises for Practice:

1. Tortoise and hare – good friends – tortoise – known for his slow speed – hare has fast speed – makes fun of tortoise – challenges him – referee selected – race starts – hare overconfident – takes a nap – tortoise wins.
2. It was Mohini's first day at the new school - feeling very nervous - stood in a corner and watched the students who were laughing and talking excitedly _ saw four senior students- got bullied advancing towards her, she ...
3. Write a story based on the given image. Also, provide an appropriate title to the story:



4. Complete the story with the hints given below:-

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

DIARY ENTRY

Introduction:

Diary writing is a form of writing composition wherein a person writes or records his or her personal experiences, feelings emotions day to day happenings or any other event of life. It is quite like talking to a close friend and helps the writer to connect with his or her inner feelings. Such informal piece of writing allows free expression of feelings that the writer may be unwilling or unable to share with anyone else.

Keeping a diary has been a regular practice with many great people in the past. One of the most famous of diary entries was written by Anne Frank.

Importance of Diary Entry:

1. Improves writing skill and creative expression.
2. Minute record of one's daily activities.
3. Helps in memory preservation.
4. Helps in the process of emotional outlet.

Points to be kept in Mind:

1. Diary is written in informal and creative language. It is generally written at night before bed.
2. Use personal pronouns in your entry.
3. Always write the day, date and time of the entry.
4. Use clear and simple language.
5. Always include your own feelings in your entry.
6. Do not exceed the limit of 120 words.

REFER TO THE FORMAT GIVEN BELOW TO UNDERSTAND COMPLETELY:-

Q. You are the secretary of the welfare organization of your school. Under your leadership, the organization was able to collect a substantial amount for the old age home, 'HELPME'. Express your sense of pride and happiness in the form of a diary entry.

Answer:

Sunday, 31 October 2011 ← **Day, Date**
(Leave a blank line)

Time: 10:45 P.M. ← **Time**
(Leave a blank line)

Dear Diary, ← **Opening**
(Leave a blank line)

I am proud to be a part of the Welfare Organization of my school as I always wanted to help the old people. Through various activities, we collected a sum of more of 2.3 lacs. This fund will take care of their health care, entertainment and adult education. ← **Body**

I feel content and happy like never before.
(Leave a blank line)

ABC ← **Writer's name**

To be written inside a box

SOLVED EXAMPLES:

1. You paid a visit to an 'Old Home' with other N.S.S. Volunteers. Using the hints given below together with your own ideas, make a diary entry of what you saw and experienced there.

Hints: • Old home - Mostly senior citizens above 60 -Peaceful surroundings - Spacious - Clean rooms and baths - Regular Medical check-ups - a good library - Means of recreation - A home away from home.

Answer:

Bhiwadi

10th March, 20XX

Monday, 9:00 pm

Dear Diary,

With the disintegration of the joint family system, the old people find themselves deserted and alone. It is unfortunate that in the evening of their lives, they are not looked after by their children. The concept of 'Old homes' is for such old people. I made it a point to visit the 'Old Home' at Bhiwadi. The Home is situated at a peaceful place. The building is simple but spacious and clean. It seems to be an ideal place for the senior citizens. A doctor visits the Home daily to check up the senior citizens. There is a permanent nurse employed to look after and give them medicine on time. The home has a good library and several means of recreation. All the inmates showered their parental love by insisting on having lunch with us. What a satisfying and rewarding visit it was to meet our grand paas and grannies!

Sonu

3. Indian weddings are matchless in grandeur, glamour and luxury. They are matchless in wastage, extravagance and useless display of money and wealth. Record your experience of such marriages in your diary.

Answer:

New Delhi

20th June, 20XX

Sunday, 9:00 pm

Dear Diary,

They say that Indian weddings are matchless in glory, grandeur and glamour. In comparison, weddings in Europe and America pale into insignificance. The other side of the story is that Indian marriages are matchless in wastage, extravagance and useless display of money and wealth. Recently I happened to attend one such big marriage. About five thousand guests were invited to the 'baraat' or the wedding party. A township of stalls serving hundreds of dishes, drinks and sweets had come up on the sprawling lawns of a five star hotel. The ceremony lasted till midnight. Even by a conservative estimate it was a show worth in crores. Surely this amount would have been sufficient to feed all the beggars and orphans of the city for months. It speaks volumes of disparity that has become the main feature of Indian society. A small minority grabs all the riches and wealth of the nation. The extravagance and vulgar display in Indian marriages are at the cost of the starving millions.

Arpit

EXERCISES FOR PRACTISE:

1. Taking help from the information given below, make a diary entry describing how you caught a thief red-handed one night,

Hints: A beautiful evening - the family had a nice dinner - watched TV - went to sleep - sleep was disturbed - heard some commotion - got suspicious - switched on the light - parents also got up - found things in a mess - someone had come there - the search began - no one was found at last - my eyes fell on the shoes behind a curtain - he was the thief - all pounced on him caught - handed over to the police.

2. While going home you came across many children on the roads at crossroads with begging bowls in their hands. You are shocked and disgusted at this unflattering picture of a country which boasts of being a major economy in the world. Record your experience in your diary.

3. Taking help from the information given below make a diary entry describing the horrible experience that you had when your shoes and the main bag were stolen during a railway journey.

Hints: Travelling by Rajdhani Express -- got admission in Delhi College of Engineering -- going to take admission quite a pleasant journey -- had a nice sleep -- Delhi was quite near -- I got up to wear my shoes -- stolen -- the main bag missing -- documents and money -- lost my wits -- no money -- phoned a relative -- he came with shoes and clothes.

4. Taking help from the information given in the input below, record your experience in your diary of the morning when your name appeared in the CBSE CPMT list.

Hints: Exams over -- waiting for the results of CPMT Test -- lot of anxiety -- hope and fear -- dream of becoming a doctor -- in God's hands -- couldn't sleep -- got up early -- rushed to the newspaper in God! -- My name was there -- dream came true -- could hope to serve the nation and society -- a noble profession -- service to suffering humanity.

LITERATURE

BEEHIVE

CHAPTER -1

THE FUN THEY HAD

BY- ISAAC ASIMOV

Summary

The story begins with two children named, Margie and Tommy. It takes place in the world of the future where computers dominate everything. Moreover, it also shows how the concept of schools and classrooms has transformed completely. It's the year 2157, and Margie is writing in her diary about how Tommy found a book. This book was of Tommy's grandfather when he was a little kid. Margie learns about how they use to print all the stories on paper back then. Further, they read the book themselves and find the feeling of turning pages over rather funny. It was funny because they were not in the habit of reading still words, only ones in motion that too on a screen. We learn that in the future, there are no books, only tele-books. They store them in TV sets and computers. After that, it takes an interesting turn when they discuss school. Margie learns that schools were very different back then. They had actual persons who were teachers. It is surprising because she has only robots which teach her. Moreover, she does not like school because of a lot of reasons. The school she studies does not have any classmates. In fact, it doesn't even have recess or playground. Margie and Tommy study in a virtual classroom. They have robots as teachers. Most importantly, her 'school' is next to her bedroom only. It is a room

full of electronics, robots, and gadgets. The computer software teaches her everything. When Margie attends her school after learning about the earlier ones, she starts wondering. When she starts studying, she cannot help but think about the earlier days. Margie wonders about the fun her grandparents would indulge in. She imagined kids from different neighbourhoods coming together merrily to attend school. Moreover, the fact that they were taught the same thing amused her. It was because everyone would help each other out with the homework. Thus, in the end, she is left wondering about the fun they had.

Glossary:

- **crinkly** (adj.): with many folds or lines
- **awfully** (adv.): very, extremely
- **attic** (n.): a space just below the roof used as a store room
- **scornful** (adj.): feeling or expressing contempt
- **loftily** (adv.): something done in a proud or haughty manner
- **century** (n.): period of one hundred years
- **nonchalantly** (adv.): in a casually calm and relaxed manner

Theme: The theme of the story “The Fun They Had” is **transformation by technology**. The whole story focuses on two eras: One is Digital Era in which Tommy and Margie live and the other is the Normal Era, about which they learned through their grandparent's diary.

EXTRACT BASED QUESTIONS:

1) “Margie even wrote about it that night in her diary. On the page headed 17 May 2157, she wrote, ‘Today Tommy found a real book!’ It was a very old book. Margie’s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper. They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen, you know. And then when they turned back to the page before, it had the same words on it that it had had when they read it the first time.”

- i) What did Margie write in her diary?
- ii) Had Margie ever seen a book before?
(a) Yes (b) Perhaps (c) Never (d) Not sure
- iii) They’ turned the pages. Who does ‘They’ refer to?

- (a) Tommy (b) Margie (c) Margie's grandfather (d) Tommy and Margie
- (iv)** Funny about the book was to read words that stood_____.
- (v)** Write the antonym of the word 'artificial' from the extract.

Answers: -

- (i)** On the page headed 17 May 2157, Margie wrote, 'Today Tommy found a real book!'
- (ii)** (c) Never
- (iii)** (d) Tommy and Margie
- (iv)** still
- (v)** Real

2) 'Gee,' said Tommy. 'What a waste. When you're through with the book. you just throw it away. I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away.' 'Same with mine,' said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, 'Where did you find it?' 'In my house.' He pointed without looking because he was busy reading. 'In the attic.' 'What's it about?' 'School.'

(i) What is a waste for Tommy?

(ii) What sort of books did Margie and Tommy have in their schools?

- (a) Still word books
- (b) printed word books
- (c) moving word books
- (d) colourful books

(iii) How old were Margie and Tommy?

- (a) Eleven and thirteen years (b) thirteen and eleven years (c) Ten and nine years (d) Eleven and ten years

(iv) Tommy found the book in the_____.

(v) Write antonym of the word 'catch' from the extract

Answers :-

(i) Printing books on paper is a waste for Tommy.

(ii) (c) moving word books

(iii) (a) eleven and thirteen years

(iv) attic.

(iv) Throw

MCQ

Q1- To which world does the story take the readers to?

- A) future world
- B) past world
- C) present World
- D) future world where computers will play a major role

Q2- What is Virtual Reality?

- A) heavenly world
- B) imaginary world
- C) reality created by computer software
- D) none

Q3- What is a Virtual Classroom?

- A) class outside classroom
- B) class in the garden
- C) class in the field
- D) where learning done is through computer software and internet

Q4- What is a Debate?

- A) a contest to show ability in argument between two people
- B) contest to fight
- C) contest to prove better
- D) none

Q5- Who is the main character of the story?

- A) parents
- B) children
- C) Margie
- D) Tommy

ANSWERS:

Q.1. D Q.2. C Q.3. D Q4. A Q5. C

ASSERTION-REASON QUESTIONS

- a) **Assertion (a):-** Tommy found the 'real book' so 'awfully funny'.
Reason (r):- The printed book was quite similar to the tele-book.
- 1) both a and r are true and r is the correct explanation of a.
 - 2) both a and r are true but r is not the correct explanation of a.
 - 3) a is true but r is false.
 - 4) a is false but r is true.

Answer: 3) a is true but r is false.

SHORT –QUESTIONS ANSWERS

1. Who are Tommy and Margie? How old are they?

Answer: Tommy and Margie are students from the year 2157. They are neighbours and spend time together like children of their age usually do. Tommy is a thirteen-year-old boy and Margie is an eleven-year-old girl.

2. What did Margie write in her diary?

Answer: On 17 May 2157 Margie recorded in her diary the discovery of a real book by Tommy. It was a very old paper book with yellow and crinkly pages.

3. Where did Tommy find the book and in what condition? Or

Describe the book that Tommy had found in the attic.

Answer: Tommy found a real book in the attic of his house. The pages had turned yellow and crinkly because it was at least two hundred years old. Moreover, it was all covered with dust as it had been lying in the attic for ages.

4. Had Margie ever seen a book before?

Answer: No, Margie had never seen a book before till she saw the one that Tommy had found in the attic of his house. She had only heard about books from her

grandfather who himself had not seen any. He too had heard about a printed book from his own grandfather.

5. Did Margie like the printed book? Why/ Why not?

- 6. Answer:** Margie was so excited to know that Tommy had found a 'real' book which was unlike the on-screen books the two were used to reading, that she recorded the discovery in her diary. As she turned the yellow and crinkly pages of the book with Tommy, she found it awfully funny to read it. While Tommy found it a waste, Margie was fascinated by it and liked it.

LONG ANSWER VALUED BASED QUESTIONS.

- 1. How did Margie react when Tommy told her that twentieth-century schools had human teachers?**

Or

Why did Margie remark, "How could a man be a teacher"?

Answer: Margie made this remark when she heard Tommy mention that children were taught by human teachers in the times gone by. She could not believe the truth of Tommy's comment because she had not seen any human teacher; she was used to studying with the help of her mechanical tele-teacher only. Moreover, she believed that a human teacher could not match the mechanical teacher in intelligence and knowledge.

- 2. When Margie went to her school, what did the teacher on the screen teach?**

Answer: When Margie went to her school, which was a room next to her bedroom, the mechanical teacher taught an arithmetic lesson on the addition of proper fractions. It taught her how to add the fractions $\frac{1}{2}$ and $\frac{1}{4}$.

- 3. Why couldn't Margie concentrate on the Arithmetic lesson?**

Answer: Margie could not concentrate on the arithmetic lesson because her mind was pre-occupied with the thoughts about the school that Tommy had just described her. She was awestruck to learn that children studied together and were taught by real persons in these old schools. She thought how much fun those students must have had while studying together.

- 4. Why did Margie think that children must have loved to go to school when her grandfather's grandfather was a little boy?**

Or

why did Margie feel that children in old times had fun while studying in school?

Or

why does Margie feel that learning was fun in the schools of the past?

Answer: Margie attends a tele-school, which is just a machine in the room next to her bedroom and she studies alone unlike students of the schools in the bygone times. She feels that learning was more fun in those days because hundreds of children had the opportunity of congregating and studying together with the help of human teachers and printed books. Schools were huge buildings where a lot of activities could be carried out by students in groups. Compared to that, her present school is much too mechanical, boring, monotonous and demanding, and she hates it.

COMPETENCY BASED SELF PRACTICE QUESTIONS.

1. Did Margie have regular days and hours for school? If so, Why?

Answer: Yes, Margie had regular days and hours for school because her mother said little girls learned better if they learned at regular hours.

2. Why did Tommy pronounce the word ‘centuries ago’ carefully?

Answer: Tommy pronounced the word carefully because he wanted to lay stress on the fact that the school was very old and it was quite different from theirs.

3. What is the ‘slot’? Why does Margie hate it?

Answer: ‘Slot’ was a space in the mechanical teacher where each student is to put his homework and test assignments for marking. Margie hates it the most because she has to work hard to punch code for answering homework.

4. Evaluate ‘The Fun They Had’ as a futuristic story.

Answer: The Fun They Had’ is a futuristic story. It tells us about the revolutionary changes that will come in the field of education in the 22nd century. Technology will replace the concept of old schools and printed books. Margie and Tommy are the students of the year 2157. They are taught in their bedrooms serving as virtual classrooms. A mechanical teacher will replace a human teacher. Computers and e-books will replace old printed books.

5. How will the e-books be different from the old books that existed centuries ago?

Answer: The very concept of ‘the books’ will change in the 22nd century. The e-books will replace old books. The books will not be printed on papers. The words will move on a TV/computer screen. The television screen may have more than a million books on it.

The Sound of Music -I

Evelyn Glennie Listens to Sound without Hearing It

Chapter – 2

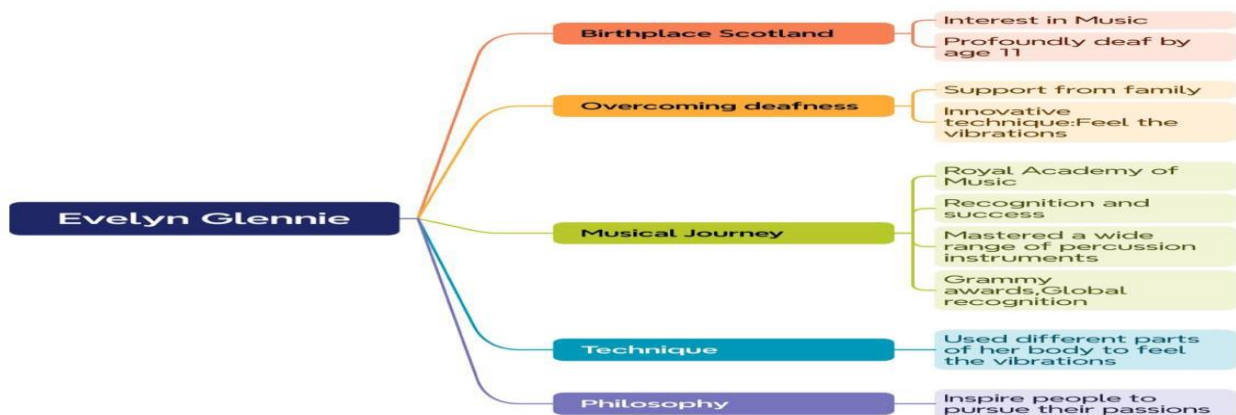
By- Deborah Cowley

Gist of the lesson

Evelyn Glennie, from Scotland, encountered a major stumbling block when at the age of just eight; her hearing started disappearing following damage of the nerves. Evelyn’s deafness was discovered by her mother. There was a gradual progression in her loss of hearing. At eight, when Evelyn didn’t respond when her name was being called, Isabel realized that her daughter had become deaf. But the progressive deterioration in her hearing faculty and her increasingly poor performance at school compelled her parents to consult a specialist. The specialist’s diagnosis was severe impairment of her auditory faculty. Everything around her seemed to be dark. However, her determination to forge a life like any other human being rose within her and she decided to pursue her interest in music. Evelyn’s journey was difficult. Evelyn’s immense love for music and her strong determination led her to the Royal Academy of Music in London. The advice of Ron Forbes kindled new hope and aspiration in Evelyn. Forbes advised Glennie to detect sound using several senses, and his counsel has proven to be beneficial. Evelyn could sense higher notes through her upper body and lower notes through her lower body. She attained mastery of some thousand instruments and reached the pinnacle

of fame. She attributed her fluency of speech to her skill of lip reading and interpreting facial expressions. The gift of speech in childhood was another blessing. But she even managed to learn French and Japanese. Despite several path breaking achievements, Evelyn did not tag them as 'heroic'. She denied pride and arrogance and remained grounded forever.

Mind map of the Chapter



Evelyn Glennie's background



Though Evelyn mastered some thousand instruments, she achieved the status of the **world's most sought-after multi-percussionist** and also liked to play xylophone.

Evelyn's potential was spotted by Ron Forbes, the percussionist.

Multiple Choice Questions:-

Q1. How did Evelyn Glennie's method of 'hearing' music differ from others?

- A. She used hearing aids to enhance her hearing.
- B. She read musical notes visually without hearing them.
- C. She felt vibrations of music through different parts of her body.
- D. She relied on verbal instructions from her instructors.

Answer: C. She felt vibrations of music through different parts of her body

Q2. What motivated Evelyn Glennie to pursue music despite her hearing loss?

- A. The desire to prove her critics wrong

- B. Her profound love for music and innovative approach to experiencing it
- C. The encouragement from her classmates
- D. The hope of gaining fame and wealth

Answer: B. Her profound love for music and innovative approach to experiencing it

Q3. What is a key lesson that Evelyn Glennie’s life story teaches about dealing with personal challenges?

- A. Personal challenges should be hidden from public view.
- B. Overcoming challenges requires giving up dreams.
- C. Personal challenges can be transformed into strengths with the right mindset and approach.
- D. Challenges are best dealt with by avoiding difficult tasks.

Answer: C. Personal challenges can be transformed into strengths with the right mindset and approach.

Q4. What did Evelyn Glennie’s innovative approach to music demonstrate about the nature of sound and listening?

- A. Sound can only be appreciated through hearing.
- B. Listening is a skill that can involve the whole body.
- C. Sound cannot be felt through vibrations.
- D. Listening does not play a significant role in music.

Answer: B. Listening is a skill that can involve the whole body.

Q5. Which quality of Evelyn Glennie is most highlighted by her achievements in music?

- A. Her physical strength
- B. Her intellectual brilliance
- C. Her perseverance and creativity
- D. Her social skills

Answer: C. Her perseverance and creativity

EXTRACT BASED QUESTION:

“I had learnt to open my mind and body to sounds and vibrations.” The rest was sheer determination and hard work.”

- (i) Who is the speaker in the first line?
- (ii) How was she able to hear sounds and vibrations?

- (a) By sensing them through her body and her mind. (b) By understanding
(c) By watching (d) By narrating

(iii) Who is 'I' here?

(a) Actor (b) listener © Evelyn Glennie (d) teacher

(iv) The rest was sheer determination and _____ work.

(v). Write the opposite word of 'close' from the extract.

ANSWERS

(i) :In the first line, the speaker is Evelyn Glennie, the famous multi-percussionist.

(ii) :(a) by sensing them through her body and her mind.

(iii): c

(iv): Hard (v) Open

Assertion and Reason Type Questions:- Each question consists of two statements namely, Assertion (A) and Reason (R). For selecting the correct answer, use the following code:
(a) Both Assertion (A) and Reason (R) are true and Reason (R) is a correct explanation of Assertion (A).

Q1. Assertion (A): Evelyn Glennie became the world's first full-time solo percussionist.

Reason (R): She was able to feel the vibrations of music through her body, allowing her to 'hear ' and perform music.

(a) Both Assertion (A) and Reason (R) are true and Reason (R) is a correct explanation of Assertion (A).

(b) Both Assertion (A) and Reason (R) are true but Reason (R) is not a correct explanation of Assertion (A).

(c) Assertion (A) is true and Reason (R) is false.

(d) Assertion (A) is false and Reason (R) is true.

Answer: (a) Both Assertion (A) and Reason (R) are true and Reason (R) is a correct explanation of Assertion (A).

Q2. Assertion (A): Evelyn Glennie changed public perceptions about the capabilities of deaf musicians.

Reason (R): She demonstrated that music can be experienced and performed through senses other than hearing.

(a) Both Assertion (A) and Reason (R) are true and Reason (R) is a correct explanation of Assertion (A).

(b) Both Assertion (A) and Reason (R) are true but Reason (R) is not a correct explanation of Assertion (A).

(c) Assertion (A) is true and Reason (R) is false.

(d) Assertion (A) is false and Reason (R) is true.

Answer: (a) Both Assertion (A) and Reason (R) are true and Reason (R) is a correct explanation of Assertion (A).

Q3. Assertion (A): Evelyn Glennie's family played a supportive role in her musical journey.

Reason (R): They discouraged her from pursuing music due to her deafness.

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

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

(c) Assertion (A) is true and Reason (R) is false.

(d) Assertion (A) is false and Reason (R) is true.

Answer: (c) Assertion (A) is true and Reason (R) is false.

Q4. Assertion (A): Evelyn Glennie became the world's first full-time solo percussionist.

Reason (R): She relied solely on her sense of hearing to play music.

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

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

(c) Assertion (A) is true and Reason (R) is false.

(d) Assertion (A) is false and Reason (R) is true.

Answer: (c) Assertion (A) is true and Reason (R) is false.

Q5. Assertion (A): Evelyn Glennie won a place at the Royal Academy of Music at the age of sixteen.

Reason (R): She used her exceptional talent and perseverance to secure her position.

Answer: (a) Both Assertion (A) and Reason (R) are true and Reason (R) is a correct explanation of Assertion (A)

Short answer questions

Q1. What role did Ron Forbes play in Evelyn Glennie's life?

Ans:-Ron Forbes, her percussion teacher, encouraged Evelyn to feel the music through vibrations, which helped her to overcome her deafness and master percussion.

Q2. How does Evelyn Glennie describe her method of 'hearing' music?

Ans:-Evelyn Glennie describes 'hearing' music through vibrations felt in her body. It creates a tingling sensation in her skin, cheekbones and her hair.

Q3. What message does Evelyn Glennie convey to others through her life and work?

Ans:-Evelyn Glennie conveys that disability need not be a barrier to success, emphasizing the importance of perseverance and innovation in overcoming challenges.

Q4. What challenges did Evelyn Glennie face in her early career?

Ans:- Evelyn Glennie faced skepticism and doubt from others who questioned her ability to perform music professionally due to her deafness.

Q5. What message does Evelyn Glennie convey to others through her life and work?

Ans:-Evelyn Glennie conveys that disability need not be a barrier to success, emphasizing the importance of perseverance and innovation in overcoming challenges.

Long Answer Type Question

Q1. Evelyn's indomitable spirit in overcoming her disability has positioned her as a beacon of inspiration for other deaf children. Comment.

Ans:- When Evelyn became deaf, she was determined to lead a normal life. She was encouraged by her percussion teacher. She learned to sense music through different parts of the body and opened her mind and body to vibrations. She could feel higher drum from waist up and xylophone music through fingertips. She used to remove her shoes on the wooden floors. She was the master of a thousand instruments and most sought after as a multi - percussionist.

Q2.Despite her deafness how did Evelyn manage to learn music so beautifully?

Ans:-Evelyn Glennie, despite her deafness, cultivated a profound sensitivity to vibrations, enabling her to learn music beautifully. She honed her skills by feeling drum notes resonate from her waist and xylophone melodies through her fingertips. As a master of percussion instruments, Evelyn's unique approach allowed her to achieve remarkable proficiency, defying the limitations of her hearing impairment.

Q3. The size of a problem is determined by our perception." Discuss this idea which has been beautifully brought out in this lesson.

Answer: Evelyn Glennie is profoundly deaf and cannot hear a word. Thus, she overcame this difficulty and learnt to listen to music from her body. She not only scored highest marks in the history of the Royal Academy of Music but also became a renowned musician. She is an idol for a lot of people and a source of inspiration, for them her story tells us that no problem is so great that it cannot be overcome.

Q4. Evelyn supported various causes apart from giving performance. Discuss.

Ans: Evelyn's innovative approach allowed her to become a master percussionist, inspiring others with disabilities. Beyond her musical achievements, she actively supports causes such as free concerts for prisons and hospitals, teaching young musicians, and championing music education. She delights her audience and has given pleasure to millions.

Q5. Why do you think Evelyn Glennie is an inspiration to those who think life has no hope?

Ans:- Evelyn Glennie serves as an inspiration to those who feel that life holds no hope due to her remarkable resilience and achievements. Despite her profound deafness, she defied limitations and became a master percussionist. Her ability to sense music through vibrations and her dedication to teaching others demonstrate the power of determination and creativity. Evelyn's story encourages us to find alternative paths, embrace challenges, and discover hope even in adversity.

Competency-Based Self-Practice Questions:-

Q1. How did Evelyn Glennie overcome the challenges of her deafness to pursue a career in music?

Ans:- Her determination, innovative methods of sensing music, and the support she received from mentors and family.

Q2. How did Evelyn Glennie's teachers and mentors influence her approach to music despite her hearing impairment?

Ans:- Consider specific mentors like Ron Forbes and the techniques they used to help her perceive music through vibrations.

Q3. Discuss the impact of Evelyn Glennie's achievements on society's perception of people with disabilities.

Ans:- Reflect on her awards, public recognition, and how she has challenged stereotypes and inspired inclusivity.

Q4. How did Evelyn Glennie's performance techniques differ from those of musicians with normal hearing?

Ans:- Her reliance on touch and sight, her practice methods, and how she interprets and delivers musical compositions.

Q5. How did Evelyn Glennie’s personal philosophy and attitude towards her disability shape her career and life choices?

Ans:- Her views on perseverance, her statements about disability, and her proactive approach to challenges.

The Sound of Music II

The Shehnai of Bismillah Khan

Gist of the lesson



“The Shehnai of Bismillah Khan” unveils the life and enduring impact of Ustad Bismillah Khan, an iconic Indian musician celebrated for his mastery of the shehnai—a traditional wind instrument. Born in 1916 into a family of musicians in Varanasi, Khan embarked on his musical journey under his maternal uncle’s guidance. His unwavering dedication and relentless practice propelled him to reimagine the shehnai, infusing classical melodies with folk influences. Khan’s soul-stirring performances resonated globally, earning him prestigious honors, including the Bharat Ratna. Beyond his virtuosity, Khan’s humility and commitment enriched Indian culture, leaving an indelible legacy that continues to inspire generations of artists and elevate the shehnai’s significance as a cultural treasure.

Mind Map of the Chapter

Bismillah Khan	
Early life	Birthplace:Dumrao ,Bihar
	Family Background:Born into a family of musicians
	Training:Early training under his uncle,Ali Bux
	Moved to Varanasi:Significant Influence on his career
	Revived and popularised by

Multiple Choice Questions

Q1. What prestigious honor did Ustad Bismillah Khan receive for his contributions to music?

- A) Grammy Award for Lifetime Achievement.
- B) Padma Bhushan, India's third-highest civilian award.
- C) Nobel Prize in Literature.
- D) Pulitzer Prize for Music.

Answer: B) Padma Bhushan, India's third-highest civilian award.

Q2. How did Ustad Bismillah Khan influence Indian cultural heritage beyond his music?

- A) By advocating for the ban on electronic instruments.
- B) By promoting Western classical music in India.
- C) By embodying humility and dedication to his craft.
- D) By refusing to perform outside of Uttar Pradesh.

Answer: C) By embodying humility and dedication to his craft.

Q3. How did Ustad Bismillah Khan's upbringing influence his musical career?

- A) He initially disliked playing the shehnai.

- B) He was trained in both Hindustani and Carnatic music traditions.
- C) His family discouraged him from pursuing music professionally.
- D) He was exposed to various musical influences from a young age.

Answer: D) He was exposed to various musical influences from a young age.

Q4. What was Ustad Bismillah Khan's relationship with Varanasi, his hometown?

- A) He rarely performed there.
- B) He considered it the heart of his musical inspiration.
- C) He moved away from Varanasi early in his career.
- D) He only performed outside Varanasi.

Answer: B) He considered it the heart of his musical inspiration.

Q5. How did Ustad Bismillah Khan's performances contribute to Indian classical music?

- A) By introducing Western harmonies into traditional ragas.
- B) By popularizing Hindustani classical music globally.
- C) By avoiding improvisation and sticking to strict compositions.
- D) By advocating for the use of electronic instruments in performances.

Answer: B) By popularizing Hindustani classical music globally.

Q. Read the following extracts carefully and answer the questions that follow—

A student of his once wanted him to head a shehnai school in the U.S.A., and the student promised to recreate the atmosphere of Benaras by replicating the temples there. But Khansaab asked him if he would be able to transport River Ganga as well. Later he is remembered to have said, 'Mat is why whenever I am in a foreign country, I keep yearning to see Hindustan. While in Mumbai, I think of only Benaras and the holy Ganga. And while in Benaras, I miss the unique mattha of Dumraon.'

Questions 1: One of the students of Bismillah Khan wanted him to :

- (a) open a music class in the U.S.A.
- (b) head of shehnai school in the U.S.A.
- (c) do a music concert in the U.S.A.
- (d) write a book on himself

Answer

(b) head of shehnai school in the U.S.A.

Questions 2: What did the student promise to do in the U.S.A. to convince him?

- (a) He promised to bring his relatives there
- (b) He promised to feed him with Indian food
- (c) He promised to recreate the atmosphere of Banaras there.
- (d) He promised to make him visit all the Indian restaurants

Answer

(c) He promised to recreate the atmosphere of Banaras there

Questions 3: What does Bismillah keep doing whenever he is in a foreign country?

- (a) He keeps watching music videos
- (b) He keeps yearning to see his children
- (c) He keeps talking to his family on phone
- (d) He keeps yearning to see India

Answer : (d) He keeps yearning to see India

Questions 4: What does Bismillah think of when he is in Mumbai?

- (a) He thinks of Banaras and the holy river Ganga
- (b) He thinks of India and the temples there
- (c) He thinks of luxurious life of U.S.A.
- (d) He thinks of unique 'Mattha' of Dumraon

Answer : (a) He thinks of Banaras and the holy river Ganga

Assertion Reason Questions

Q1. Assertion (A): Ustad Bismillah Khan was awarded the Bharat Ratna for his contributions to Indian music.

Reason (R): The Bharat Ratna is India's highest civilian award, conferred upon individuals who have made exceptional contributions in various fields including arts and culture.

Answer: (a) Both Assertion (A) and Reason (R) are true and Reason (R) is a correct explanation of Assertion (A).

Q2. Assertion (A): Ustad Bismillah Khan innovated the shehnai by blending classical ragas with folk melodies.

Reason (R): He aimed to modernize the shehnai's sound by incorporating Western musical elements.

Answer: (c) Assertion (A) is true and Reason (R) is false.

Q3. Assertion (A): Ustad Bismillah Khan received formal training in both Hindustani and Carnatic music traditions.

Reason (R): His family lineage included musicians proficient in both North Indian and South Indian classical music styles.

Answer: (d) Assertion (A) is false and Reason (R) is true.

Q4. Assertion (A): Ustad Bismillah Khan's international performances contributed to cultural diplomacy.

Reason (R): He collaborated extensively with Western classical musicians to blend their styles with Indian classical music.

Answer: (c) Assertion (A) is true and Reason (R) is false.

Q5. Assertion (A): Ustad Bismillah Khan's recognition with the Bharat Ratna elevated the status of shehnai players in Indian society.

Reason (R): The Bharat Ratna is exclusively awarded to individuals who have excelled in sports and cultural activities.

Answer: (c) Assertion (A) is true and Reason (R) is false.

Short Answer Questions

Q1. Why did the pungi acquire the status of a generic term for 'reeded noisemakers'?

Ans:-The pungi emitted loud, unpleasant, and jarring music. Due to this shrill sound, Emperor Aurangzeb banned its use within the royal court. As it was crafted from reeds and produced noisy tones, it eventually became a generic term for 'reeded noisemakers.'

Q2. What insights does the feature 'The Shehnai of Bismillah Khan' provide about Bismillah Khan's paternal lineage?

Ans:-Bismillah Khan came from a lineage of musicians in Bihar. His grandfather, Rasool Bux Khan, held the esteemed position of shehnai player in the royal court of the king of Bhojpur. His father, Paigambar Bux, along with several paternal and maternal uncles, was also accomplished shehnai players.

Q3. How did Ustad Bismillah Khan's upbringing in Varanasi influence his musical style and career?

Ans:-Varanasi's rich musical heritage profoundly impacted Ustad Bismillah Khan, moulding his style with classical purity and spiritual depth. His upbringing in the city's musical ambiance fostered a deep understanding of Hindustani classical music, which he later expressed through his emotive and soul-stirring performances worldwide.

Q4. How did Bismillah Khan's music gain appreciation and recognition on the international stage?

Ans:-Ustad Bismillah Khan's music received widespread acclaim internationally, leading to his historic invitation as the first Indian artist to perform at the prestigious Lincoln Central Hall in the USA. He also participated in the World Exposition in Montreal, the Cannes Art Festival, and the Osaka Trade Fair. Notably, an auditorium in Tehran was named in his honour.

Q5. Why did film director Vijay Bhatt choose to name his film 'Gunj Uthi Shehnai'?

Ans:-Film director Vijay Bhatt was captivated by Bismillah Khan's mesmerizing shehnai recital during a festival. Inspired by the performance, he decided to name his next film after the instrument, titling it 'Gun Uthi Shehnai.'

Long Answer Type Question

Q1. How did Ustad Bismillah Khan elevate the status of traditional Indian instruments like the shehnai on a global scale?

Ans:-Ustad Bismillah Khan, a legendary Indian musician, indeed played a pivotal role in elevating the shehnai's prominence worldwide. His mesmerizing performances transcended its traditional ceremonial use, revealing the instrument's melodic depth and rhythmic intricacy. Through his artistry, he not only gained international recognition but also ignited a

passion for traditional instruments among generations to come. His efforts not only popularized Indian classical music but also fostered a greater appreciation for traditional instruments, solidifying their place in the global music scene and inspiring future generations to explore their potential in the contemporary world.

Q2. How did Ustad Bismillah Khan's early experiences and training contribute to his unique style of playing the shehnai?

Ans:-Ustad Bismillah Khan's upbringing in a musical family in Varanasi significantly influenced his musical style. His exposure to diverse musical traditions and rigorous training under his father and uncle honed his technical skills. This strong foundation enabled him to innovate by blending intricate classical ragas with folk melodies, resulting in a distinctive and soulful rendition on the shehnai. His performances were infused with emotion and spiritual depth, reflecting the cultural ambiance of Varanasi and shaping his view of music as a form of spiritual expression.

Q3. Beyond being his birthplace, what aspects of Benaras might have played a crucial role in Bismillah Khan's artistic development?

Ans:-Bismillah Khan spent most of his life in Benaras, where he arrived as a young boy. Under his uncle's guidance, he mastered the art of playing the shehnai. He performed regularly at temples such as Balaji and Mangala Maiya and often found inspiration by the banks of the Ganga, where he would sit for hours, playing his shehnai. The flowing waters of the Ganga deeply influenced his musical creativity, leading him to innovate and create many new ragas. Benaras thus became the pivotal city where Bismillah Khan's musical genius flourished, solidifying its importance in his life and career.

Competency-Based Self-Practice Questions

- 1. In what ways did Ustad Bismillah Khan's artistic career promote the continued practice and appreciation of traditional Indian musical instruments and compositions?**
- 2. Ans:-** Reflect on his efforts to safeguard and promote classical ragas and his influence on future generations of musicians.
- 3. How did Ustad Bismillah Khan's performances at religious sites like temples influence his musical style?**

Ans:- The spiritual atmosphere and the impact of these venues on his compositions and improvisations-riverside.

4. How did the melody of music, ingrained in Ustad Bismillah Khan's family life, become the guiding force for his professional path?

Ans:- The support and guidance he received from his family members and their impact on his musical journey.

5. How did Bismillah Khan champion traditional ragas in Indian music?

Ans:- Consider his interpretations, performances, and teachings that upheld the authenticity and richness of classical ragas.

6. What advice did Bismillah Khan give Indian youth?

Ans:- Not forget their own tradition-teach children music-India's heritage.

Chapter- 3

The Little Girl

By Katherine Mansfield

Summary:

'The Little Girl' is a poignant story that revolves around Kezia, a young girl who is initially terrified of her strict father. The father, who seems harsh and unapproachable, inadvertently instils fear in Kezia through his stern ways. However, a pivotal incident where her father shows care and compassion during a nightmare changes Kezia's perception, making her realize that he loves her deeply despite his stern exterior. The story contrasts Kezia's family with the Macdonald family to highlight different parenting styles.

Themes:

1. Family Relationships: The story explores the dynamics between parents and children, highlighting misunderstandings and eventual emotional growth.

2. Fear and Misunderstanding: Kezia's fear of her father is rooted in misunderstanding his stern demeanor.

3. Realization of Parental Love: The story emphasizes that parents' love may not always be overtly expressed but is deep and genuine.

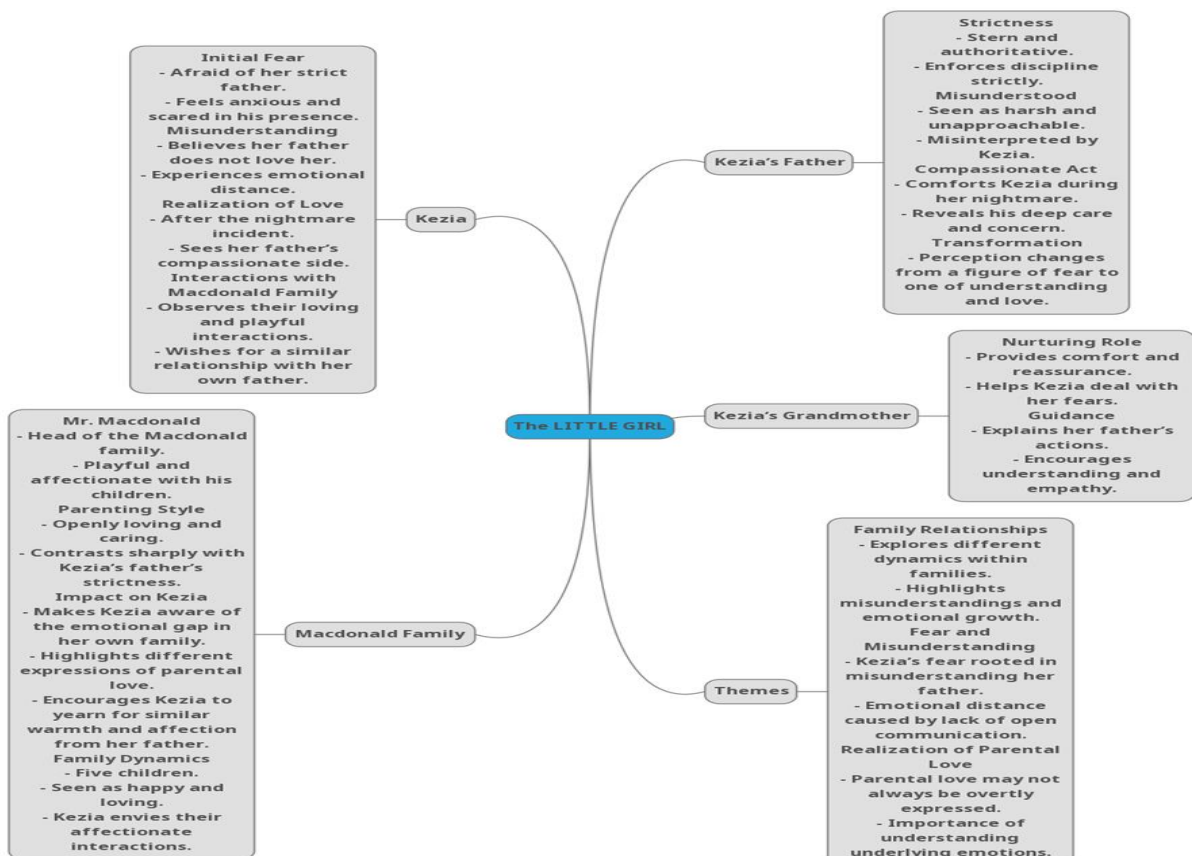
4. Contrasting Parenting Styles: The story contrasts Kezia's strict father with the affectionate Mr. Macdonald to show different ways of expressing love.

Characters:

- 1. Kezia:** A young, innocent girl who is initially afraid of her father but grows to understand his love.
- 2. Father:** A strict and disciplined man who is misunderstood by his daughter but ultimately shows his softer side.
- 3. Mother:** A supportive figure, though less prominent in the story.
- 4. Grandmother:** A nurturing presence who provides comfort and guidance to Kezia.
- 5. Mr. Macdonald:** Head of the Macdonald family, who is affectionate and playful with his children, serving as a contrast to Kezia's father.

Important Incidents:

- 1. Fear of Father:** Kezia's father's strictness and lack of overt affection cause Kezia to be afraid of him.
- 2. Torn Papers Incident:** Kezia mistakenly tears up important papers belonging to her father while making a surprise gift for him, leading to a harsh punishment.
- 3. Observation of Macdonald Family:** Kezia envies the affectionate and playful relationship between Mr. Macdonald and his children.
- 4. Nightmare Incident:** Kezia has a nightmare, and her father comforts her, revealing his caring side and transforming her fear into understanding.



Q.1 Read the following extracts carefully and answer the questions that follow—

But the same old nightmare came—the butcher with a knife and a rope who came nearer and nearer, with that dreadful smile, while she could not move, only stand still, crying out "Grandma!". She woke shivering to see father beside her bed, a candle in his hand. 'What is the matter?' he said.

Questions 1: When did she get the nightmare?

- (a) when she was alone with her mother at home
- (b) when she was alone with her father at home
- (c) when she was alone with her granny at home
- (d) when she was all alone at home

Answer

- (b) when she was alone with her father at home.

Questions 2: Whom did she see in her dream?

- (a) a butcher
- (b) her grandmother
- (c) her mother
- (d) her father

Answer

- (a) the butcher

Questions 3: What did the person in her dream carry with him?

- (a) a gun and a rope
- (b) a rope and a knife
- (c) a knife and a gun
- (d) a gun, a knife and a rope

Answer

- (b) a rope and a knife

Questions 4: How did this incident change the girl's attitude towards her father?

- (a) She started to hate her father.
- (b) She started to feel empathetic towards her father.
- (c) She started to like her father.
- (d) She started to ignore her father.

Answer

- (a) she started to like her father

Extract 2(The Little Girl)

Q.2 Read the following extracts carefully and answer the questions that follow—

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

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

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

Answer

- (c) Kezia is responding to her father.

Questions 2: How did the father react?

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

Answer

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

Questions 3: What did the grandmother do?

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

Answer

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

Questions 4: Why did the girl say "What did God make fathers for"?

- (a) because she liked her father.
- (b) because she disliked her father.
- (c) because she was sympathetic towards her father.

(d) none of these.

Answer

(b) because she disliked her father.

Assertion-Reason Questions (ARQ)

1. Assertion (A): Kezia was afraid of her father.

Reason (R): Her father was very strict and often scolded her.

- 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

2. Assertion (A): Kezia tore her father's papers while making a surprise gift for him.

Reason (R): She wanted to show her love and appreciation for her father.

- 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: B

3. Assertion (A): Kezia's father showed his compassionate side when she had a nightmare.

Reason (R): He never really cared for her feelings.

- 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

4. Assertion (A): Kezia's grandmother played a crucial role in her upbringing.

Reason (R): She provided comfort and support to Kezia.

- 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

5. Assertion (A): The story "The Little Girl" highlights the theme of parental love.

Reason (R): Kezia's father never showed any kindness towards her.

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

Short Answer (SA) Type Questions (40 to 50 words)

1. Describe Kezia's initial feelings towards her father.

Ans. Kezia was initially very afraid of her father. She perceived him as a strict and stern figure who scolded her frequently, making her feel anxious and fearful in his presence.

2. What incident led to Kezia being punished by her father?

Ans. Kezia was punished by her father when she tore up his important papers to stuff a pin-cushion as a birthday gift for him. Her father was furious when he discovered what she had done.

3. How did Kezia's grandmother support her?

Ans. Kezia's grandmother provided comfort and reassurance to her. She was a nurturing figure who helped Kezia deal with her fears and understand her father better, particularly after the nightmare incident.

4. What specific event does Kezia witness in the Macdonald family that makes her reflect on her own family dynamics?

Ans. Kezia witnesses Mr. Macdonald playing and laughing with his children in the garden, which makes her reflect on the lack of similar affectionate interactions in her own family and wish for a more loving relationship with her father.

5. In what way does the Macdonald family serve as a foil to Kezia's family in the story?

Ans. The Macdonald family, with their open affection and playful interactions, serves as a foil to Kezia's family by highlighting the differences in parenting styles and the emotional distance between Kezia and her father, thereby emphasizing the themes of fear and misunderstanding.

Long Answer (LA) Type Questions (100 to 120 words)

1. Discuss the theme of parental love as depicted in "The Little Girl".

Ans. In "The Little Girl," the theme of parental love is central to the story. Kezia initially fears her father due to his strict and authoritarian demeanor. However, through the incident where he comforts her during a nightmare, the story reveals his underlying love and concern for her. This moment of vulnerability shows that parental love may not always be expressed overtly but is deep and genuine. The story highlights that parents, despite their stern exterior, deeply care for their children and those children should try to understand the hidden love behind their parents' actions.

2. How does Katherine Mansfield use the character of Kezia to explore the theme of fear and misunderstanding?

Ans. Katherine Mansfield uses Kezia's character to vividly portray the theme of fear and misunderstanding in familial relationships. Kezia's initial fear of her father stems from his strictness and lack of visible affection, leading her to misunderstand his true feelings. The story captures her anxiety and discomfort in his presence, which is further exacerbated by incidents like the torn papers. However, the turning point comes when her father comforts her during a nightmare, revealing his softer, caring side. This shift in perception underscores the idea that fear often arises from misunderstanding and that empathy and open communication can bridge the emotional gap between parents and children.

3. Analyze the character of Kezia's father and his transformation throughout the story.

Ans. Kezia's father is initially portrayed as a strict and authoritarian figure, whose stern demeanour instils fear in his daughter. He appears unapproachable and harsh, particularly when he punishes Kezia for tearing his important papers. However, his character undergoes a significant transformation when he comforts Kezia during her nightmare. This act of tenderness and care reveals a different side of him, showing that his strictness is not indicative of a lack of love. Through this transformation, Mansfield illustrates the complexity of parental roles, where discipline and love coexist. The father's character development emphasizes that understanding and compassion can profoundly impact parent-child relationships.

4. Describe the role of Kezia's grandmother in the story and how she contributes to Kezia's growth.

Ans. Kezia's grandmother plays a pivotal role in the story, acting as a nurturing and comforting presence in Kezia's life. She provides the emotional support and reassurance that Kezia needs, particularly when dealing with her fears and misunderstandings about her father. The grandmother's guidance helps Kezia navigate her anxieties, offering a counterbalance to the father's strictness. By comforting and explaining things to Kezia, she aids in her emotional growth and understanding. The grandmother's influence is crucial in helping Kezia realize her father's underlying love, thereby contributing to the overall theme of familial love and understanding in the story.

5. How does Katherine Mansfield use the Macdonald family to highlight the themes of the story?

Ans. Katherine Mansfield uses the Macdonald family to emphasize the themes of parental love and the impact of different parenting styles. By contrasting Mr. Macdonald's playful and affectionate behavior with Kezia's father's strictness, Mansfield illustrates how love and care can be expressed in various ways. Kezia's observations of the Macdonald family make her long for a more loving relationship with her own father, deepening the reader's understanding of her initial fear and eventual realization. The Macdonald family's role in the story highlights the importance of emotional expression and understanding in fostering healthy family relationships.

Competency-Based Self-Practice Questions

Short Answer Type Questions (40 to 50 words)

- 1. Describe Kezia's feelings towards her father at the beginning of the story.**

Answers/Hints: - .

- Fearful
- Anxious
- Strict and stern father
- Misunderstanding his intentions

- 2. What was Kezia's intention behind making a surprise gift for her father?**

Answers/Hints:-

- Show love and appreciation
- Make a pin-cushion
- Use important papers by mistake
- Resulted in trouble

3. How does Kezia's grandmother support her after the torn papers incident?

Answers/Hints:-

- Provides comfort
- Reassures Kezia
- Explains father's anger
- Encourages understanding

Long Answer Type Questions (100 to 120 words)

1. Analyse the role of Mr. Macdonald in shaping Kezia's understanding of parental love and family dynamics.

Answers/Hints:-

- Affectionate and playful interactions
- Contrast with strict father
- Envy and longing for warmth
- Understanding different expressions of love
- Emotional growth

2. Discuss the significance of the nightmare incident in changing Kezia's perception of her father.

Answers/Hints:-

- Turning point
- Father's comforting gesture
- Reveals compassion
- Understanding father's care
- Fear transforms into understanding

A TRULY BEAUTIFUL MIND

Chapter- 4

ALBERT EINSTEIN

About the author:

Albert Einstein (born March 14, 1879, Ulm, Württemberg, Germany—died April 18, 1955, Princeton, New Jersey, U.S.) was a German-born physicist who developed the special and general theories of relativity and won the Nobel Prize for Physics in 1921 for his explanation of the photoelectric effect. Einstein is generally considered the most influential physicist of the 20th century. Theme of the story: Great men are not born with special signs. In their childhood days they are also like common children, and their likes and dislikes are very much similar to them. Their parents also take care of them as normally parents do.

Glossary:

- German = related to Germany.
- Indication = symptom, sign.
- Destined = predetermined or fated.
- Contrary = opposite in nature.
- Freak = something unusual or abnormal
- Uttered = spoke out, expressed verbally
- Playmates = children with whom one plays.
- Boring = not interesting.

- Youngster = a young person or child.
- Historian = person who studies history.
- Mathematics = the study of numbers, shapes, and patterns.
- Legend = a traditional story.
- Late talker = someone who begins speaking after the typical age
- Relieved = feeling reassured or relaxed
- Order = in proper arrangement or condition

Summary:

Albert Einstein was one of the greatest scientists in the world. This lesson throws a light on his life and his works in the field of science and world politics. He was born on March 14, 1879, in the German city of Ulm. He was a normal looking child. But he had some deficiencies as a child. He began to speak very late and when he spoke he repeated every word twice. His playmates made fun of him. His parents were not even so careful about him. But from his childhood, he had a big interest in science. He was good at studies. He always got good marks but he did not like the strict discipline of the school. So, he left the school for good. He agreed to study in Switzerland which has a liberal atmosphere. There he got interested in a fellow student Mileva Mark. Later he married her. He worked on different scientific theories. He was awarded the Nobel Prize for Physics in 1921. He was showered with honours and invitations from all over the world.

When America dropped atom bombs over Hiroshima and Nagasaki he was deeply shaken. He proposed for the formation of the world government. He worked for the development of peace and democracy in the world until he died in 1955. He is remembered even today as a 'world's citizen'.



Extract 1(A Truly Beautiful Mind)

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

Albert Einstein was born on 14 March 1879 in the German city of Ulm, without any indication that he was destined for greatness. On the contrary, his mother thought Albert was a freak. To her, his head seemed much too large. At the age of two-and-a-half, Einstein still wasn't talking. When he finally did learn to speak, he uttered everything twice. Einstein did not know what to do with other children, and his playmates called him "Brother Boring." So the youngster played by himself much of the time. He especially loved mechanical toys. Looking at his newborn sister, Maja, he is said to have said: "Fine, but where are her wheels?"

Q 1: When was Einstein born?

- (a) 17 April, 1876 (b) 23 March, 1875 (c) 10 July, 1872 (d) 14 March, 1879

Ans:- d) 14 March, 1879

Q2: Why did Einstein's mother think that he was a freak?

- (a) Because his head seemed much too large
(b) Because his head seemed much too small
(c) Because he was very mischievous
(d) Because he looked very weird

Ans:- (a) because his head seemed much too large

Q 3: When did Einstein learn to speak?

- (a) Before the age of two (b) Before the age of one and a half
(c) After the age of two and a half (d) after the age of three and a half

Ans:- (c) after the age of two and a half

Q 4: Einstein's playmates called him 'Brother Boring' because he didn't know

- (a) What to do in class (b) What to do with other children
(c) How to dance (d) How to crack a joke

Ans:- (b) what to do with other children

Q5. What did Albert Einstein's mother think about him?

- a) He did not know what to do with children
b) He was destined for greatness
c) He was genius
d) He was a freak.

Ans:- (d) He was a freak.

Q6. "Fine, but where are her wheels?"

Why did Einstein ask the above question about his newborn sister?

- a) He did not want to share his toys with her
b) He thought she was a mechanical toy.
c) He knew that she could not walk.
d) He wanted to make people laugh..

Ans:- (b) He thought she was a mechanical toy

Extract 2 -(A Truly Beautiful Mind)

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

In 1900, at the age of 21, Albert Einstein was a university graduate and unemployed. He worked as a teaching assistant, gave private lessons and finally secured a job in 1902 as a technical expert in the patent office in Bern. While he was supposed to be assessing other people's inventions, Einstein was actually developing his own ideas in secret. He is said to have jokingly called his desk drawer at work the "bureau of theoretical physics."

Questions 1: At the age of 21, Albert Einstein was:

- (a) a teaching assistant
- (b) doing a job in a office
- (c) a university graduate and unemployed
- (d) a technical expert

Answer

- (c) a university graduate and unemployed

Questions 2: What was his job as a technical expert in Bern?

- (a) to develop new ideas
- (b) to assess other people's inventions
- (c) Both (a) and (b)
- (d) None of these

Answer

- (b) to assess other people's inventions

Questions 3: What was he actually doing in the patent office in Bern?

- (a) He was only assessing other people's inventions.
- (b) He was developing his own ideas.
- (c) He was not doing anything and wasting his time.
- (d) He was doing work for some other organisation.

Answer

- (b) He was developing his own ideas.

Questions 4: What was he doing in 1902?

- (a) He was preparing for his exams.
- (b) He was trying to establish a Science Laboratory for himself.
- (c) He was looking for a job.
- (d) He was doing a job.

Answer

- (d) He was doing a job.

3. Assertion Reason questions:-

I. What did Einstein's mother think him to be? Why?

Ans: - Einstein's mother thought him to be a 'freak' or someone with an unusual physical abnormality or behavioral problem. She thought of him as a freak because his head seemed too large to her. This made him look different from the other children of his age.

II. What did Einstein's playmates call him? Why?

Ans:- Einstein's playmates called him 'Brother Boring' as he could not mix up with other children. Neither did he find their games interesting nor did he know how to interact with other children. Also, he did not talk till he was two-and-a-half years old, and even then he repeated each word twice. This made his company boring to his playmates.

III. What kind of toys attracts the attention of Einstein when he was a child? Why?

Ans: - Einstein could not enjoy the company of playmates because of his introverted nature. Instead, as a child, he was attracted only by mechanical toys. It showed his scientific temperament since mechanical toys work on some kind of scientific principles.

IV. Why did Einstein marriage with Mileva not survive long?

Ans: - Although Einstein and Mileva had been in love, still their marriage did not survive long because Mileva gradually lost her intellectual vigour and aspirations. She became a frustrated housewife. There were frequent scuffles between the couple which resulted in their ultimate divorce in 1919.

4. Short Answer Questions:-

I. What did Einstein call his desk drawer at the patent office?

Ans :- Einstein jokingly called his desk drawer at the patent office as "Bureau of theoretical physics".

II. Which musical instrument did Einstein begin to learn? Why?

Ans: - Einstein began to learn playing the violin at the young age of six because his mother wanted him to. He kept this interest alive throughout his life and became a gifted amateur violinist.

III. Why did Einstein hate school?

Ans :-He hated school and the strict regimentation because of its extreme sense of discipline. He felt suffocated in this atmosphere. He often clashed with his teachers.

IV. What type of toys did Einstein love especially?

Ans:-He especially loved mechanical toys.

V. How can a mind be beautiful?

Ans: - If you have a mind that is fascinating, creative and exciting. If you are a good thinker you can be beautiful.

5. Long Answer/value based questions:-

I. In what ways Albert Einstein was an unusual child? How He was different from others in many ways?

Ans:- Albert Einstein was an unusual child. He did not have any indication of his greatness in his early days. He had a larger head than usual head .His mother thought him that he was a freak, late talker and when he started uttering he uttered everything twice. According to historian Otto Neugebauer, the young Albert broke his silence at the supper table one night to say, "The soup is too hot." Greatly relieved, his parents asked why he had never said a word before. Albert replied, "Because up to now everything was in order." And I did not feel the need to say more.

II. Do you think that those who think differently succeed in their life like Einstein? Why?

Ans: - This perspective helps successful people to think differently to everyone else, what is important, because if you think like everyone else, no matter how smart or experienced you are, you'll hit the same ceiling. By thinking outside the box and going against the grain, successful people rise above their limitations as his usual behavior he preferred to play alone and did not appreciate his playmates company, who referred to him as "Brother Boring." He had a particular fondness for mechanical toys. His headmaster at school said he was a useless person who would never achieve in life. But he disproved every assumption.

III. What was Einstein's contribution to the knowledge of science? Which values in his character made him a 'global citizen'?

Ans. Time and distance are not absolute, according to Albert Einstein's Special Theory of Relativity, which he published in 1905 after working on his theories regarding relativity. The famous equation $E = mc^2$ was created from his notion regarding the connection between mass

and energy, and this formula helped him become a well-known physicist. With the publication of his General Theory of Relativity, Einstein gained recognition on a global scale. This theory allowed him to predict how much light from fixed stars would be deflected as it traveled through the sun's gravitational field. The newspapers referred to the theory as "a scientific revolution." In 1921, Einstein won the Nobel Prize in Physics for his contributions to the advancement of science. Following this, he received a lot of honors. He pushed for world peace and democracy. He did not want anyone to abuse his invention. He considered humanity, as well as democracy and international peace. He became a global citizen because of all these values in his personality.

6. Competency based self-practice questions

Q1. What is the main purpose of the text?

- a) To provide an overview of Einstein's life
- b) To highlight the significance of Einstein's work
- c) To argue that Einstein was not a typical scientist
- d) To describe the influences that led to Einstein's success

Ans:- (a) To provide an overview of Einstein's life

Q2. But science was not the only thing that appealed to the dashing young man with the walrus moustache. In the sentence above, the writer is mainly trying to _____

- a) Establish a new argument
- b) Elaborate a point made earlier
- c) Highlight an important part of the text
- d) Provide a transition to a different topic.

Ans:- (d) Provide a transition to a different topic.

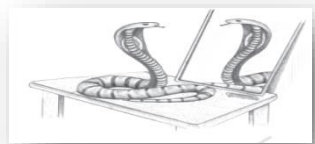
Q3. Why did Einstein leave the school Munich?

Ans:- Einstein wanted more freedom.

Q4. Why did Miewa Maric go to the University of Zurich?

Ans:- It was one of the few universities in Europe where woman could get degrees.

THE SNAKE AND THE MIRROR

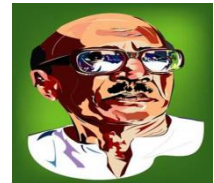


Chapter- 5

by - Vaickom Muhamm

[Translated from the Malayalam by V. Abdulla]

ABOUT THE AUTHOR



Vaikom Muhammad Basheer (21 January 1908 – 5 July 1994), was a novelist and short story writer noted for his path-breaking, down-to-earth style of writing that made him equally popular among literary critics as well as the common man.

THEME OF THE STORY

‘The Snake and the Mirror’, a humorous narrative is based on the theme of human vanity and fears and how they affect people. Man is so proud of his physical beauty, that at times, he is often foolish and stupid in his attempts at estimating himself. The author through this story is trying to explain that it is important for us to live in the real world not in the imaginary universe.

Characters:-

The homeopathic doctor: He is the protagonist of the story. The doctor is the central character of the story .He practices homeopath and is obsessed with his own looks. He appears to be a man full of vanity as we see him looking into the mirror and admiring his own looks. He is portrayed in such a manner that he can assess himself critically and

humorously. He honestly admits that as a new practitioner of medicine he couldn't earn much and had to rent a poor house without any electricity.

The narrator and his group: Listeners of the doctor's story.

Cobra: The admirer of its own beauty, a victim of narcissism.

Mirror: Both a problem-maker and a problem-solver in this story.

Introduction to the story -

The story is a subplot within a subplot. The writer tells us about a homoeopathic doctor who narrated him a story. The snake and the mirror, as the title suggests, are the two most important characters in this lesson. When this homoeopathic doctor came upon a snake, the serpent bit him. The snake became more interested in its reflection in the mirror, and the doctor's life was saved. Furthermore, a doctor in this novel remembers a time in his adolescence when he was single. On a sweltering summer night, the doctor arrives at his compartment and persuades while deep in thought. The doctor was in the middle of it when he was suddenly attacked by a snake, which landed on him. The doctor went into shock, but the snake quickly noticed its reflection in a mirror and moved towards it. The snake appeared to be more interested in his reflection than the doctor. As a result, the doctor's life was preserved.

Glossary:-

- 1) Meagre: small in quantity
- 2) Solitary : Single
- 3) Gable: Upper part of a wall below a sloping roof
- 4) Earth- shaking decision: something very important
- 5) On top of it: to add on to something
- 6) Paced: walked
- 7) Valid: Logical, Justifiable
- 8) Wriggled: crawled

Extract 1 (The Snake and the Mirror)

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

One feels tempted to look into a mirror when it is near one. I took a look. In those days I was a great admirer of beauty and I believed in making myself look handsome. I was unmarried and I was a doctor. I felt I had to make my presence felt. I picked up the comb and ran it through my hair and adjusted the parting so that it looked straight and neat. Again I heard that sound from above.

Question 1: What general tendency of human is talked about here?

- (a) to greet people on meeting.
- (b) to smile when looking into a mirror.
- (c) to help each other.
- (d) to look into a mirror every time we come near to it.

Answer

- (d) to look into a mirror every time we come near to it.

Question 2: What quality of the narrator is talked about here?

- (a) He was a great admirer of beauty.
- (b) He liked clever people.
- (c) He didn't give much attention to looks.
- (d) He was admirer of beauty with brains.

Answer

- (a) He was a great admirer of beauty.

Question 3: Why did he want to make himself look handsome?

- (a) because he was married and a doctor.
- (b) because his parents are looking for a girl for him to marry
- (c) because he was unmarried and a doctor.
- (d) because he wanted to impress the girl he loved.

Answer

- (a) because he was married and a doctor.

Question 4: Why did he pick up the comb?

- (a) to give it to his friend.
- (b) to put it in his bag.
- (c) to comb his hair.
- (d) to put it on the table near the mirror.

Answer

(c) To comb his hair.

Extract 2(The Snake and the Mirror)

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

I took a close look at my face in the mirror I made an important decision-I would shave daily and grow a thin moustache to look more handsome. I was after all a bachelor, and a doctor! I looked into the mirror and smiled. It was an attractive smile. I made another earth-shaking decision. I would always keep that attractive smile on my face.... to look more handsome. I was after all a bachelor, and a doctor too on top of it! Again came that noise from above.

Question 1: What would he do to look more handsome?

- (a) He would grow a thick moustache.
- (b) He would shave daily and grow a thin moustache.
- (c) He would wear smart clothes.
- (d) He would grow long beard.

Answer

(b) He would shave daily and grow a thin moustache.

Question 2: When did he make an important decision?

- (a) after looking at a handsome man.
- (b) after talking to his friend about his looks.
- (c) after looking at his face in the mirror.
- (d) after getting rejected by a girl.

Answer

(c) after looking at his face in the mirror.

Question 3: What two qualities of the narrator are talked about here?

- (a) He was a doctor and a bachelor.
- (b) He was a scientist and married.
- (c) He was a teacher and a widower.
- (d) He was a choreographer and a divorcee.

Answer

(a) He was a doctor and a bachelor.

Question 4: What was his earth-shaking decision?

- (a) to wear suit daily.
- (b) to get a haircut every week.
- (c) to make other people smile.
- (d) to wear an attractive smile on his face always.

Answer

(d) to wear an attractive smile on his face always.

SHORT ANSWER TYPE QUESTIONS:-

Question 1.

“ The sound was a familiar one.” What sound did the doctor hear? What did he think it was? How many times did he hear it? (Find the places in the text.) When and why did the sounds stop?

Answer: The doctor heard the sound of rats. The sound was a familiar one. He heard this sound four times. The phrases are ‘Again I heard that sound from above’, ‘Again came that noise from above’, ‘Suddenly there came a dull thud as if a rubber tube has fallen’. The sounds stopped after the appearance of the snake.

Question 2. What two “important” and “earth-shaking” decisions did the doctor take while he was looking into the mirror?

Answer: The doctor took the following two ‘important’ and ‘earth shaking’ decisions:

- (a) He would shave daily and grow a thin moustache to look more handsome.
- (b) He would always keep that attractive smile on his face.

Question 3. “I looked into the mirror and smiled,” says the doctor. A little later he says, “I forgot my danger and smiled feebly at myself.” What is the doctor’s opinion about himself when (i) he first smiles, and (ii) he smiles again? In what way do his thoughts change in between, and why?

Answer: The doctor thought that he had a good smile when he first smiled. But when he smiled a little later, he laughed at his destiny. His life was in danger. His thoughts got changed because of the snake. He was quite near to death.

Question 4. What kind of person was the doctor? And what kind of person did he want to become?

Answer. The doctor is a poor man. He does not have much money. His house has no electricity. It is a small rented room which has many rats. He has about sixty rupees in his suitcase. Along with some shirts and dhotis, he also possesses one solitary black coat. He wants to be a handsome person. So he decides to shave daily and grow a thin moustache. He also wishes to accumulate wealth.

Competency based questions:-

1. What was the doctor's opinion about himself? How did this opinion change after his encounter with the snake?

Or

How did the doctor lose his pride after the snake landed on his shoulder?

Answer: The doctor had a very high opinion of himself regarding both his appearance and profession. He was conscious of his looks and wanted to look even more handsome. He repeatedly looked at himself in the mirror to admire his handsomeness. He wanted to be attractive to women because he was an eligible bachelor. He was also proud of being a doctor and was arrogant because of his professional qualifications.

But a short encounter with a snake, a full-blooded cobra, cured him of his pride. When the snake reached his shoulder and coiled itself around his arm, the doctor lost all arrogance and was reminded of the existence of God. Face to face with death, he realised what a weak and foolish man he was. When he recalled that there were no medicines in his room to cure him of a snake-bite, he humbly and meekly regarded himself to be a stupid and helpless person. Thus, the encounter with the snake transformed the doctor from a vain and foolish person into a humble and God-fearing man.

2. What kind of woman did the doctor want to marry? What does it show about his character? What kind of a wife did he eventually get?

Answer: The doctor took pride in his handsome looks and his medical profession. Therefore, he wanted to marry a rich lady-doctor with good medical practice. He also wanted his future wife to be a fat woman. His reason behind this desire was rather funny. He said that if he made a silly mistake and had to run away, a fat wife would not be able to chase and catch him. The doctor's ambition about his marriage shows that he was a status-conscious, money-minded person. He did not think much about the appearance and other qualities of his wife and thought only of her riches. His desire to marry a fat wife shows that he had a sense of humour and could laugh at himself. However, the doctor's real wife was unlike what he had desired. It is not clear whether she was a doctor or not but she was certainly a thin woman with the physique of a sprinter.

3. What are the similarities between the behaviour of the doctor and of the snake?

Or

Do you think both the doctor and the snake had some common qualities? Why/Why not?

Answer: The behaviour of the doctor and the snake did have certain similarities. Both of them were enamored by their reflection in the mirror and stood looking longingly at it. However, the similarity ended at this aspect of their respective behaviour since the doctor could not ascertain confidently the reason behind the snake getting charmed by its own image. The doctor was certainly compelled by his vanity to repeatedly look at his image. So, when he notices the snake looking into the mirror, he thinks that perhaps it too was admiring its beauty or was trying to make some 'important' decisions just like him. But these two were as frivolous as the doctor's decision to shave daily and keep a thin mustache. Just like the doctor's obsession with his looks landed him in trouble, the snake too seemed to be "taken with its beauty." It releases its victim to have a better look at itself in the mirror. Thus both the doctor and the snake display narcissistic tendency.

4. Why did the snake not strike the doctor although it was so near his face?

Or

which qualities and values of the doctor saved his life?

Answer: The snake did not strike the doctor although it was so near his face because the doctor remained motionless even when his life was in danger. Displaying great presence of mind, the doctor stayed still like a stone which assured the snake that there was no danger

to it. Snakes strike only in self-defense and the doctor patiently let the snake go. He remained calm and didn't jump, or tremble or cry out. He did not try to either catch the snake to throw it away or to loosen its hold on his arm. Fear had gripped him but he kept his cool. Thus the snake left the doctor unharmed and got busy admiring its image in the mirror. The doctor's qualities of patience, presence of mind, courage, and calmness helped him ward off the danger posed by the deadly snake, and saved his life.

MY CHILDHOOD

Chapter- 6

By—A.P.J. Abdul Kalam

Summary:

Abdul Kalam was born in a middle class Muslim family in Rameshwaram. He had three brothers and one sister. His father was a generous and wise man. His mother was a hospitable lady. They lived in their ancestral house on Mosque Street. His father lived a simple life but provided all necessities to his children. His parents were neither much educated nor rich, yet were generous and kind. Many outsiders ate with the family every day. Kalam inherited the qualities of honesty and self – discipline from his parents. Kalam was only 8 years old when the Second World War broke out in 1939. Then, there was a great demand for tamarind seeds. Abdul used to collect those seeds and sell them in the market. His cousin Shamsuddin distributed newspapers and employed him as a helping hand. This way he earned his first wages. He inherited faith in goodness and kindness from his parents. Kalam's family respected all religions. They took part in the Hindu festivals as well. His mother and grandmother told stories from the Ramayana and the life of the Prophet to the children at bed time. Kalam had three friends Ramanandha Sastry, the son of a high priest of the Rameshwaram temple, Aravindam and Sivaprakasan. They had different religious backgrounds and upbringing. They never felt any difference among themselves. They adopted different professions when they grew up. One day when Abdul was in 5th standard at the Rameshwaram Elementary School, a new teacher came to their class. He used to wear a cap, which set him apart as a Muslim. Kalam always sat in the front row- next to Ramanandha Sastry, but the teacher could not tolerate a Hindu Priest's son sitting with a Muslim boy. Kalam was asked to sit on the back bench. Both the friends felt very sad and told their parents about the incident after school. Ramanandha's father called the teacher and told him not to spread the poison of communal

hatred and social inequality in the minds of innocent children. He told the teacher to either apologise or leave the school and city. The teacher apologised and reformed himself. | Once Abdul's science teacher invited him to dinner at his home. His wife refused to serve Kalam dinner in her kitchen as she believed in religious segregation. The teacher himself served him food and sat beside him to eat his own meal. His wife observed from behind the door and did not find any change in Abdul's behaviour. After dinner, the teacher again invited him to join them next weekend. This time the wife served food inside the kitchen with her own hands. | When the Second World War had ended, Kalam asked his father to permit him to go to Ramanthapuram to study. His father knew that Kalam would have to go away to grow up and so he permitted him. He told his hesitant wife that they should give their children their love but, not force their thoughts on them.

Extract 1(My Childhood)

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

During the annual Shri Sita Rama Kalyanam ceremony, our family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near our house.

Question 1: What role did the speaker's family play in the Shri Sita Ram Kalyanam ceremony?

- (a) The speaker's family remained indifferent towards the ceremony.
- (b) The speaker's family enjoyed watching the ceremony.
- (c) The speaker's family used to arrange boats for carrying idols of the Lord.
- (d) The speaker's family played no role in the ceremony.

Answer

- (c) The speaker's family used to arrange boats for carrying idols of the Lord.

Question 2: Where were idols transported?

- (a) The idols were transported from the main temple on the hill to the temple in town.
- (b) The idols were transported across the town and back to the temple.
- (c) The idols were transported from the temple to the marriage site, Ram Tirth, in the middle of the pond.

(d) None of the above.

Answer

(c) The idols were transported from the temple to the marriage site, Ram Tirth, in the middle of the pond.

Question 3: What do these lines reflect about the speaker's family?

(a) The speaker's family was indifferent to the ceremonies of other religions.

(b) The speaker's family was not liberal in thoughts and did not respect all religions.

(c) The speaker's family was concerned with their religion only.

(d) The speaker's family was very liberal in thoughts and respected all religions.

Answer

(d) The speaker's family was very liberal in thoughts and respected all religions.

Question 4: Which word from the passage means the same as "representation of a God"?

(a) Ceremony

(b) Tirth

(c) Idol

(d) Lord

Answer

(c) Idol

Extract 2 (My Childhood)

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

After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher, and in our presence, told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologise or quit the school and the island.

Question 1: Who are "We" in the first line?

(a) Kalam and his father

(b) Kalam and Ramanandha Sastry

(c) Kalam and his class-mates

(d) Kalam and his neighbours

Answer

(b) Kalam and Ramanandha Sastry

Question 2: Why did Lakshmana Sastry summon the teacher?

- (a) The teacher was not teaching sincerely and didn't have the subject knowledge also.
- (b) He was punishing the children by beating them up.
- (c) He was very rude and harsh with the students.
- (d) He had tried to create a divide in the children on the basis of social status and religion.

Answer

(d) He had tried to create a divide in the children on the basis of social status and religion.

Question 3: What do these lines tell us about Lakshmana Sastry?

- (a) He was a great scholar.
- (b) He did not believe in communalism and social inequality.
- (c) He didn't respect teachers.
- (d) He was biased towards his son.

Answer

(b) He did not believe in communalism and social inequality.

Question 4: What was the effect of this incident on the teacher?

- (a) He left the school.
- (b) He was not affected by this incident.
- (c) He continued his habit of discriminating against the children.
- (d) He reformed himself and became a changed person.

Answer

(d) He reformed himself and became a changed person.

Assertion Reasoning Questions:

In the following questions, a statement of assertion (A) is followed by a statement of reason (R). Mark the correct choice as for question no. 1 to 4 from the four options mentioned below:

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

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

(c) Assertion (A) is true but reason (R) is false.

(d) Assertion (A) is false but reason (R) is true.

1. Assertion: In fact, I would say mine was a very secure childhood, both materially and emotionally.

Reason: Kalam was provided with some of the necessities like food, medicine, and clothes only.

2. Assertion: I used to collect the seeds and sell them to a provision shop on Mosque Street.

Reason: The narrator collected the seeds of tamarind and earned a good amount of money by selling it.

3. Assertion: "On the whole, the small society of Rameswaram was very rigid in terms of the Segregation of different social groups," says the author.

Reason: The social groups mentioned here were hardly unidentifiable and, on the condition, to

Separate the different sections of the society.

4. Assertion: I know you have to go away to grow.

Reason: Kalam's father left him to decide his future.

ANSWERS:

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

2. (a) Both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).

3. (b) Both assertion (A) and reason (R) are true but reason (R) is not the correct explanation of assertion (A).
4. (a) Both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).

Short Questions Answers:

1. Why did A.P.J. Abdul Kalam call his childhood a secure childhood?

Answer: A.P.J. Abdul Kalam called his childhood a secure one because he had loving and caring parents. He had all necessary things which included food, clothes, medicine, etc.

2. Do you think the new teacher deserved the treatment meted out to him? Why/why not?

Answer: Yes, he deserved the treatment meted out to him. He was spreading the poison of communal intolerance among the young minds which was a serious crime. If a teacher indulges in such a mean act he deserves no sympathy.

3. What was the difference in the attitudes of the science teacher and his wife towards A.P.J. Abdul Kalam?

Answer: Though his science teacher was an orthodox Hindu, he broke the social barriers, and mixed with other religions and communities. He invited Abdul home and served him meals and even sat and ate with him. On the contrary, his wife was conservative and refused to serve Abdul.

4. How did Second World War give opportunity to Kalam to earn his first wages?

Answer: Kalam's cousin was a news agent. Train halt at Rameshwaram station was suspended. So, the newspapers were bundled up and thrown out from a moving train. Kalam helped his cousin to catch the bundles. He was given money for it.

5. What characteristics did Abdul Kalam inherited from his parents?

Answer: Abdul Kalam inherited honesty and self-discipline from his father and faith in goodness and kindness from his mother. Like his parents even he respected all religions.

Long Questions/ Value Based Questions:

1. What do you know about A.P.J. Abdul Kalam's family after reading the lesson "My childhood"?

Answer: A.P.J. Abdul Kalam tells us that his family was a Tamil middle class family from Rameshwaram. His father Jainulabdeen was not much educated, wasn't rich but was generous, wise, simple man but very strict and severe. His mother Ashiamma was a generous lady, and used to feed unlimited numbers of people in their home. Kalam's family respected all religions. They took part in Hindu festivals. His mother and grandmother told him stories from Ramayana. They always showered their love on their children and never forced their thoughts on them.

2. What incident took place at the Rameshwaram Elementary School when a new teacher came to the class?

Answer: Kalam used to wear a cap and Ramanandha Sastry wore a sacred thread which marked him to be a Brahmin. When the new teacher came, he could not tolerate a Hindu priest's son sitting with a Muslim boy. He ordered Kalam to go and sit on the back bench. This made Ramanandha sad. Abdul started to sit in the last row but it left a bad impression on Abdul. Both the kids narrated the incident to their parents. As a result, the teacher was rebuked and reprimanded for spreading communalism and hatred among children.

3. 'Childhood' is the formative period of a child's life. The lessons learnt here always stays with a person. Comment on it in the light of the lesson A.P.J. Abdul Kalam.

Answer: A.P.J. Abdul Kalam is one of the finest scientists in our country and was also our eleventh President. From his autobiography "Wings of Fire" it is amply clear that lessons learnt in our childhood not only shape our personality but also decide the kind of person we become. He learnt the lessons of religious tolerance, honesty and self-discipline early in his life. These qualities stayed with him throughout his life and have helped to make him one of the finest President of our country with so many diverse cultures.

Competency Based Self Practice Questions with Answers:

1. In what sense was Kalam's childhood secure?

- A. He was getting all the necessities of life like food, clothes, study
- B. Parent's love and support

- C. Good society
D. All of them
- 2. What types of stories were told to the writer at bedtime?**
- A. Shri Sita Rama Kalyanam Ceremony
B. Idols of the Lord
C. Events from the Ramayana
D. About grandmother
- 3. What do you infer about Kalam’s mother by the statement” I do not recall the exact number of people she fed everyday.....”?**
- 4. ‘I was of many children. ‘What opinion did Abdul Kalam have of himself”?**
- (a) He thought himself to be very ordinary person.
(b) He was proud of his looks.
(c) He was the best among other siblings.
(d) He was not happy to live in such a big family.
- 5. When Kalam said that his childhood was emotionally secure, what he wants to say?**
- (a) He was an emotional child.
(b) His mother was very emotional.
(c) His parents were very kind.
(d) His parents love their children very much and took great care of them.
- 6. Which word is used by Kalam to describe his father and what does mean?**
- 7. Complete the analogy by choosing a word from the extract.**
- Fed : Feed: : : Eat
- 8. Did Ramanadha Sastry genuinely like Abdul Kalam? Justify your response.**
- 9. Why is Sivasubramania Iyer referred to as ‘something of a rebel’?**
- 10. Then the First World War was over and India’s freedom was imminent. (True/False)**

ANSWER S:-

1. D. All of them
2. C. Events from the Ramayana
3. His mother was so generous that even people more than his family members were fed by his mother.

4. C. He was the best among other siblings.
5. A---his mother was so generous that even people more than his family members were fed by his mother.
6. Austere which means strict
7. ate
8. Ramanathan Sastry was Abdul Kalam's best friend and there is no evidence to say if he really liked him or not so let's just assume it.
9. Though he was a brahmin, he was something of a rebel. A man of liberal views, he wanted to change the society that was rigid in terms of segregation of different social groups. He invited Kalam to his home for a meal.
10. False

Reach for the Top

Chapter - 7

Santosh Yadav



Gist of the chapter:-

“Reach for the Top” is based on the theme that success comes to those who dare and do. This theme runs throughout the account of Santosh Yadav’s education, training and success as a woman mountaineer in a country where discrimination against women is rampant. Santosh defied all odds, customs, traditions and prejudices to script her phenomenal success through hard work, persistent effort, focus on the goal and mental and physical toughness. Santosh has really reached the highest top that a woman mountaineer could reach, not just once but twice. She is a wonderful role-model to emulate.

“Reach for the Top” conveys the message that one must set one’s eyes on the stars and strive hard to achieve the goal through hard work, determination, and constant and persistent efforts. Instead of complaining against the ills in society, one can dare to change the systems and shape one’s own destiny. And once one has achieved great heights, one must shoulder the responsibility to achieve success and glory in their own areas of interest just like Santosh Yadav has done.

Value points

- Santosh Yadav is the only woman in the world to scale Mt. Everest twice.
- She was born in the small village of Joniyawas of Rewari district in Haryana, in a traditional conservative family.
- Her parents were traditional, prosperous landlords and she was the youngest and the only sister of five brothers.
- Contrary to her name ‘Santosh’ she was not satisfied with the traditional way of life.
- To start with, she did not wear traditional dresses in her childhood and preferred shorts. She studied in the village school.

- She was pressurized by her parents as she turned sixteen, to get married. Usually in her village girls got married at this age. But Santosh threatened her parents to never marry if she did not get a proper education.
- She left home and got herself enrolled in a Delhi school. When her parents refused to pay for her education, she politely informed them that she would work part time to pay her fee. Then her parents agreed to pay for her education.
- After passing high school exam, she joined Maharani College in Jaipur. Her room in Kasturba Hostel faced the Aravalli Hills.
- From the room, she used to watch people climbing hills then disappearing. Curious to find the reason, one day she went there and found a few mountaineers.
- She asked if she could join them. They not only agreed but motivated her to take to climbing.
- She started saving money and enrolled herself in a course without her parent's permission and later apologized for it.
- Instead of going back home, she went straight for the training. She went on an expedition every year after that.
- In just four years her climbing skills matured and she developed remarkable resistance to cold and the altitude.
- As a result of her hard work, sincerity, iron will, physical endurance and amazing mental toughness, she conquered Mt. Everest in 1992.
- Her seniors were impressed by her climbing skills, physical fitness and mental strength, caring & cooperative nature.
- During the 1992 Everest mission she saved the life of a fellow climber by sharing her oxygen but despite the special care by her she could not save another dying climber at the South Col.
- She scaled Everest for the second time within 12 months of her first success, being a member of Indo-Napalese Women's expedition.
- She set a record as the only youngest woman to have scaled the Everest twice.
- The Indian government conferred on her the 'Padmashri', one of the nation's top honours, in recognition of her achievements.
- She not only unfurled the Indian tricolor on the Everest but collected and brought down 500 kg. of garbage from the Himalayas, being a true environmentalist.

Glossary:-

- Scaled- To climb by
- Traditional-A long established way of living
- Stereotypical-Preconceived ideas about a person/thing
- Conventional-Following already established rules
- Rational-Based on logic
- Contentment-Satisfaction combined with gratitude
- Curse – To invoke hurt on someone
- Affluent- Very rich or well-to-do
- Prevailing- A thing or event that is already existing
- Enrolling- Officially register into a school or college
- Threaten-To scare someone
- Urge- A strong desire to do something
- Affirmative-Agreeing or consenting to a request
- Vanishing-To disappear without a trace
- Ascend- Go up or climb
- Determined-Having exceptional willpower
- Apology- Feeling sorry
- Expedition- A journey to explore
- Rapidly- Moving in a Very fast motion
- Altitude- Great heights
- Remarkable-Worthy of attention
- Culmination -The final stage of something
- Endurance-The ability to withstand
- Mission-An important assignment with a purpose
- Environmentalist-A person who is concerned about protecting the environment
- Annals-A historical records of events
- Bestowed-To present or honour with something
- Unfurled -Spread out a piece of clothing
- Enormity -A great sin or crime

- Fervent-Displaying intensity

Maria Sharapova



The account is biographical in nature and focuses on the grand achievements of the tennis player, Maria Sharapova who earned the title of the world number one in women's tennis in 2005. The author reveals that one has to pay a price for reaching the top in the form of hard labour, rigorous training, and sacrifice. Sometimes one has to undergo mental torture too on this path to success, but its rewards are always sweet and satisfying.

This account of Maria Sharapova's success story conveys the message that diligence, hard work and dedication never go unrewarded. Dreams can be realized only if one works earnestly, putting one's heart and soul in translating them into reality. Nothing can obstruct those who stick to their path with an unwavering devotion.

Value points

- Maria Sharapova a fashionable, glamorous Russian girl who reached to the world's number one position in women's tennis on 22nd August 2005.
- Born to Yuri and Yelena Sharapova in Siberia, she was sent to Florida. USA with her father for tennis-training at the age of nine.
- Due to visa-restrictions mother could not accompany them. But Maria learnt an important lesson in life- that tennis excellence would only come at a price.

- Father also worked extra hours to pay for her tennis training and could not stay with her. She had to tolerate separation from her mother for two years.
- Being so young, just nine, she went to bed at 8 p.m. The other tennis players used to come at 11p.m. and after waking her up, would ask her to clean the room.
- But instead of being depressed, she was becoming more determined and mentally tough to achieve her target. Instead of quitting she steadfastly pursued her dream.
- Four years' hard work and strong determination and sacrifice that she made, resulted in bagging women's singles tennis trophy in 2004 and in 2005 world's no.1 position.
- The key to her success is being competitive, hard working with no place for sentiments.
- Though trained in US, she is proud to be a Russian and ready to play for Russia if offered.
- Her hobbies are fashion, singing and dancing. She loves to read novels of Arthur Canan Doyle. She loves sophisticated evening gowns and eating pancakes with chocolate spread and fizzy orange drinks.
- Her hard work, strong determination, mental toughness and sacrifices have earned her not only success but ample money also.
- She admits that money was a motivation for her but the most important thing was to become number one in the world.

Glossary:-

- Disarming-A shocking level of charm
- Glamorous-Fascinatingly attractive
- Attire-Clothes, especially formal ones
- Poised- Having a composed and elegant way
- Pinnacle-The most successful point
- Ascent-A climb to the summit of a mountain
- Stardom-The state of being famous
- Recall-Bring back memories
- Pupils-A student who is taught by a teacher
- Depressed-Extreme sadness

- Quit -To give up on something
- Steadfast- Firm decision and unwavering
- Pursue-Follow or chase
- Meteoric rise-Sudden success
- Accent-A distinctive way of pronouncing languages
- Citizenship- The position or status of being a citizen of a country
- Sensations-A widespread reaction
- Sophisticated-Involving a great deal of worldly experience
- Pigeon-holed-Assign to a particular category, as an overtly restrictive person
- Unwavering-Steady and resolute
- Grudge-A revengeful feeling based on a past experience
- Monetary-Relating to money

MCQ s

Q1. Mark the correct option.

i) is the first woman of the world to climb Mount Everest twice.

- (a) Kalpana Chawla
- (b) Santosh Kumar
- (c) Santosh Yadav
- (d) Maria Saraprova

Ans:- (b) Santosh Yadav

ii) Maria Sharapova attained World number one position on

- (a) 22 August, 2005
- (b) 21st August, 2005
- (c) 22 August, 2004
- (d) 20th March, 2003

Ans:- (a) 22 August, 2005

iii) Maria took _____ years of training to become the top woman tennis player?

- (a) Four month
- (b) Two years
- (c) Three years
- (d) Four years

Ans:- (d) Four years.

iv) Santosh Yadav scaled Mt. Everest first time in the year

(a) 1992

(b) 1993

(c) 1990

(d) 1991

Ans:- (a) 1992

v) Santosh was bestowed with the nation's one of the top honours,

(a) Bharat Ratna

(b) Padma Bibhushan

(c) Padma Bhushan

(d) Padma Shri

Ans:- (d) Padma Shri.

Q2. Read the following extract and answer the questions that follow.

A marriage as early as that was the last thing on her mind. She threatened her parents that she would never marry if she did not get a proper education. She left home and got herself enrolled in a school in Delhi. When her parents refused to pay for her education, she politely informed them of her plans to earn money by working part time to pay her school fees. Her parents then agreed to pay for her education.

i) The last thing in Santosh's mind was

(a) higher education

(b) late marriage

(c) early marriage

(d) moving to other country

Ans:- (c) early marriage

ii) She threatened her parents that she would

(a) marry the person she liked if she was forced to marry.

- (b) run away from home if she was forced to marry.
- (c) never speak to them if she didn't receive proper education.
- (d) never marry if she didn't receive proper education.

Ans:- (d) never marry if she didn't receive proper education.

iii) What did she do after leaving her home?

- (a) She got herself enrolled in a school in Delhi.
- (b) She got herself enrolled in a college in Mumbai.
- (c) She started doing a job in Bangalore.
- (d) She married the person she loved.

Ans:- (a) She got herself enrolled in a school in Delhi.

iv) Her parents agree to pay her fees because she informed them of her plans to

- (a) earn money by doing a full time job.
- (b) earn money by working part time.
- (c) live in her friend's house.
- (d) take a education loan.

Ans:- (b) earn money by working part time.

v)What quality of Santosh is mentioned here?

- (a) She was determined.
- (b) She was a happy-go-lucky person.
- (c) She was of traditional beliefs.
- (d) She changed herself according to the other people.

Ans:- (a) She was determined.

Q3. Answer the question in 20-30 words.

a) How did Santosh begin to climb mountains?

a) **Ans:** Kasturba Hostel, where Santosh resided during her college years, overlooked the Aravalli Hills. She often observed villagers trekking up the hills, disappearing from sight.

Intrigued, she expressed her interest in joining them, and they welcomed her. This marked the beginning of Santosh's mountain-climbing adventures.

b) What shows her concern for the environment?

Ans:- She collected and brought down 500 kilograms of garbage from the Himalayas on her way back from the 1992 Everest expedition. This shows her concern for the environment.

c) Santosh Yadav got into the record books both times she scaled Mt Everest. What were the reasons for this?

Ans:- Santosh Yadav got into the record books both times she scaled Mt Everest. The first time she climbed Mt Everest, she got the record of the youngest woman in the world to achieve the feat. The second time she climbed Mt Everest, she became the only woman to climb Everest twice.

d) What was the secret of Maria's success?

Ans:- Sharapova's success on the Tennis court was due to her hard work, determination, and mental toughness. Since the age of nine, she started hardcore training at Florida. Several times she got humiliated but never thought of giving up.

e) What are the likings of Maria Sharapova apart from tennis?

Ans:- Apart from tennis Maria's Favourite pastime are fashion, singing and dancing. She likes to read novels written by Arthur Conan Doyle. She likes to wear fashionable and sophisticated evening gowns and though she is a sports person, she loves to eat pancakes with chocolate spreading and orange drinks.

Q4. Answer the given questions in 100-120 words.

- i) "If I chose a correct and a rational path, the others around me had to change, not me", said Santosh Yadav. How does her life justify her words?

Ans:- Born to conservative parents in a patriarchal, gender-biased and rigidly conventional society, Santosh did not want to let norms dictate her life. She never wanted to adhere to the irrational, hackneyed customs and wanted to live life on her own terms. In fact, she believed that if she chose a correct and a rational path, others would have to change and align themselves to her choices. Averse to gender discrimination, she resisted the pressure to get married at the young age of sixteen. She declared that she would not marry at all if denied proper education.

Defying tradition, she got enrolled in a school in Delhi. When her parents refused to pay for her schooling, she informed them that she would work part-time to manage her school fees. Realizing their daughter's determination, they had to submit.

Taking up mountaineering as her career was also an independent decision. However, she tried her best not to hurt her parents and wrote a letter of apology to her father for not having sought his permission before joining the Nehru Institute of Mountaineering in Uttarkashi. Thus, in spite of all the odds, Santosh chose for herself a path which was absolutely unthinkable and unheard of for girls in orthodox society. She, thus, managed to carve her own destiny.

ii) Santosh had all the qualities of a good mountaineer. Comment.

Ans:- Mountaineering is a challenging career which demands great physical and mental strength. It requires boldness, fearlessness, sturdiness and faith in one's abilities. Santosh Yadav was, in fact, made for mountaineering as she was endowed with all the qualities that are pre-requisites for this career. Just within a span of four years of her training in climbing, Santosh successfully scaled Mt. Everest. Again she repeated this feat in less than a year's time and became the only woman in the world to have scaled the Everest twice. All this was made possible with her climbing skills, physical fitness and mental strength. Her iron will, physical endurance and mental toughness infused her with immense confidence. Her resistance to cold and altitude proved to be added advantages. All these qualities, coupled with her team-spirit and her concern for her fellow climbers made her not only a good mountaineer but also a very popular one among her superiors and her fellow climbers.

iii) Imagine you are Santosh Yadav. You are feeling uncomfortable about enrolling yourself for climbing without seeking your father's permission. Write a letter of apology to your father politely explaining your situation.

Ans:-

Kasturba Hostel
Maharani College
Jaipur

17th May 1988

Dear Father,

Both Mother and you must be looking forward to my visit during the holidays after the college semester. However, I'm afraid we all shall have to forego the pleasure of each other's company this summer. I'm very sorry about it but let me explain the situation.

I have got myself enrolled for training at Uttarkashi's Nehru Institute of Mountaineering. Dad, my passion for climbing has got the better of me and I couldn't resist this opportunity to get trained as a mountaineer. I'm sure you'll understand and forgive me. I assure you both, that I'll prove myself in this field and make you all proud. I need your and Mama's blessings.

As for the holiday, my semester has ended today and I have to join the Institute on the twenty-first. So, I do not have enough time to come home. I hope you'll bear and forgive your dear daughter who loves you and respects you from the core of her heart.

Yours affectionately,

Santosh.

iv) How did adversity stand Maria in good stead in the long run?

Ans:- Marie's childhood was full of struggle and loneliness. She had to leave for the U.S. at the young age of nine years. Her mother could not accompany her to the U.S. due to some visa restrictions. She missed her mother terribly during the two years of their heart-wrenching separation. Though her father had accompanied her to the U.S., he too could not frequently visit her as he had to spend a lot of time to earn money to be paid for Maria's tennis training. Apart from it, the other co-trainees used to bully, humiliate and insult her. They were inconsiderate to Maria who was much younger to them. To bully her, they would return to the room late at night, wake her up and make her tidy up the room. All these problems made her life during her training in U.S. miserable and desolate.

However, she was able to sail through these adverse times by never letting herself go into depression or think to quit. Instead, she strengthened her will-power and kept her passion for tennis alive. Eventually, her determined and consistent efforts paid when she became the

number one tennis player in the world. She moulded adversity in her favour with her strength, toughness and tolerance.

v) Draw a Comparison between Santosh Yadav and Maria Sharapova.

Ans:- Today both Santosh Yadav and Maria Sharapova enjoy the status of a celebrity. To attain this position they both had to work very hard in their life. Both of these girls were of strong and true determination. They had a clear vision of their life. They wanted to become something in life. They wanted to raise themselves up from the common people around them. They sacrificed all comforts and pleasure of life to achieve their aim. Both of them were able to realize their aims. They reached the world. Santosh Yadav became the only woman of the world to scale Mt Everest twice. Maria Sharapova got the fibre position in the world in women tennis. They proved that nothing is impossible before true determination and iron will.

Self-Practice Questions

Q1. Extract based question.

“I’m Russian. It’s true that the U.S. is a big part of my life. But I have Russian citizenship. My blood is totally Russian. I will play the Olympics for Russia if they want me.”

a) Who says these words? Why?

Ans:- Maria Sharapova, the world-class tennis player, says these words. She says so because she takes immense pride in her nationality.

b) What does she say about the U.S.?

Ans:- Maria acknowledges the contribution of the U.S. where she took training in tennis and became the world number one tennis player.

c) Why does the speaker say, ‘My blood is totally Russian’?

Ans:- Maria claims this because she was born to Russian parents in Russia. She did spend a large part of her life in the U.S., but she proudly declares her Russian identity.

d) Given a chance, what will Maria like to do for Russia?

a) **Ans:-** Being a Russian from the core of her heart, Maria would like to represent Russia in the Olympics and make them proud, if given an opportunity.

e) What does the extract reveal about the speaker's character?

Ans:- She is very patriotic.

Q2. Why does Maria call tennis 'a business'?

Ans:- For Maria, playing tennis is a professional game that can be played by following rules and regulations which is similar to how a business is run. Also, as in business, tennis too requires input in terms of hard work and brings profits in terms of name, fame and money.

Q3. How did Santosh's seniors and fellow climbers appreciate her?

Ans:- Santosh's seniors appreciated her for her climbing skills, physical fitness and mental strength. On the other hand, her fellow climbers admired her for her team spirit and her genuine concern for her fellow climbers.

Q4. When did Santosh scale the Mt. Everest for the second time?

Ans:- Santosh was invited by an Indo-Nepalese Women's expedition to scale Mt. Everest within a year of her first expedition in 1992. Santosh joined them to climb the Everest for the second time. Thus, she scaled the Everest twice setting a record as the only woman to have scaled the Everest two times.

Q5. What was the most spiritual and proud moment for Santosh Yadav?

Ans:- Santosh Yadav, while standing on the 'top of the world', was overwhelmed with emotions of patriotism and ecstasy. She felt proud as an Indian when she unfurled the 150ricolor on Mount Everest. She was so happy that she experienced a kind of spiritual bliss. She found it hard to articulate her feelings.

Q6. Santosh decided to fight the system in her own "quiet way", says the author. How did Santosh rebel but quietly?

Ans:- Santosh was a very rational, progressive, and sensible girl, who wished to shape her life herself. Though it was not easy for a girl to fight the rigid system of those times, Santosh was

confident that if she chose a correct and rational path, she would be able to change things around her. She waited patiently for the right moment to take up the issues with the orthodox, irrational and hackneyed traditions that obstructed her aspirations and her goals. For example, she opposed her parents' decision to marry her off at the early age of sixteen and got herself enrolled in a school in Delhi. When her parents refused to pay for her education in the city, she told them politely that she would earn money for her fees by working part-time. She quietly made it clear that she was determined to overcome all obstacles. Finally, her parents had to surrender. Her decision to take up mountaineering as a career was also handled very boldly and fearlessly by her. She took admission in Uttarkashi's Nehru Institute of Mountaineering without seeking the permission of her parents. Her parents had no choice but to accept her decision. Thus, Santosh rebelled against the orthodox, conservative system in a quiet but sure way.

Q7. Santosh is not only a good mountaineer but also a genuinely good human being.

Discuss.

Ans:-Santosh Yadav proved her mountaineering skills quite early in her career. She displayed an unflinching will and a fearless mind that fought a rigid, orthodox society to rise to the top. But the stern will and bold decisions did not smother her qualities of co-operation and concern for others.

That Santosh is endowed with a caring heart is obvious from the fact that she took great care of a climber at the South Col. Though, the climber could not be saved, Santosh's concern for him was really commendable. In another incident, she saved the life of a fellow climber, Mohan Singh by sharing her own oxygen with him. This sense of sacrifice and team-spirit won for her the esteem of her team-mates. Moreover, Santosh's heart overflowed with patriotism when she unfurled the national flag on the top of Mt. Everest. Her concern for the purity of the environment also proves that she is a good human being. Such is her love for nature that she brought down five hundred kilograms of rubbish from the Everest. Thus, Santosh is blessed with the human qualities of both head and heart.

Q8. The lives of Santosh Yadav and Maria Sharapova have much in common to prove that determined and consistent hard work paves the way to success. Identify the points of comparison and contrast in the lives of these two great players.

Ans:- Santosh Yadav, the legendary mountaineer from India, and Maria Sharapova, Russia's tennis sensation trained in the U.S., are living examples of determined and consistent hard work. Both these young women started their journey to the top from humble backgrounds. Santosh belonged to a small village in the remote district of Rewari in Haryana while Maria came from the cold Siberia that did not have adequate training facilities for a tennis enthusiast.

Although both were supported by their respective parents, Santosh had to break rules at times to make her conservative family agree to her decisions. However, both the young girls had to sacrifice the loving and protective environment of their homes in order to train for their passion. Both the women had an unwavering determination, physical and mental strength, and undivided focus on their goals. They both rose to the number one position in their respective areas within a short span of four years. While Sharapova moved from the frozen Siberia to the plains of Florida, Yadav moved from the plains of Rewari to the frozen Mount Everest. But both of them are devout patriots and share the dream to reach the top.

Q9. Write in short Maria Sharapova's Journey to the top.

Maria Sharapova was born in Siberia, Russia. At the age of nine years she left Russia for Florida in the U.S.A. she went there with her father Yuri. She had to spend two hard years in the tennis training camp. She did hard efforts in the training camp. It was a heart wrenching two-years separation from her mother. Maria Sharapova learnt an important lesson is a life that tennis excellence would only come at a price. Maria Sharapova was jug for nearly ten years old. The senior's in the training camp treated her badly. They looked her up. They asked Maria to tidy up the room and clean it, Maria Sharapova bagged the ladies single crown at Wimbledon in 2004. She attained the world number one position on Monday, 22nd August 2005. Today she is a tennis sensation.

Q10. Imagine you are Santosh Yadav or Maria Sharapova. You have been invited to speak at an All India Girls' Athletic Meet, as chief guest. Prepare a short speech to motivate the young girls to think and dream big and make an effort to fulfill their dreams, not allowing difficulties or defeat to discourage them.

Ans:- My dear shining stars of the future,

Thank you so much for giving me this opportunity to be here today. It gives me immense joy to see your smiling faces and sparkling eyes with a tinkle of dreams of a bright future. I wish to share some important lessons that I learnt from experience about what is called the 'mantra' of success.

My dear girls, the first and foremost requirement is to think and dream big. Unless you have a dream, you cannot achieve much in life. So assess your abilities and aptitudes. Ask what makes you happy and then set a goal for yourself. Your next step should be to make organized, consistent and sincere efforts to fulfill your dreams. Remember, all good things come at a price. So, do not allow difficulties or defeat to discourage you. Don't forget, "When the time gets tough, the tough get going". You have the fire in you, you only need to kindle it and keep it glowing.

I am sure that each one of you will excel in life and will keep going with the 'never say die' attitude.

I wish you all the best and hope to see you as sparkling stars one day.

Keep Smiling! Keep Shining!

Thank You.

Kathmandu

Chapter- 8

By- Vikram Seth

Overview

Vikram Seth's story 'Kathmandu' is an excerpt from the author's book 'Heaven Lake'. The story narrates the tale of the author visiting Kathmandu, Nepal's capital city. The author had been hitchhiking from China towards India, in the midway of which he was supposed to cross Nepal and Tibet. His visit to Kathmandu, Nepal during this phase has been brought out as a story where he shares his experience of the city.

About the Author

Vikram Seth is an Indian novelist and poet. He has written several novels and poetry books. Best known for his novel 'A Suitable Boy'.

Summary

The author documents his time in Kathmandu. He visits two holy sites: The Pashupatinath Temple and The Baudhnath Stupa. He compares the crowded and chaotic temple and the polluted Bagmati River beside it to the calm and serene stupa. He observes that Kathmandu is a very busy city and offers a lot to tourists in addition to being a place of religious importance.

He enjoys food in the city and spends his time reading comics and the Reader's Digest. As he was feeling exhausted and homesick he decided to take a flight home instead of taking a long circuitous route. He finds himself fascinated by a flute seller who was more engaged in playing the flute than selling them. He comments on the universal nature of flute and its presence in the various civilizations and compares it to the human voice.

MCQs

1. Which of the following best describes the chapter?

- (a) Mystery fiction
- (b) Travelogue
- (c) Biography
- (d) Short story

2. Which of the following best describes Pashupatinath temple?

- (a) Crowded and chaotic
- (b) Calm and serene
- (c) Joyful and filled with laughter
- (d) Ordered and disciplined

3. Which of the following best describes Baudhnath Stupa?

- (a) Crowded and chaotic
- (b) Calm and serene
- (c) Joyful and filled with laughter
- (d) Ordered and disciplined

4. Why does the author buy a flight ticket to go home?

- (a) Because he was exhausted and homesick.
- (b) Because all the train tickets were booked
- (c) Because he did not like Kathmandu and wanted to leave as soon as possible.
- (d) Because he had a work meeting and he wanted to get home as soon as possible.

5. What does the author mean when he says 'He does not shout out his wares?'

Occasionally he makes a sale, but in a curiously offhanded way as if this were incidental to his enterprise', regarding the flute seller.

- (a) The flute seller was trying very hard to sell his flutes.
- (b) The flute seller did not care whether he sold his flutes or not.
- (c) Selling flutes seemed to be just a part of the process and not the main goal.
- (d) The flute seller did not want to sell his flutes.

ANSWERS-

1.(b) 2.(a) 3.(b) 4. (a) 5. (c)

SAQ

- 6. Explain how the words 'febrile confusion' conveys the chaos around the Pashupatinath temple.**

- 7. 'Don't judge a book by its cover.' Justify the statement with reference to the treatment meted out to the Westerners by the police in the Pashupatinath temple.**

- 8. Comment on the contradiction of the statement, "It is at once the most universal and most particular of sounds."**

ANSWERS-

6. The author captures the chaos around Pashupatinath temple perfectly with the words 'febrile confusion'. He tickles the imagination of the reader when he goes on to describe the atmosphere with hawkers, devotees and even the way the animals interact with the geography of the temple.

7. The temple only allowed Hindus. The preconceived notions of the policeman regarding westerners not being Hindus stopped them from being allowed entry into the temple.

8. The author makes this statement with regards to the sound of the bansuri. He calls the sound universal because every culture has its own version of the flute and yet the sounds the flute produces differs based on the culture with their own unique style of being played, making each sound particular and unique.

Assertion and Reasoning

- (a) Both assertion and reason are true and reason is the correct explanation of assertion.
- (b) Both assertion and reason are true but reason is not the correct explanation of assertion.
- (c) Assertion is true but reason is false.
- (d) Assertion is false but reason is true
- (e) Both Assertion and Reason are false

1. **Assertion:** The police do not allow the westerners to enter the temple.

Reason: Only Hindus are allowed to enter the temple.

2. **Assertion:** The atmosphere at Pashupatinath was one of febrile confusion

Reason: There was a heavy presence of priests, devotees, dogs, pigeons, all roaming the temple ground simultaneously.

3. **Assertion:** There is a sense of stillness in the Baudhnath Stupa.

Reason: Its immense white dome is ringed by a road.

4. **Assertion:** The author buys a ticket for a flight to India

Reason: He was exhausted and homesick

5. **Assertion:** Flute music is at once the most universal and most particular of sounds.

Reason: The author is unaffected by the notes of the bansuri.

ANSWERS:-

Assertion and Reasoning

1. (a) 2.(a) 3.(b) 4. (a) 5. (c)

LAQ

9. **Why does the author call Kathmandu mercenary?**

10. **Kathmandu is a perfect blend of ancient culture and modern values. Comment.**

11. **Comment on the use of imagery by the author.**

12. **'To hear any flute is to be drawn into the commonality of all mankind.'** Comment

13. **Draw a character sketch of the author using his observations as reference.**

ANSWERS:

9. Vikram Seth laments the commercialization of religion, with people having turned people's faith as means for making money. This can be seen in the various shops outside the religious places which exploit this faith.

10. Kathmandu ties to its cultural roots can be seen in the reverence it has for its religious places like the Pashupatinath temple and the Baudhnath Stupa. The devotion of the people willing to stand for hours in queues just for a glimpse of the deity only emphasizes this.

It can also be seen in the legacy they have passed down the generations and the tale of shrine which once exposed will release the goddess and end Kaliyuga only adds to the richness of the culture.

Despite that Kathmandu has kept up with the times as well. It is a bustling city with all the modern amenities like cars, radios etc, with shops selling everything from flutes to western cosmetics, making it a perfect blend of modernity and culture.

11. The author paints a very vivid picture of Kathmandu in the reader's mind. The descriptive nature of his language makes it seem as if the reader is experiencing the same things the author did. The way describes the chaos of Pashupatinath Temple and contrasts it with the quiet stillness of Baudhnath stupa leaves a memorable impression on the reader.

He also appeals to other senses, with his description of the various sounds like car horns and music from flute. He even appeals to the sense of taste of the reader, when he talks about the food he eats.

12. When the author hears the bansuri played by the flute seller he comments on the universal and particular nature of the flute. Each culture has its own version of flute whether it be the reed neh, the recorder or the Japanese Shakahuchi. So, even though the way they are played differs in each culture, he claims that the music produced by flutes is the closest in its phrases and sentences to the human voice.

And just like the human voice needs the use of breath and pauses to continue, so does the music produced by the flute.

13. The author is a very observant and introspective man. He gives deep insight into the culture of Kathmandu. His comments about the nature of the flute and the variations found around the world show that he is also an avid traveller who has seen a lot of the world. He also seems to prefer simplicity over luxury, going by the places where he stays and the food he eats.

He is also a deep thinker and philosopher and extremely sensitive to the nature of the world around him. He is equally affected by the chaos of the Pashupatinath temple and the quiet stillness of the Baudhnath Stupa.

IF I WERE YOU

Chapter:- 9

By- Douglas James

Summary

This is the story of an Intruder. He entered the house of a playwright. He, however, did not know that the owner of the house was a playwright. He only knew him as Gerrard. He had thought that he was a mystery man, lived in the wilds of Essex, did not meet people and gave his orders over the phone.

The Intruder was a criminal and was being chased by the police. He thought he resembled Gerrard so he had planned to kill Gerrard and live in that cottage by himself.

Gerrard was preparing to leave his house for a dress rehearsal. He had packed his bag with props for the drama. The Intruder threatened to kill Gerrard and told him that he intended to live in his house as Gerrard since he looked like him. He even learnt to imitate Gerrard's voice.

The Intruder was about to shoot Gerrard. Then Gerrard warned him to be careful and not to kill him. He told the Intruder that he too was a criminal and a murderer, so the police would anyway hang him, if not as himself then as Gerrard.

Hearing this, the Intruder began to think. This was an opportunity for Gerrard to act. He asked the Intruder to run with him in his car to reach a safer place as the police were about to come there soon. He opened a door which was, in fact, a cupboard. The Intruder looked in to see what it was.

Just then, Gerrard gave him a push. The revolver fell as the Intruder stepped into the cupboard. Gerrard shut the door and picked up the revolver. Then he telephoned to call the police to arrest the Intruder.

Moral of If I Were You:

From this drama, we learn that we must never be over-confident and try to be alert at all times because intellect and cool-headedness can help us go a long way.

Character sketch

1. Intruder

The intruder is a villainous scoundrel, a confirmed criminal who makes intriguing plans to dodge the police. He has evil intentions and crafty plans to achieve his aims. Cold blooded and cruel as he is, he does not hesitate from murdering innocent people for his selfish gains. But his wickedness cannot sustain him for long.

The intruder is a criminal who has been eluding the police ever since he killed a cop. Having no sense of remorse for the crime he has committed, he is further sinking in the mire of criminal activities. Over-confidence makes him feel that he has made a brilliant plan of

murdering Gerrard and escaping the law by impersonating him. However, he is soon outwitted by Gerrard and he unsuspectingly walks into the latter's trap. All his tall claims about his intelligence prove to be hollow. This heartless and hardened criminal meets a befitting end.

2. Gerrard

Gerrard, the protagonist of "If I Were You" is portrayed as a man of many virtues. He is endowed with a brilliant wit, a sharp mind, smart thinking, and a sense of humour. All these qualities, combined with a cool temperament enable him to handle even a life-threatening situation very successfully and easily.

Gerrard is associated with the theatre. He writes acts and provides props for plays. He is a refined and a cultured man, who keeps his cool even in the most difficult situations. The sight of an intruder doesn't ruffle him and he talks to him very courteously and pleasantly. His sense of humour irritates the intruder many times. Even when acting funny, he keeps his presence of mind and lays a trap for the intruder. Everything comes so naturally and spontaneously to him that the intruder walks into his trap unsuspectingly. Gerrard's intelligence not only outwits the intruder and saves his own life, but also helps the police in nabbing a wanted criminal. In fact, Gerrard, with his unagitated, composed mind stands as a foil to the cruel and villainous intruder

Glossary

- Divan - A type of bed with a thick base and mattress
- Count on- To depend on someone or something
- Flashily- In a way that looks bright, cheap and showy
- Bumps- To hit something
- Intruder- Someone who enters a place illegally
- Melodramatic- Behaving or reacting in an exaggerated way
- Nonchalant- Behaving in a calm and relaxed way
- Crawl- To move along the ground on your hands and knees
- Sympathetic- Someone who is kind, caring, and concerned about others
- Inflection- The way in which the sound of your voice changes during speech
- Emphasis- Special importance or attention given to something

- Charming- Very pleasing or attractive
- Modest- Not talking too much about one's own abilities
- Considerable- Great in amount, size or importance
- Break into a house- To enter into a building illegally or by force
- Figure- To think or guess something
- The wilds of- An area where few or no people live
- Trifle- Slightly
- Fancy- To suddenly start to like someone
- Sarcasm- The use of remarks which means the opposite of what someone says
- Grave- Seriously bad
- Hunted- To try to find somebody
- Gratuitous- Unnecessary
- Posh- Fashionable
- Pantomime- An act of expressing thoughts through movements rather than speech
- Decorative- Attractive
- Elude- To not be caught by anyone
- Dodge- To move quickly and suddenly in order to avoid somebody
- Mystery- something that is difficult to understand and explain
- Luckiest break- Fortunate and unexpected turn of events
- Cloak- To cover or hide something
- Clear off- To go away
- Disguise- To change the appearance
- Slam- To shut something with a lot of force, making a loud noise
- Rattle- Sharp knocking sounds
- Sergeant- Refers to a police officer
- Cultured- Well-educated and able to understand and enjoy art, literature, etc.
- Lounge suit- A man's formal suit, consisting of jacket and trousers, worn during business hours
- Horn-rimmed- Horn-rimmed specs have a thick dark plastic frame

Read the given extracts from the prose and answer the questions that follow..

1. I'm glad you're pleased to see me. I don't think you will be pleased for long. Put those paws up!

- (a) Who is speaking these lines and to whom?
- (b) Where is the conversation taking place?
- (c) Why is the speaker so sure that his listener won't be pleased for long?
- (d) What does 'paws' mean here?

ANSWERS:-

- (a) the intruder
- (b) In Gerrard's lonely cottage which is situated in the wilds of Essex.
- (c) because the speaker plans to kill him and steal his identity
- (d) 'paws' here stands for 'hands'

2. At last a systematic audience.

- (a) Who speaks these words and to whom?
- (b) Why does he say this?
- (c) Is he sarcastic or serious?
- (d) Why does the listener wish to know the story of the speaker's life?

ANSWERS:-

- (a) Gerrard, the protagonist of the play speaks these words to the intruder.
- (b) He wants show that he is not threatened by his presence.
- (c) He is certainly sarcastic because he knows that the intruder wants to get some important information about him which he is not willing to give.
- (d) Because he resembles Gerrard and wants to learn to imitate him so that he could escape from the cop.

3. I'm not taking it for fun. I've been hunted long enough. I'm wanted for murder already, and they can't hang me twice.

- (a) What step does the speaker want to take?
- (b) Why does he want to take this step?
- (c) By whom has the speaker been hunted and why?
- (d) Why does he say "they can't hang twice?"

ANSWERS:-

- (a) The speaker wants to kill Gerrard and take his identity.
- (b) He wants to take this step to escape from the police.
- (c) By the police because he was a criminal and was dodging the police.
- (d) He tells Gerrard that he has already murdered one cop and has no hesitation in killing Gerrard because he can't be hung twice for two murders.

4. Don't be a fool. If you shoot, you'll hang for sure. If not as yourself then as Vincent Charles Gerrard?

- (a) Why did the speaker say that the listener will be hanged?
- (b) What surprise did the speaker give to the listener?
- (c) What proof does the speaker give the listener about his being a criminal?
- (d) What do you think was a speaker's stone as he spoke to the listener?

ANSWERS:-

- (a) The speaker said that even if he shot Gerrard and took his identity, the listener would be hanged as Gerrard because he was also wanted by the police.
- (b) Gerrard surprised the intruder by telling him that he was also a criminal and was wanted by the police for murder.

(c) he didn't meet the trades people. He was a bit of a mystery man who moved from one place to another to escape from the police.

(d) The speaker's tone was serious and confidential.

5. I'm sorry. I thought you were telling me, not asking me. A question of inflection; your voice is unfamiliar.

(a) Who is the speaker and who does he speak to? (1)

(b) What had the listener asked the speaker? (1)

(c) What does the word 'inflection' mean here? (1)

(d) What do these lines tell us about the speaker? (2)

ANSWERS:-

(a) The speaker is Gerrard. He is speaking to the intruder.

(b) The listener had asked the speaker if he lived in the cottage all by himself.

(c) 'Inflection' means 'tone of voice'

(d) These lines show that the speaker is a cool-headed man and can handle the situation calmly and outwit the intruder.

Answer the following questions in about 40-50 words.

1. What did Gerard tell the intruder about himself? Was he telling the truth? Why you're why not?

ANSWER:- Gerrard told the intruder that as a child he was stolen by the gypsies and now in his thirties he was all alone in life. He was not telling the truth; he was just being funny as he wished to make it clear that he was not afraid of a gun-toting criminal. In fact, Gerald had already started concocting stories about him.

2. Why does the intruder not kill Gerrard immediately?

ANSWER:- The intruder did not kill Gerrard immediately because he wanted to get all the necessary informations from him. Without this information his plan to disguise and act as Gerrard would not succeed.

3. Why did the intruder intend to kill Gerrard?

ANSWER:- The intruder was hunted by the police for having murdered a cop. The intruder intended to kill Gerrard in order to take on his identity and escape from the police. In this way, he thought would lead peaceful life without any fear of being arrested and punished by the police.

4. Why did the intruder say, "They cannot hang it twice?"

ANSWER:- The intruder said this because he was already wanted for having murdered a cop. If he managed to kill Gerrard it would not matter as the punishment for this murder. They cannot hang him for two murders twice.

5. "I want to know a few things, see." What sort of information did the intruder want from Gerrard?

ANSWER:- The intruder wanted personal details from Gerrard. All these information were necessary for the execution of his plan and dodge the police by killing Gerrard and taking on his identity.

Answer the following questions in about 100 - 120 words.

1. Why did the intruder break into Gerrard's cottage?

ANSWER:- The intruder who broke into Gerrard's cottage was a criminal and had murdered a cop and was being chased by the police. He wanted to kill Gerrard and take on his identity. He learned to imitate his expressions, movement and style. He broke into lonely cottage of Gerrard. He wanted to kill him and live as Gerrard to dodge the police and others. But Gerrard outwitted the intruder. Later he announced that he was going to kill Gerrard and take on his identity as there was a good resemblance between the two. In this way he could evade the police and lead a peaceful life. The intruder further surprised Gerrard by telling him that he had noticed his manner of speech and had taken care to adopt a resemblance in looks too. He needed to change his identity because the cops were searching for having

killed one of their colleagues. The intruder got convinced and agreed to help Gerrard but Gerrard trapped him in a cupboard and handed him to the police.

2. Was Gerrard really pleased to see the criminal? (If I Were You)

ANSWER:- One day an intruder enters the room of Gerrard with a gun in his hand and threatens to kill him. But he was not in panic. He was a clever man. He understood that criminal had evil intentions. He knew that if he fought with the intruder he would be killed easily. Though he was not pleased to see the intruder in his cottage in this way, he decided to talk with him in a friendly way. This made the intruder delay his plan of killing him. Gerrard kept him engaged in talks. He came to know that the intruder was not an intelligent man. He knew how to behave in such situation. In the end he was able to lock the intruder in the cupboard and call the police. Gerrard was amused by this incident that he decided to use it as the plot for his next play.

3. What impression do you form of the intruder as he comes in? Give examples to illustrate.

ANSWER:- The intruder was similar to Gerrard in appearance. He entered the room of Gerrard silently from right door with a revolver in his hand. He was flashily dressed in an overcoat and soft hat. He seemed to be dangerous as he was carrying a pistol and threatened Gerard. He claimed to have killed a cop. He was mean, heartless and crafty for he plans to kill Gerrard and take his identity in order to escape the police. He was overconfident and claimed that Gerrard was no match for him.

4. How did Gerard befool the intruder to save himself?

ANSWER:- Once Gerrard, the playwright was alone in his cottage. All of a sudden an intruder entered his cottage. He had a revolver in his hand and he wanted to kill Gerrard. When the intruder entered his room, Gerrard was busy over the phone. Seeing the intruder he did not lose his peace of mind. The intruder revealed that he was a jewel thief. He had killed a policeman and the police was after him. He wanted to avoid the police by taking Gerrard's identity. He concocted a story and told that he too was a criminal like him. As a proof he showed him his travelling bag. He told the intruder that by killing him he would be accused of double murder. He told the intruder that his friend was standing below on the

road. As soon as the police arrived, he would inform Gerrard. Gerrard took the intruder to the door to show the man. When they reached near the cupboard, Gerrard pushed him into the cupboard, locked it from outside and called the police to arrest the intruder.

5. Why was Gerrard packing a bag at the beginning of the play? How did it help him to outwit and trap the intruder?

ANSWER:- (5) Gerrard was packing a bag in the beginning of the play as he had to deliver some props to some theatrical company for rehearsal. When the intruder broke into his cottage and threatened to kill him and steal his identity, Gerrard did not lose his cool mind. He spontaneously concocted a story that he himself was a criminal and was trying to dodge the police. This story was supported by the aura of mystery that surrounded him, his reclusive lifestyle, the bag he had been packing, the disguise outfit, false moustaches etc.

All these misled the intruder into believing that Gerrard was speaking the truth. He did not doubt any longer and unsuspectingly got ready to escape along with him. When Gerrard indicated the door that led straight to the garage, the intruder walked into a trap. Hence, a bag played an important role in convincing the intruder that Gerrard too was a criminal like him. He was preparing to flee when he broke into his cottage.

Questions for practice:-

1. How did Gerrard convince the intruder that he was also wanted by the police?
2. How did Gerrard's intelligence, presence of mind and sense of humour help him outwit the intruder?
3. What did the intruder tell Gerrard about his speciality?
4. The intruder calls himself 'a poor hunter rat.' Why does he do so?
5. Bring out contrast between the Intruder and Gerrard.
6. Why has the intruder chosen Gerrard as the man whose identity he wants to take?
7. What crime had the intruder committed?
8. Why did the intruder choose Gerrard as the man whose identity he wanted to take on?

9. Briefly describe Gerrard's appearance.

10. Gerrard says, "In most melodramas the villain is foolish enough to delay his killing long enough to be frustrated." Does this statement hold good for the play 'If I Were You'?

The Road not taken

Poem:- 1

By- Robert Frost

Value Points:

1. The poet was standing at a place where two roads/paths 'diverged in a yellow wood'
2. He was sorry that he couldn't travel both at the same time.
3. He looked down one as far as he could till it bent away in the undergrowth.

4. The other road was just as fair and perhaps presented a better claim.
5. The second road was grassy, less frequented by travellers and 'wanted wear'
6. The poet had to make a choice and he resolved the dilemma.
7. He chose the second road the 'kept the first for another day'
8. The poet had a doubt that he would never get a chance to travel on the first road again.
9. The choice had been made and it made all the difference in his life.
10. But the poet neither seems to be very happy nor very sad with his choice nor leaves the end open to the readers and their choices.

Summary

The poem 'The Road Not Taken' is written by Robert Frost. In this poem the poet says that there is a choice in our life. One day the poet was travelling all alone, he reaches at a point where the road is divided into two now he is in a dilemma which road to take. After a short indecisiveness he takes one of the roads which look green and untrodden. The other road seemed to him very much trodden upon. He thinks that it will make a difference for him. He also thinks that he may travel the other road sometime later. However, he knows that he might not be able to do so later because he could have taken the other road but life has no retake. He also admits he can never know what would have happened to him if he had taken the other road.

Theme

The poem 'The Road Not Taken' offers a profound perception into the process of decision making. The traveller at the crossroads of the diverging roads is symbolic of an individual at a decisive moment in his life's journey. His decision or choice of future action is of utmost significance since the decision decides his destiny. The poet, Robert Frost, through this poem asserts the importance of the right decision at the right time. We may regret our choice or we may be excited about our choice, but the choice at the crucial moment will determine and change the path of our life. Hence, the poem stresses the need for deep and critical analysis of the situation before we arrive at a life-transforming decision.

Multiple Choice Questions from Extract

1. Read the following extracts and choose the correct option:-

Shall be telling this with a sigh, somewhere ages and ages hence:

Two roads diverged in a wood, and I - I took the one less travelled by,
And that has made all the difference.

And both that morning equally lay in leaves, no step had trodden back.

Oh, I kept the first for another day! Yet knowing how way leads on to the way

I doubted if I should ever come back

(a) 'Sigh' means :

- (i) regret (ii) to (iii) not to feel sorry indifferent (iv) to be

(b) What has made all the difference in the poet's life?

- (i) Choosing a travelled road (ii) Choosing a less travelled road
(iii) By not choosing any road (iv) By not being weak

(c) 'Road' is a metaphor for :

- (i) Travelling wisely (ii) Good health
(iii) Choices we make in life (iv) Morning walks

(d) The poet chose to travel on another road because :

- (i) It was easier (ii) It was shorter and easier
(iii) It was grassy and wanted (iv) He was sure of his success in that way

(e) 'Both' in line one refers to :

- (i) Leaves (ii) Roads (iii) Steps (iv) The poet and his friends

ANSWERS :- (a) (i) (b) (ii) c (iii) (d) (iii) (e) (ii)

2. Then took the other, as just as fair, And having perhaps the better claim,

Because it was grassy and wanted wear;

Yet knowing how way leads on to way, I doubted if I should ever come back.

(a) The poet didn't take the first road as

- (i) It had worn out by continuous use (ii) It had been tried and tested
(iii) It was expected of him (iv) It looked shabby

(b) The second road had the better claim as:

- (i) It had been laying waste
- (ii) It was attractive with green grassy carpet
- (iii) It needed to be explored
- (iv) It was full of surprises

(c) The poet's decision to take the other road indicates that he is:

- (i) Adventurous
- (ii) Calculative
- (iii) Opportunist
- (iv) Careful

(d) In this extract, the poet is describing.

- (i) A road
- (ii) His love for trekking
- (iii) Two roads, the one he chose and the reason for his choice
- (iv) His tastes

(e) The poet doubts his comeback because

- (i) He continues to follow the road he chooses
- (ii) He is very lazy
- (iii) He is a man on the move
- (iv) He never repeats himself

Ans: (a) (i) (b) (iii) c (i) (d) (iii) (e) (i)

Short Answer Type Questions

Question 1. What did the narrator hope that he would do one day? Was he sure of doing so?

Answer: The narrator hoped to come back and try the other path someday. No, he did not think he would do so because he knew that one path would lead to another and it would be difficult for him to come back.

Question 2 . Why did the poet leave the first path?

Answer: The poet left the first path because it was well-trodden. Many people had walked on that path. He wanted the excitement and adventure of choosing to walk a path that was not frequented by too many people. It would offer him challenges to face.

Question 3. What does the divergence in the road signify in real life?

Answer: The divergence in the road signifies that many times in real life we have difficult choices to make. We take a long time thinking about which of the two would be a better option and only time can tell whether we were right in making the choice we made. The forking of one road into two is symbolic of the confusion or dilemma we face in life while confronting a problem and making a decision.

Question 4. Discuss the imagery in the poem.

Answer: A very important, element in this poem is its use of natural imagery. The poem is about someone alone in the woods, on an autumn morning. The season is autumn, when the trees are beginning to shed their yellowing leaves, which cover the ground.

Question 5. What is the theme of the poem The Road Not Taken?

Answer: The poet suggests that we may face dilemmas in life, but one should be ready for challenges. We must take risks and take the more difficult path. Walking on a path not many have taken is more challenging, but it may lead to better results.

Question 6. What is the main problem or the dilemma of the poet?

Answer: Robert Frost's 'The Road Not Taken' revolves around the dilemma of making the right choices in life. He suffers from an illusion that he can use the option he has left for the other day. Whatever 'road' or way of life he chooses; it makes all the difference in his life. Sometimes after a long time, he will have to repent for choosing the path that was less travelled by. It didn't turn out to be quite a rewarding choice or option.

Question 7. Why has the poet's choice 'made all the difference' in his life?

Answer: Robert Frost uses the fork in the road as a metaphor for the choices we make in life. The two roads represent two alternative ways, two options and two directions of life. One has to face the dilemma. He opts for an unconventional and risky path of life. He chooses to be a poet. This choice has made all the difference in his life. Perhaps he would realise late in life that he chose an alternative which was less rewarding than the one he had left.

Long Answer Type Questions

Question 1. Bring out the contrast and similarities between the two roads mentioned in the poem.

Answer: Both the roads mentioned in the poem are the offshoots of the same road. As this mother road running through the 'yellow woods' forks into two – these two roads are formed. Both of them are equally inviting and put the traveller in a fix as he stands to wonder which road to take up.

A keen observation reveals that, unlike the other road, one of the roads is well-trodden. It has commonly been chosen by a majority of the people. Maybe it is considered to be an easier path. However, it takes a turn and its end cannot be seen just as the other road's destination cannot be foreseen. In the morning both the roads are well-covered with leaves as no one has so far ventured on either of the two. Both the roads once chosen would have to be stuck to. Years later whichever road is not taken would be looked at wistfully and one would wonder whether the right choice had been made.

Question 2. Bring out the symbolism in the poem 'The Road Not Taken'.

Answer: The poem 'The Road Not Taken' concerns a choice made between two roads by the poet. The poet decides to explore one road and then come back and explore the other but this might not be possible. The choice of roads in the poem symbolizes the choices that one has to make in life. All the choices appear to be equally attractive. They are confining too as one cannot foretell the eventual result of one's choice. Through the years, however, we come to find out that the choices we make and the paths we choose will make all the difference in our lives

Question 3. What is the moral presented by the poet in the poem 'The Road Not Taken'?

Answer: This is an inspirational poem and quite tricky, according to Robert Frost himself. The poem presents an antithesis. The traveller comes to a fork and wishes to take both, which is impossible. First, one of the roads is described as grassy and 'wanted wear', then he says that both the roads look the same. This represents the eternal dilemma in man when he finds the grass greener on the other side. This poem is a call for the reader to forge his or her way in life and not follow the path that others have taken. This poem encourages self-reliance, reinforces the power of independent thinking and sticking to one's decisions. The poet does not moralize about choice. He simply says that choice is inevitable and you will never know until you have lived the 'difference.' So there is nothing right or wrong about a

choice, it is all relative. Whatever direction one takes one must pack it with determination and zest for one can never turn the clock back, or relive that moment.

Competency based Question and Answer (40-50 words)

Q. What was the poet's dilemma?

ANS. The poet was standing before the two roads. He had to decide which one would lead him to success. It was not easy for him to decide. So he stood there and introspected. Out the two options, he had to choose the one. Of course, it was not an easy choice.

Q. What was the poet's opinion about both the roads?

ANS. The poet opined that both the roads were same. They were equally travelled and there was no difference between them, so he got confused. It was difficult to decide which road would be more convenient and comfortable.

Q. What do the roads represent?

ANS. The roads represent the problem of decision making. Human beings suffer because of their choices and decisions. They find themselves in such situations at every step in their lives. Out of the available options, they have to choose the one that may take them to their destination.

Q. Did the poet take his decision haphazardly?

ANS. No, he speculated and brooded over the situation. He took this decision after a lot of contemplation. He did not take this decision haphazardly. No doubt, he was a bit confused After all, it was not quite easy to make the right choice. But he exercised his option after much contemplation.

Q. Why did the poet choose that road?

ANS. The poet chose that road because it was less travelled. He wanted to do those activities which had not been done by anyone earlier. The poet didn't seem to be interested in choosing a much trodden path of life. Avoiding the popular rat-race, he opted for the option that broke fresh grounds.

WIND

Poem: 2

By- Subramania Bharati

Overview

Subramania Bharati, a famous Tamil poet, wrote "Wind" in Tamil, and it was translated into English by A.K. Ramanujan, a well-known Indian poet. The poem highlights the great power of the wind and encourages people to become as strong and capable as the wind.

About the poet

Subramania Bharati was a poet, freedom fighter and social reformer from Tamil Nadu. He made a significant impact on India's freedom struggle. His poems inspired many people to fight against colonial rule. He often used natural elements to illustrate human conditions and social issues.

Theme

The main theme of "Wind" is being strong in tough times. The poem encourages us to build strength and be ready to face challenges. It emphasizes that although we may not have control over the natural forces or the difficulties that life presents, we possess the capability to develop inner strength and perseverance to endure and ultimately triumph over them.

Summary

In the poem "Wind," the poet describes the powerful and relentless force of the wind. He personifies the wind as a force that cannot be controlled or tamed. The wind breaks shutters, scatters papers, and throws down books, illustrating its disruptive nature. Despite the poet's plea for gentleness, the wind continues its destructive path. The poet then reflects on the wind's ability to separate the weak from the strong, extinguishing weak fires while making strong fires roar. This suggests that challenges in life can test one's resilience and strength. The poem concludes with the poet advising readers to fortify themselves physically and emotionally to withstand the challenges that life, like the wind, may bring. Overall, "Wind" serves as a reminder of the importance of resilience and preparation in the face of adversity.

Glossary:

- Shutters: Panels covering windows that can be opened or closed.
- : Falling apart or disintegrating.
- Rafters: Beams supporting a roof.
- Firmly: Securely or tightly.

- Steadfast: Firm or unwavering.
- Blows out: Extinguishes or puts out.
- Poking fun at: making jokes or mocking someone.
- Weaklings: people or things those are physically or emotionally frail or weak.

Literary Devices

1. Anaphora: When the same word is repeated at the beginning of two or more consecutive lines.

The line two, three, and four begin with - Don't.

The line six, seven and eight begin with - You.

2. Personification: The wind is personified, given human-like qualities and actions, such as "blows," "tears," and "listens."

3. Repetition - The poet has repeated the word 'crumbling' throughout the stanza.

4. Alliteration - It is the repetition of similar consonant sounds at the start of closely placed words like wind god winnows

5. Onomatopoeia: Words such as "roar" and "crumble" imitate sounds associated with the actions described in the poem, adding sensory depth.

Extract based Questions

Q1. Read the extracts and answer the following questions.

1. "Wind, come softly.

Don't break the shutters of the windows.

Don't scatter the papers.

Don't throw down the books on the shelf."

a) Who is the speaker addressing and what is the speaker's request?

ANS: The speaker is addressing the wind, requesting it to blow gently and not cause destruction.

b) What do the actions described (breaking shutters, scattering papers, throwing down books) symbolize?

ANS: These actions symbolize chaos and the destructive power of the wind, representing challenges and difficulties.

c) How does the speaker's tone reflect his feelings towards the wind?

ANS: The speaker's tone is pleading and anxious, reflecting a desire for peace and stability.

d) Identify and explain the literary device used in "Don't break the shutters of the windows."

ANS: The literary device used here is personification. The wind is given the human ability to break something, emphasizing its power.

e) What does the word "scatter" mean in the context of this extract?

ANS: In this context, "scatter" means to spread or throw things in different directions, indicating the wind's disruptive force.

Q2. "You tore the pages of the books.

You brought rain again.

You're very clever at poking fun at weaklings."

a) What does the wind do to the books, and what does this action signify?

ANS: The wind tears the pages of the books, signifying its destructive power and disregard for fragile things.

b) How does the poet personify the wind?

ANS: The poet personifies the wind by attributing it human-like qualities, such as being "clever" and "poking fun" at the weak.

c) What is the underlying message about the wind's interaction with weaklings?

ANS: The message is that the wind, or challenges in life, tends to overpower those who are weak or unprepared.

d) Explain the phrase "poking fun at weaklings" in your own words.

ANS: "Poking fun at weaklings" means to mock or ridicule those who are not strong or easily affected.

e) What does the word "clever" imply about the wind's actions in this extract?

ANS: The word "clever" implies that the wind is crafty and causes trouble, highlighting its unpredictable nature.

Multiple choice questions.

1. What does the poet request the wind to do at the beginning of the poem?

- a) Blow harder
- b) Blow gently
- c) Change direction
- d) Stop blowing

Answer: b) Blow gently

2. Which literary device is used in the repetition of "Don't" at the beginning of consecutive lines?

- a) Metaphor
- b) Simile
- c) Anaphora
- d) Alliteration

Answer: C) Anaphora

3. What does the wind symbolize in the poem?

- a) Joy and happiness
- b) Nature's beauty

c) Challenges and adversities

d) Calmness and peace

Answer: c) Challenges and adversities

4. According to the poet, what does the wind do to weak fires?

a) Makes them stronger

b) Extinguishes them

c) Ignites them

d) Ignores them

Answer: b) Extinguishes them

5. What does the poet suggest people should do to withstand the wind's power?

a) Build strong houses and doors

b) Move to a different place

c) Avoid the wind altogether

d) Complain about the wind

Answer: a) Build strong houses and doors

Reason and assertion-based questions

1. Assertion (A): The poet asks the wind to be gentle.

Reason (R): The wind is a powerful force that can easily destroy weak structures.

- 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.

2. Assertion (A): The poet believes that people should build strong houses and doors.

Reason (R): Strong houses and doors cannot withstand the wind's force.

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.

3. Assertion (A): The poet states that weak fires are blown out by the wind.

Reason (R): Only the strong can survive and thrive in adverse conditions.

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

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

c) A is true, but R is false.

d) A is false, but R is true.

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

4. Assertion (A): The poet suggests that people should practise to firm their bodies.

Reason (R): Only physical strength alone can help withstand the challenges posed by the wind.

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.

5. Assertion (A): The poet asks the wind not to break the shutters of the windows.

Reason (R): The poet wants to show how destructive the wind can be to weak structures.

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.

Short Answer Questions:

Q1. What does the poet ask the wind to do in the initial lines of the poem?

Ans. The poet asks the wind to blow softly and avoid breaking shutters, scattering papers, and throwing down papers.

Q2. How does the wind react to the poet's request, and what does it do instead?

Ans. The wind ignores the poet's request, throws down books, tears pages, and brings rain repeatedly.

Q3. What advice does the poet give to people to become friends with the wind?

Ans. The poet advises people to build strong homes, secure doors, and strengthen their bodies and hearts to gain the wind's friendship.

Q4. How does the poet describe the wind's impact on weak and strong fires?

Ans. The poet describes the wind as blowing out weak fires while making strong fires roar and flourish.

Q5. What does the wind's behaviour towards weak fires signify in the poem?

Ans. The wind blowing out weak fires shows it dislikes weakness and likes strength.

Long Answer Questions:

Q1. How does the poem "Wind" teach us to stay strong when faced with tough times? Can you think of real-life situations where the poem's lessons could be helpful?

Ans. The poem "Wind" teaches us to stay strong by showing how the wind, a powerful force of nature, does not discriminate between weak and strong structures. It encourages us to fortify ourselves mentally and emotionally to withstand life's challenges. Real-life situations where this lesson could be helpful include facing personal setbacks, dealing with adversity in relationships, or overcoming obstacles in career or education.

Q2. Why does the poet tell us to build strong houses, secure doors tightly, and make our bodies and hearts strong? How does this advice help us become better people?

Ans. The poet advises us to build strong homes, secure doors tightly, and strengthen our bodies and hearts to withstand the wind's force. This advice serves as a reminder to prepare ourselves for life's challenges. Just as a strong house can weather the storm, being physically and emotionally resilient helps us navigate through life's storms. It enables us to bounce back from setbacks, overcome obstacles, and grow as individuals. By cultivating inner strength, we become better equipped to face adversity with confidence and perseverance.

Q3. What does it mean when the poet says the wind favours the strong and crushes the weak? Is it fair for nature to act this way?

Ans. When the poet says the wind favours the strong and crushes the weak, it symbolizes the natural order where strength is rewarded and weakness is not. While this may seem unfair, it reflects the harsh reality of life where those who are prepared and resilient are more likely to succeed. Life does not show favouritism, so individuals must adapt and be

strong. However, it also reminds us to support those who are vulnerable to ensure fairness and equality in society.

Q4. Why does the poet ask us to praise the wind every day? How does this connect to taking care of our environment and appreciating nature?

Ans. The poet asks us to praise the wind every day to acknowledge its power and appreciate the beauty of nature. This practice connects to taking care of our environment by fostering a sense of gratitude and respect for the forces of nature. By recognizing and praising the wind's role in shaping our surroundings, we become more mindful of our impact on the environment. It encourages us to adopt eco-friendly habits, conserve natural resources, and protect the planet for future generations. By appreciating nature's beauty, we also cultivate a deeper connection to the world around us, fostering a sense of harmony and belonging.

RAIN ON THE ROOF

Poem-3

- COATES KINNEY

ABOUT THE POET

Coates Kinney (November 24, 1826 - January 25, 1904) was a lawyer, politician, journalist and poet from the U.S. One night he caught an inspiration and wrote this beautiful verse. This poem made him famous though he has written very little poetry and no great amount of

prose, yet several of his production is still live. He lived in an elegant residence and lived well. He died in Ohio.

KEY POINTS

- The poem tells us what the poet feels about when it is raining giving out a sound.
- There is a healing power in the falling of the rain on the roof when he hears it falling lying on his bed.
- The poet says that it is a pleasant experience to live and sleep comfortably in a cottage on a rainy night.
- The falling of the rain brings dreamy fancies and we start recollecting some fond memories which are soothing and pleasure giving.
- The falling of the rain on the roof makes the poet recollect some childhood memories relating to his mother. It is a lovely experience in such a situation.

SEQUENCE OF EVENTS

- * The poet was lying on his bed.
- * He heard the sounds of the clouds and then it started raining.
- * He senses every sound that is produced by rain and it brings back his memories of childhood.
- * His thoughts eventually lead him to his mother.
- * He recalls what his mother did for him and recollects the memories of his time spent with his mother.

SUMMARY

The poet says that the rain brings him maximum happiness, when he is lost in dreams and so many fancies go on revolving in his mind. He loves the pattering of soft rain on the roof. It reveals healing power of nature's rain, especially when heard from a cosy bed in a lovely cottage. The first stanza of the poem tells that it is pleasant to lie on the bed in a cottage and listen to pitter-patter sound on a rainy night. In the second stanza, the tinkle of the rain brings dreamy fancies with bright hues of recollection. In the third stanza, the fondest memory of his mother is stirred before him in all her gentle loveliness by the patter of the rain.

Poetic Devices

- Rhyming scheme- abcbdefe
- **Alliteration:** The repetition of a consonant sound in two or more consecutive words.

‘Humid Hover’, ‘starry spheres’, ‘press pillow’, ‘lie listening’, ‘busy being’, ‘rain roof’, ‘memory my mother’, ‘Darling dreamers’.

- **Onomatopoeia:** The use of sound words. ‘tinkle’, ‘patter’ – sounds made by the raindrops
- **Personification:** Treating a non – living thing as a living being.

Darkness has been personified when he says that it is sad.

- **Transferred Epithet:** The use of an adjective with a noun when it refers to another noun. ‘Dreamy fancies’ – it does not mean that the fancies are dreamy but refers to the people who have dreams.

In ‘melancholy darkness’, the darkness is not melancholy, but it refers to the sad people.

- **Metaphor-** Shadows- clouds, darling dreamers- children dreaming while asleep.

STANZA BASED QUESTIONS

Q1) When the humid shadows hover

Over the starry spheres

And melancholy darkness

Gently weeps in rainy tears,

What a bliss to press the pillow

Of a cottage – chamber bed

And lie listening to the patter

Of the soft rain overhead!

Questions:

- (a) Who weeps in the form of rainy tears?
- (b) What is considered as a bliss in the extract?
- (c) Where does the poet lie?
- (d) What does the poet do after lying?

Answers:

- (a) The darkness weeps in the form of rainy tears
- (b) Pressing the pillow is considered a bliss in the extract.
- (c) The poet lies in the cottage bedroom.
- (d) Lying in his cottage bedroom, the poet listens to the patter of the soft summer showers overhead on the roof.

STANZA 2

Every tinkle on the shingles
Has an echo in the heart;
And a thousand dreamy fancies
Into busy being start,
And a thousand recollections
Weave their air- threads into woof,
As I listen to the patter
Of the rain upon the roof.

Questions:

- (a) Who creates an echo in the heart?
- (b) What happens to the mind of a busy being?
- (c) Who weaves the air thread into woof?
- (d) What does the poet listen to?

Answers:

- (a) The tinkle on the Shingles creates an echo in the heart.
- (b) A thousand dreamy fancies start in the mind of a busy being.
- (c) A thousand recollections weave their air- threads into woof.
- (d) The poet listens to the patter of the rain upon the roof.

STANZA 3

“Now in memory comes my mother,
As she used in years ago
To regard the darling dreamers
Ere she left them till the dawn:
O! I feel her fond look on me
As I list to this refrain
Which is played upon the shingles
By the patter of the rain.”

Questions:

- (a) Whom does the poet remember?
- (b) How did the poet's mother treat the dreamers?
- (c) How does the poet feel regarding his mother?

(d)What is played upon the shingles?

Answers:

(a)The poet remembers his mother.

(b)The poet's mother treated the dreamers with honour.

(c)He feels his mother is fond of looking on him.

(d)The music caused by the patter of rain is played upon the shingles.

MULTIPLE CHOICE QUESTIONS

Q1.What haunts the poet in the poem?

(a) his friends (b) sounds of rainfall

(c) his mother's memory (d) none

Ans: (c) his mother's memory

Q2.What is the favourite activity of the poet during the rainy season?

(a) listening to the music

(b) eating snacks

(c) roaming on the roof

(d) lie on the bed and listen to the pitter-patter sound of the rain

Ans: (d) lie on the bed and listen to the pitter-patter sound of the rain

Q3.Which memories of the poet are revived with the pitter patter sound of rainfall?

(a) college days (b) young age

(c) office days (d) childhood memories

Q4.What revives the sweet memories in the poet's mind?

(a) busy schedule (b) daily routine

(c) raindrops falling on the roof (d) none

Ans: (c) raindrops falling on the roof

Q5. Which of these words is the use of the literary device of onomatopoeia?

(a) Bliss (b) Shadows

(c) Shingles (d) Patter

Ans: (d) Patter

ASSERTION AND REASON QUESTIONS

Q1. Assertion: The imagery of past used in the poem, 'Rain on the Roof' is different from the one used in the poem 'The Road not Taken'.

Reason: In the poem, 'Rain on the Roof', past is being spoken about in terms of regret or sadness whereas in the poem 'The Road Not Taken' poet mentions about the memory of his family and the loved ones.

1. Both A and R are true and R is the correct explanation of A.
2. Both A and R are true, but R is not the correct explanation of A.
3. A is true, but R is false.
4. A is false, but R is true

Ans. (3) A is true, but R is false.

Q2. Assertion: The poet loves the pattering of soft rain on the roof.

Reason : It reveals the healing power of nature's trail rain especially when it is heard from a cosy bed in a lovely cottage.

1. Both A and R are true and R is the correct explanation of A.
2. Both A and R are true, but R is not the correct explanation of A.
3. A is true, but R is false.
4. A is false, but R is true

Ans. (2) Both A and R are true, but R is not the correct explanation of A.

Q3. Assertion: The poet remembers his mother.

Reason: The raindrops patter on the roof.

1. Both A and R are true and R is the correct explanation of A.
2. Both A and R are true, but R is not the correct explanation of A.
3. A is true, but R is false.
4. A is false, but R is true

Ans.(1) Both A and R are true and R is the correct explanation of A.

Q4. Assertion: The poet feels disturbance in his work.

Reason: The raindrops fall on the roof of the poet's; house.

1. Both A and R are true and R is the correct explanation of A.
2. Both A and R are true, but R is not the correct explanation of A.
3. A is true, but R is false.
4. A is false, but R is true

Ans. (4) A is false, but R is true

SHORT ANSWER QUESTIONS

Q1: According to the poet, what is nature's mood in 'rainy darkness'?

Ans: The poet shows the darkness to be in a melancholy or sad mood. This sadness is further heightened when the poet shows the darkness to be weeping and shedding tears in the form of raindrops.

Q2: Which is the single major memory that comes to the poet?

OR

Which distinctive memory is revived in the poet's mind?

Ans: The single major memory that comes distinctly to the poet or his mother. The rain revives his thoughts of the time when his mother used to look lovingly at him and his siblings before she went to sleep in her bedchamber.

Q3: How is the mood of the poet contrasted with the mood of darkness?

Ans: Whereas the darkness is in a sad and gloomy mood, the poet is in a happy mood as he considers it bliss to lie comfortably in bed pressing the head against the pillow and listening to the music made by the showers of the rain.

Q4: What is the impact of the tinkle of the raindrops on the poet's heart?

Ans : The tinkle of the raindrops echo in the heart of the poet as if his heartbeat responds to every sound of the rain by its rhythm. Moreover, the rain kindles many memories in the poet's mind and he gets lost in dreamy imagination.

Q5: Why does the poet call the sound of the rain a "refrain"?

Ans: A refrain is a line repeatedly used in a song or a poem. The drops of rain produce a piece of distinct and continuous music by way of their pattering. This repetitive sound of the rain is called 'refrain' by the poet.

VALUE BASED QUESTIONS

Q1. Describe the various sights and sounds of the falling rain and recollections it brings to the poet.

Ans. -Humid showers hover over all the starry sky. The melancholy darkness gently weeps in the form of rain drops. The rain creates an echo in his heart. It also brings thousand dreamy fancies alive to his mind. The poet listens to the patter caused by the sounds of the raindrops

on the roof. At this moment the memory of his mother comes alive into his mind. His mother is no more but the memory is still alive. He still feels her fondness for looking at him. The memory is still fresh while he is writing this song of rain. He also listens to the sound of the rain falling upon the shingles.

Q2. In what way are the poems The Road Not Taken and Rain on the Roof evocative of the past?

Ans. In both the poems The Road Not Taken and Rain on the Roof there is a certain nostalgia for events long gone by. In The Road Not Taken, Robert Frost talks with regret about a decision taken long ago to take a certain path in the woods. He had thought of taking the second path sometime in the future. Though he knew, even at that time, that the chances of his returning that way were slim. So his tone is one of regret.

On the other hand, the poet in Rain on the Roof is first filled with melancholy and gloom at the sight of the gathering clouds. However, the gentle patter of the rain soothes him and fills his mind with fond memories of his mother smiling down at him. Thus Kinney's feelings of unhappiness vanish and he is at peace.

Q3. What happens when the poet listens to the Patter of the rain? Do you think that rain is a narrative tool in the poet's life?

Ans. The raindrops play music on the roof and create a sound of pitter- Patter. To the poet, this music is blissful. In the beginning of the poem, there is certain tinge of sadness around, which starts to weep away with the coming of raindrops. Every raindrop on the tiles of the roof creates a rhythm with the poet's heartbeat. The poet tries to focus on listening to the pitter-patter on the roof, whereas, his mind weaves the collections of fond memories of yesteryears.

Rain bears a subtle link with all aspects of life. It serves as a powerful narrative tool in the Poet's life. It has added a layer of depth and fullness to the situation as far as the poet is concerned. It delivers an effective voice which communicates the apt moment of time and space as well as the emotions of the protagonist in a more poignant manner than mere words could do.

Q4. How is the rain a bliss for the poet? Describe.

Ans. The poet has developed a deep attachment with the rain. When it rains, he desires to lie on his cozy bed and enjoy the falling of rain drops on the roof. There is some specific reasons for it. When he hears the pattering of rain drops, the sweet memories of his childhood evaporate in his heart. He becomes nostalgic and remembers his mother. The picture of his mother reels over his eyes. He recalls how his mother had liking for sweet dreams. Besides, the poet forgets his worries and becomes filled with new hopes and aspirations. Hence, the rain is a bliss for the poet.

QUESTIONS FOR PRACTICE

1. Complete the sentence:-

2. State whether the following statement is TRUE or FALSE.

The extract reveals the destructive nature of the rain.

3. What poetic device has been used in 'Starry Spheres' and 'darling dreamers'?

(a) Metaphor (b) Alliteration

(c) Personification (d) All of these

4. Statement 1: There is an image of past in the poem, 'Rain on the Roof'.

Statement 2: This imagery is similar to ones used in the poem, 'The Road not Taken'?

(a) Statement 1 is correct but statement 2 is incorrect

(b) Statement 1 is incorrect but statement 2 is correct

(c) Both the statements are correct

(d) Both the statements are incorrect

5. Rains can be a bliss but can be disadvantageous as it:-

(i) Can lead to flooding (ii) Can lead to uprooting of trees

(iii) Can be helpful for farmer (iv) Can have negative effect on economy

(a) i,ii,iii (b) i,ii,iv

(c) ii,iii,iv (d) i,ii,iii,iv

6. What does 'starry spheres' stand for in the poem? (a) The sky with stars (b) The area where the stars appear in groups in the sky (c) An area full of lights (d) Sky full of lights.

7. Which sound does the poet listen to in the poem and what does it remind him of?
(a) Sound of the rain, mother (b) Sound of the rain, friends (c) Sound of dreams, mother (d) All of the above.
8. Bliss is a state of happiness. How do you feel when it rains on your roof?
9. According to the poet how does the dark sky seem?
10. Who are the 'darling dreamers' referred to in the last stanza?

ANSWER KEY

1. Complete the sentence:-
2. False (healing nature)
3. (b) Alliteration
4. (a) Statement 1 is correct but statement 2 is incorrect.
5. (b) I, ii, iv
6. (b) The area where the stars appear in groups in the sky
7. (a) Sound of the rain, mother
8. Enjoyment is felt/ memories surface up, etc.
9. The dark sky seems to be very sad. It appears as if it is crying and raindrops are the tears.
10. Poet and his siblings.

The Lake Isle of Innisfree

Poem-4

_By William Butler Yeats

Background

Yeats wrote this poem in 1888 when he was a young man, living in London. He was lonely and homesick for Ireland at the time. Looking in a shop window, he saw a toy fountain and the sound of the water reminded him of lake water. Inspired by this, he wrote "The Lake Isle Of Innisfree".

Introduction to the poem

This poem is a lyric. It is a musical poem. It explores the poet's longing for the peace and tranquility of Innisfree, a place where he spent a lot of time as a boy. Innisfree is the name of a place. It is a very quiet place and that is the reason the poet wants to go there. He had spent his childhood in this place. The Poet has very sweet memories of that place that is why he wanted to go back to the lake island of Innisfree.

Summary

The poem starts with the introduction of a place named "Innisfree". It is a place where the poet spent a lot of time when he was a boy. He wants to go back to that place as he finds it to be peaceful and full of nature's beauty. He says that he will build a simple and small hut, which will have nine bean rows and a honeybee hive. He will live there alone and will love the peace of nature. He wants to enjoy life in the lap of nature and get away from the fast life of the cities. In the end, the poem reveals the fantasy image of his dream, which depicts the life he wants to live. However, reality seems to be the opposite of what he dreams.

Form

- This poem contains four quatrains (a quatrain is a 4 line stanza).
- This poem is a lyric poem (rich in musical devices and expressing emotions)

Rhyme Scheme

"The Lake Isle of Innisfree" utilises an abab rhyme scheme. This means that the end of the first line of a stanza rhymes with the end of the third line, and the end of the second line of a stanza rhymes with the end of the fourth line. All three quatrains, display an abab rhyme scheme.

Literary devices

Metaphor: A metaphor shows direct comparison between two things which the use of as or like. E.g. "veils of the morning", "deep heart's core". Here night is referred to as veils of morning. Similarly poet's desires are referred to as deep heart's core.

Alliteration: It is the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. E.g. “a hive for the honey-bee”, “live alone in the bee-loud glade”, “a glimmer, and noon a purple glow”, “lake water lapping with low sounds”.

Anaphora: It is the repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses. E.g. “I will”, “go”.

Personification: It is the attribution of a personal nature or human characteristics to something non-human. E.g. “cricket sings”. Singing is the characteristic of humans and has been attributed to cricket (an insect).

Images: Images are representation of something which draw on the five senses. E.g. Visual Images (midnight’s all a glimmer, noon a purple glow), Auditory Images (the bee-loud glade, the cricket sings, I hear lake water lapping with low sounds by the shore) etc.

SHORT ANSWER TYPE QUESTION

Q1 What kind of place is Innisfree? Think about:

Ans. Innisfree is a lake island. It is a peaceful place where the cricket sings. The poet wants to visit this place in order to enjoy peace during his boyhood.

Q2. The three things the poet wants to do when he would go back there.

Ans. The poet will build a small cabin.

He will have three nine bean rows.

He will live alone in the bee loud glade.

Q3 what he hears and sees there and its effect on him?

Ans. There at Innisfree the poet hears as well as sees the cricket singing. The evening is full of linnet’s birds. As the poet is residing there round the clock he enjoys the purple rays of the sun in the noon.

Q4: What is the tone of the poem?

Ans. The poem has a very calm and relaxing tone. The reader may very well imagine a person physically going to this place called Innisfree but the narrator of the poem is visiting in his imagination. It helps him to relax and escape the rush of modern living.

Q5: Describe the person, the place or the thing brought vividly to life by the poet.

Ans. The Lake Isle of Innisfree by W. B. Yeats vividly describes an island in the lake of Innisfree. The island is an incredibly peaceful place. The island is also a place of great natural beauty. Yeats describes many different aspects of its appeal, from the various birds and

insects to the striking light at different times of day. This is a landscape that has not been damaged or diminished by human interference.

Q6: Why does the poet want to go to Innisfree?

Ans. The poet wants to go Innisfree in search of peace. He does not like the noisy place as London is. He wants to live in a place which. The poet craves for some peace and hence he wants to go to Innisfree. There he wants to make a small cabin and grow beans. He wants to live there alone.

Extract Based Question

Q.1 "I will arise and go now,
and go to Innisfree
And a small cabin build there,
of day and wattles made
Nine bean-rows will I have there,
a hive for the honeybee,
And live alone in the bee-loud glade."

1.. Name the poem and the poet.

2 Where does the poet wish to go?

- (a) Innisfree
- (b) Free land
- (c) Natural area
- (d) Farmer's land

3 What sort of house will the poet build there?

- a. A house of clay and wood.
- b. A house of iron
- c. A house of bricks
- d. A house of straws

4..What will the poet do for the honeybee?

- a. He will make a hive for them.
 - b. He will make a room for them
 - c. He will control them
 - d.. He will a chamber for them
5. He will live there all__(Fill up)

ANSWERS:

Answer 1 :The name of the poem is `The Lake Isle of Innisfree' and the name of the poet is'William Butler Yeats'.

Answer 2:(a) Innisfree

Answer 3 :(a) a house of clay and wood. **Answer**

4:(a) He will make a hive

for themAnswer 5 :Alone

VERY SHORT ANSWER TYPE QUESTIONS

Q1 What does the poet wish to build at Innisfree?

Ans. The poet wishes to build a small cabin at Innisfree to be made with sticks and clay.

Q2 What does Innisfree symbolize?

Ans. Innisfree symbolizes a place of peace and tranquillity.

Q3 What did the poet see in the morning?

Ans.The poet saw dewdrops which seemed to be dropping slow.

Q4 What is linnnet in the poem?

Ans. Name of a bird.

Q5 Name the literary device used in the poem.

Ans. Metaphor

Q6 Name of the poem and the poet.

Ans. Poem-The Lake Isle of Innisfree Poet-W.B.Yeats.

COMPETENCY BASED QUESTIONS

“I will arise and go now, and go to Innisfree,
 And a small cabin build there, of clay and wattles made:
 Nine bean-rows will I have there, a hive for the honeybee,
 And live alone in the bee-loud glade.
 And I shall have some peace there, for peace comes dropping slow
 Dropping from the veils
 of
 the morning to Where the Cricket sings;
 There midnight’s all a glimmer and noon a purple glow
 And evenings full of the linnet’s wings.”

Q1 The things the poet will like to do at Innisfree.

- (1) Build a small cabin of bricks and wattles.
- (2) Have nineteen bean rows
- (3) Stand on the roadway..
- (4) Sing in the bee loud glade.

- A. 1 B. 2
- C. both 1 and 2 D. none of the above

Q2. Why does the poet wish to stay at Innisfree ?

- A. to live in peaceful environment
- B. to avoid the responsibilities of his family
- C. to escape from the hectic schedule of city life.
- D. both (a) and (c)

Q3 what does the poet wish to have?

- A. space B. peace
- C. freedom D. war

Q 4 Word which is not similar in meaning to “open space”.

- A. clearing B. glade
- C. tranquillity D. none of the above

Q5.The rhyme scheme of the first four lines is-----.

Q6. Write four atmospheric conditions in the stanza.

Q7. The literary device used in the poem is metaphor.(True/False)

Q8. The morning is -----full of linnet’s wings.(fill in the blanks)

ANSWER KEY

1. D. none of the above
2. D both (a) and (c)
3. B. peace
4. C . tranquility
5. Abab
6. Morning, noon, evening, midnight
7. True
8. Not

LONG ANSWER QUESTIONS

Q. 1 what are the ideas contained in the poem “The Lake Isle of Innisfree”?

Ans. W.B. YEATS has a deep longing for peace. So he visits The Lake Isle of Innisfree. There he builds a small cabin with nine rows of beans. He wants to see a beehive and desires to stay there along. The disturbance will not grant him peace. He wants to spend his time away from the noises of the city. There are nature remains at work around the clock i.e. from morning to midnight. The natural insects and birds grant him satisfaction, fascination and peace. In the lake Isle of Innisfree, the lapping water flows towards the shore slowly. He realizes that peace too comes slowly. The sound of the water touches his heart deeply and stands on the roadside to feel its effect. It provides the poet with peace, beauty, happiness and satisfaction.

Q2:In your opinion, what words or phrases used by the poet are the most effective in bringing the person, place or thing for life? Give reasons for your answer.

Ans. Throughout the poem, Yeats uses a variety of imaginative phrases to capture the essence of the lakeIsle. He brings the island to life by referring to the different birds and insects there. He comments on how “the cricket sings” and refers to “linnet”s wings”. This gives a sense of energy on the island, and reminds us of what a natural place it is.

The line “and live alone in the bee-loud glade” correctly captures the point that Yeats is trying to make about the island. It is an isolated place, where he can enjoy the solitude.

In the second stanza of the poem, Yeats describes how the light changes on the island throughout the day. He tells us that “noon”s a purple glow”. This light brings the entire lake Isle to life. Finally, Yeats manages to capture the sounds of the island. He tells us that he can hear”

water lapping in low sounds by the shore". Yeats uses alliteration to recreate the sounds. By repeating the letter "l" so many times, we get a sense of the slow and gentle movement of the water.

Q3. How does the isle of Innisfree contrast with the place where the poet now stands?

Ans. The poet contrasts the colourful images of the island with the dull images of the city. The poem is based on these two images. The island is bright even at night with the glow of the stars and music due to the cricket singing, the bees buzzing and the lake water lapping softly on its shore. In contrast, the roadways in the city are noisy. Where the city's roadways and pavements are dull and grey, the isle is having a purple glow at noon. Thus there is a major contrast between the two places. The isle of Innisfree is full of peace as it is uninhabited and far away from the city. It is full of natural surroundings.

LEGEND OF THE NORTHLAND

Poem-5

-PHOEBE CARY



Gist of the poem: “A Legend of the Northland”, written by Phoebe Cary, is a ballad that tells a moral story. A ballad is a song narrating a story in short stanzas. The story is a part of the folk culture of a small region. It is the story of the northern area which is near the North pole. A Legend of the Northland is based on a story from the Old Testament in the Bible. The word ‘Legend’ refers to a historical or very old story. In this poem, the poet talks about a story she believes is fictional yet moral. The poem is divided into sixteen stanzas that tell us a story. The poem opens with the scene of a beautiful place in the northern part of the world. The poem recounts a legend about a selfish old woman who refuses to share her food with a hungry stranger, who is later revealed to be Saint Peter. She offered a cake which was as thin as a wafer and unable to share that also. This angered St. Peter a lot. She was unworthy to live as a human being and enjoy happiness and warmth in normal life. As a punishment of her greed, Saint Peter transforms her into a woodpecker, destined to peck for food in the bark of



trees forever. A Legend of the Northland is a long poem in which the poet tells how greed can lead us to a disaster. It emphasizes on the importance of charity, humility and the consequences of selfishness.

The tone of the Northland is didactic as the poet wants to teach the readers a lesson or a moral.

Literary Devices:

Alliteration: it is the repetition of a consonant sound in two or more close words.

Stanza 1: that, they, through, them- th is repeating.

Stanza 2: funny, fury ‘ f’ sound is repeating.

Stanza 3: Yet, you ‘ y’ sound is repeating.

Stanza 5: woman, was - ‘ w’ sound is repeating.

Simile: comparison using as or like.

‘Baked it as thin as a wafer’. Cake is compared to a wafer.

‘Clothes were burned black as a coal’

Repetition: any word or sentence is repeated to lay emphasis on it.

Stanza 1: ‘away’ word is repeated.

Stanza 9: ‘rolled’ word is repeated.

MCQ BASED QUESTIONS

1. Which vehicle is mentioned in the poem?

- a) Car
- b) Sledge
- c) Rickshaw

Answer: Sledge.

2. Is the story true?

- a) Yes
- b) No
- c) May be

Answer: No

3. What was the woman doing?

- a) Sleeping
- b) Singing
- c) Baking cakes.

Answer: Baking cakes.

4. What did Saint ask the woman for?

- a) Shelter
- b) A cake
- c) Money

Answer: a cake.

5. “By boring, and boring, and boring,”- what does boring mean here?

- a) Dull

- b) Make a hole in something with a tool or by digging
- c) Baking

Answer: make a hole in something with a tool or by digging.

6. How will the woman in 'A Legend of the Northland' build her house as a bird?
- a) By boring into the wood
 - b) By clay and mud
 - c) With the help of little children.

Answer: by boring into the wood.

7. What was the only thing that remained on the woman's body after she got transformed into a bird in the poem 'A Legend of the Northland'?
- a) Her necklace
 - b) A yellow ribbon
 - c) A scarlet Cap

Answer: a scarlet cap

8. Where is the poem 'A Legend of the Northland' set?
- a) A desert
 - b) A bustling city
 - c) The Northland, a cold and snowy region.

Answer: The Northland, a cold and snowy region.

9. What might be the significance of Saint Peter asking for food specifically, rather than something else like shelter or water?
- a) It shows that Saint Peter was very hungry
 - b) It implies that the old woman was known for her cooking
 - c) It tastes the old woman's hospitality and willingness to share resources that are essential for survival

Answer: it tastes the old woman's hospitality and willingness to share resources that are essential for survival.

VERY SHORT ANSWER TYPE QUESTIONS:

1. Who is the poet of "A Legend of the Northland"?

Answer: Phoebe Cary

2. How does the setting of the Northland enhance the theme of the poem?

Answer: the cold and harsh setting of the Northland emphasizes the scarcity of resources, making the old woman's greed and refusal to share even more prominent and significant.

3. What does Saint Peter give to the old woman?

Answer: the old woman gives him a very small cake reluctantly.

2. What provoked st. Peter?

Answer: the greed of the lady provoked the saint

3. What kind of poem is this?

Answer: ballad

Assertion and Reason Questions

Question 1:

Assertion (A): The woman in "A Legend of the Northland" was turned into a woodpecker.

Reason(R): she refused to share her cake with Saint Peter.

Answer: Assertion is true, Reason is true

Reason is correctly explains assertion.

Question 2:

Assertion (A): The woman baked a large cake for Saint Peter.

Reason (R): she was kind and generous person

Answer: Assertion (A) is false. Reason is false. Reason does not explain assertion.

Question 3:

Assertion (A): Saint Peter was seeking food from the old woman.

Reason (R): Saint Peter was tired and hungry after his travels.

Answer: both assertion and reason are true, and the reason is the correct explanation of the assertion.

Question 4:

Assertion: The transformation of the old woman into a woodpecker serves as a moral lesson in the poem.

Reason: The poem aims to teach the value of generosity and kindness.

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

SHORT ANSWER TYPE QUESTIONS

1. What is the setting of the poem “A Legend of the Northland”?

Answer: The setting of the poem is the cold, snowy region of Northland.

2. What lesson does the poem convey about the human behavior?

Answer: The poem conveys a lesson about the importance of generosity and the consequences of being selfish.

3. Who is the main character in the poem, and what does she do?

Answer: The main character is a selfish old woman who refuses to give a piece of cake to Saint Peter.

4. What did the old woman do to the cake each time she made it?

Answer: Each time the old woman she made a cake, she made it smaller and smaller, thinking it was too large to give away.

5. Why are the people in the Northland not able to sleep throughout the night?

Answer: Winter Nights are much longer than the days, so the people can't sleep the whole night.

LONG ANSWER TYPE QUESTIONS

1. What is a legend? Why this poem is called a legend?

Answer: A legend is an old traditional story. This poem is called a legend because it tells an old story of Northland. This is the story of an old lady who angered Saint Peter because of her greediness and selfishness.

2. Describe the setting of the poem, “A Legend of the Northland” and explain how it contributes to the overall atmosphere of the story.

Answer: The poem is set in cold, harsh region of Northland, which contributes significantly to the atmosphere of the story. The severe cold and the scarcity of resources emphasize the themes of hardship and survival. The relentless winter conditions and the need for sustenance underline the moral lesson of the poem, emphasizing the importance of generosity and kindness.

3. Analyze the character of the woman in “A Legend of the Northland.” What are her defining traits, and how do they lead to her transformation?

Answer: The woman in the poem is portrayed as miserly and selfish. Despite having enough resources, she refuses to share even a small cake with the hungry Saint Peter. Her defining traits include greed and a lack of compassion, which ultimately lead to her transformation. The transformation is symbolic of her punishment for her greed and lack of charity, as she must now work hard to find sustenance, mirroring her earlier refusal to share.

4. How does Phoebe Cary use imagery and language to enhance the themes of “A Legend of the Northland”? Provide examples from the poem.

Answer: Phoebe Cary uses vivid imagery and descriptive language to enhance the theme of the poem. Cary’s language, such as “miserly soul” and “stingy heart” vividly portrays the woman’s character and her lack of generosity. The imagery of the woman’s transformation, “she is changed to a bird’ and ‘ still in the quiet, still snow-covered North’ underscores the severity of her punishment. These elements work together to reinforce the poem’s moral lesson and create a memorable and impactful narrative.

5. Reflect on the perspective of Saint Peter in the poem ‘ A Legend of the Northland’. How might his experience and reaction to the woman’s behavior provide insights into the values and moral expectations of the time? Discuss the implications of his actions for both the woman and mankind?

Answer: Saint Peter, a revered figure known for his association with compassion and righteousness, expects kindness and generosity from those he encounters. When he meets the woman and asks for food, her refusal starkly contrasts with all these expectations. His actions serve as a form of divine justice, emphasizing that selfishness and lack of empathy are met with fitting punishment.

Competency based questions

1. Why the poem is titled ‘A Legend of the Northland’?

Ans: The poem is titled ‘A Legend of the Northland’ because it narrates a traditional story from the Northland region.

2. Why the direction of the day is very less in the North Pole or Northland?

Ans: The duration of the day is very less in the Northland because it’s position is such that the sun ray’s reach for a very less time.

3. What literary device is predominantly used in 'A Legend of the Northland'?

Ans : The poem predominately uses narrative storytelling and rhyme.

4. How does the poem 'A Legend of the Northland' reflect cultural folklore?

Ans: The poem reflects cultural folklore by telling a moralistic story passed down through generations to teach lessons virtues and vices.

5. What does the transformation of the woman into a woodpecker symbolize?

Ans : The transformation symbolizes a punishment that reflects the woman's nature forever pecking at trees for food.

6. Do you think the punishment given to the woman was fair? Why or why not?

Ans: The punishment is fair as it reflects the severity of her greed, teaching a lasting lesson.

7. How does the interaction between Saint Peter and the Woman highlight the theme of compassion versus selfishness?

Ans: Saint Peter's request for food highlights compassion and need, while woman's refusal reflects her selfishness, contrasting these two opposing traits.

8. How does the poem's narrative style influence the reader's understanding of its moral lesson?

Ans: The poem's narrative style is simple and direct, which makes the moral lesson clear and easy to understand.

9. Examine the role of repetition in the poem. How does it enhance story telling?

Ans: repetition in the poem, such as the description of the old woman baking smaller and smaller cakes, emphasizes her greed and stinginess. This technique reinforces the central theme and makes the story more rhythmic and engaging, aiding in the retention of the moral lesson.

10. Analyze the poet's use of dialogue in the poem.

Ans: The use of dialogue, particularly Saint Peter's request for food and the old woman's responses, reveals their character and advances the plot.

NO MEN ARE FOREIGN

Poem-6

-JAMES KIRKUP

• **Gist of the lesson:** The poem “No Men Are Foreign” is an inspiring poem by James Kirkup states that no man is foreign or strange. Though they are separated by boundaries and their clothes are different, their bodies are the same. All human beings are “brothers” as they breathe the same air and live on the same land, being nurtured by the same elements i.e. air, water and sun. All of us enjoy nature’s beauty. When we hate others we also hate how we see ourselves. Peace brings prosperity to all men and war brings adversity. They are all destined to work hard and labor for earning the living. God has bestowed the same strength to all men and it is only the human quality of love that can subdue the most powerful of all forces. The poet’s message is that we should not hate our fellow human beings. By taking up arms, men not only desecrate the earth, but also pollute the air with dust and smoke. In the end, the poet says that humans are polluting this earth by their deeds. We should preserve our earth and be mindful that this universe is a creation of god. We all share in the responsibility of upholding such a place.

MIND MAP

Points to Remember:

- There’s is no such thing as a foreign country as all human beings are same.
- Similarities- Have similar body that breathes the same air; share the same earth; know the value of sun, air and water; enjoy the abundance of crops in peaceful days and starve during times of war; work with our hands; sleep with our eyes closed; have similar lives
- If we hate our fellow human beings, we shall tarnish our own humanity. If we take up arms against them, we will defile the earth and the pure air.

Poetic Devices

Alliteration: 1 Repetition of the letter ‘b’ in “body breathes”. 2. Repetition of the letter ‘s’ in “sleep and strength”.

- Metaphor: The poet has used the word ‘uniforms’ to talk about the militaries across the world.
- Repetition: The word ‘remember’ is repeated five times in the poem to emphasize the word’s gravity.

Extract Based Question:

“They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war’s long winter starv’d
Their hands are ours, and in their lines we read
A labour not different from our own.”

- (1) Name the poem and the poet.
- (2) They stand here for
 - (a) People on earth
 - (b) All creatures
 - (c) All the strangers
 - (d) Animals and Bird
- (3) They also avail
 - (a) Sun
 - (b) Air
 - (c) Water
 - (d) All the above
- (4) We all have same
 - (a) Body parts
 - (b) Hard work
 - (c) Natural resources
 - (d) All the above
- (5) We all the people on the earth have no _____ among us.

Answers:

Answer 1. :No men are foreign by James Kirkup

Answer 2 :(a) People on earth

Answer 3:(d) All the aboveAnswer

4:(d) All the above Ans 5. Difference

• **MCQ:**

i. What are all people aware of?

- A) sun
- B) air
- C) water
- D) all of the above

ii. What message does the poem convey?

- A) equality and brotherhood
- B) individuality of everyone
- C) everyone is different
- D) none

iii. How do we pollute the earth according to the poet?

- A) by throwing waste
- B) by hating and killing others
- C) by cutting plants
- D) all

iv. Find the synonym of the word 'condemn'.

- A) valorize
- B) emphasize
- C) expel
- D) disparage

v. How did the poet prove that there are no foreign countries?

- A) with the help of people
- B) with the help of clothes and customs
- C) with the help of nature
- D) None

Answers : i. D, ii. A , iii. B , iv. D , v. C

• **Assertion-Reason:**

1) **Assertion: No men are strange, no countries foreign.**

Reason: We all walk on same earth.

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

2) **Assertion: They all are aware of sun, air and water.**

Reason: They are starved by long winters of war.

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

3) **Assertion: We shall dispossess ourselves.**

Reason: We may be told to hate our brothers.

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

4) **Assertion: It is the human earth that we defile.**

Reason: We take arms against each other.

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

Answers: 1-A, 2-B, 3-A, 4-A

• **SAQ:**

1. “Beneath all uniforms...” What uniforms do you think the poet is speaking about?

Ans: The poet is speaking about the dresses or uniforms that armies of different countries wear. Though these uniforms are different in appearance, the bodies under them are the same. All people live and breathe in a similar way. The poet wants to convey the message that in spite of our outward differences, all human beings are the same.

2. Explain the expression: ‘Their hands are ours’.

Ans: Their hands are ours” suggests that the work, effort, and struggles of others are fundamentally similar to our own. It implies a sense of unity and solidarity, emphasizing that despite outward differences, we all engage in similar endeavors and face similar challenges in life.

3. Why does the poet call harvests ‘peaceful’ and war as ‘winter’?

Ans: The poet describes harvests as ‘peaceful’ because they bring happiness and prosperity, and they thrive in times of peace and harmony when there is no war. War, on the other hand, is like the desolate and harsh ‘winter’ that ruins the crops and starves people. War destroys everything and forces people to face hunger, poverty, disease and death.

4. Why do you think the poet repeats the word “remember” so many times?

Ans: In the poem, the repetition of the word “remember” emphasizes a crucial message about humanity and interconnectedness. Each time the word is repeated, it acts as a reminder to the reader of the fundamental idea that all people, regardless of nationality, race, or creed, share a common humanity. He urges us to remember this in order to foster understanding, peace, and empathy among all individuals.

5. “No Men are Foreign” is an anti-war poem. Comment.

Ans: “No Men Are Foreign” is an anti-war and peace poem which propagates the idea of universal brotherhood and peaceful co-existence by eliminating all war and hatred. War harms both the suppressed and the suppressor. It brings about death, destruction, starvation and pollution. Hence, wars should be shunned forever.

• **Long Answer/Value Based questions:**

1. Explain the significance of the line, “earth like this, in which we all shall lie.”

Ans: The quoted line from James Kirkup’s poem “No Men Are Foreign” encapsulates the fundamental idea of universal human connection and mortality. It points towards the common

fate of all individuals, regardless of nationality or “uniforms”. This phrase emphasizes that no one is exempt from this common destiny i.e. eventually returning to the earth upon death. Furthermore, by presenting the image of the earth as a final resting place for all, the poet encourages readers to recognize our interconnectedness and shared responsibility towards each other and the planet. Overall, the line serves as a reminder about the importance of unity in a world often divided by geographical and cultural boundaries.

2. How are we alike? Explain in context with the poem.

Ans. The poet, James Kirkup, wants to say that in spite of our outward differences, all human beings are the same. We have the same body and we breathe in a similar fashion. Every single human being depends on the same sun, same air and the same water for growing crops and surviving, and even after death we all become part of the same earth. If we compare ourselves with people of other nations, we'll see that our daily routine is also similar, as well as the labour, struggles and challenges we all face in our life. We all sleep at night and wake up in the morning and we all long for love. When we have so many similarities between us, we should not treat them as 'foreign'. Rather, we should try to win their cooperation with our love and treat them like brothers.

3. Who tells us 'to hate our brothers'? What will happen if we listen to them and take up arms?

Ans: The politically motivated and power-hungry people tell us to hate our brothers to fulfill their selfish needs.

The poet says that if we listen to them, it would lead to our own dispossession, betrayal and condemnation. We will lose our humanity. During a war, both the parties suffer and bear the losses. Whenever we take up arms against another human, which leads to bloodshed and death, we will be violating the sanctity of our mother earth because we are all her children. So if we listen to the messages of hate, it will only deepen the divisions and cause harm to all involved.

4. 'Patriotism does not mean hating the people of other countries.' Comment on this line with reference to the poem 'No Men Are Foreign'.

Ans: The quoted line encapsulates/expresses the central theme of James Kirkup's poem very effectively. The poet emphasizes the idea that despite differences in nationality, language or customs, all people share a common humanity. He argues against the divisive nature of extreme nationalism or patriotism that breeds hatred or animosity towards others who are

perceived as “foreign”. He calls for a perspective that values cooperation, understanding, and mutual respect among nations and individuals. The sentiment expressed in the line directly relates to the poem's message that true patriotism should not mean hostility towards people of other countries, but rather as a commitment to promoting harmony and goodwill across borders.

Self-Practice Questions

- 1. Who is referred to as ‘our brothers’ ?**
- 2. What does the poet say about ‘hating our brothers’?**
- 3. Differentiate between the two terms ‘patriotism’ and ‘nationalism’. Share your opinion about which one is better.**
- 4. What is the central idea of the poem?**
- 5. Why do you think countries engage in wars and to what effect?**
- 6. How shall we dispossess ourselves?**
- 7. What does the poet want to convey by telling us that “It is the human earth that we defile”?**
- 8. Which poetic device has been used in “war’s long winter starv’d”? Why has war’s winter been called long?**
- 9. How does the title sum up the theme of the poem?**
- 10. How relevant is the poem in today’s world?**

Answers :

1. People of other countries are referred to as our brothers because our life experiences and emotions are common.
2. The poet strongly condemns ‘hating our brothers’. He feels that when we engage in such negativity, we actually harm ourselves. We deprive ourselves of the love of our brothers and earn condemnation or criticism for such depravity.
3. Feelings of patriotism are based on the positive values of one’s country. A patriot believes that the people of his country are good and finds happiness in his country’s achievements. In contrast, feelings of nationalism are based on a belief that one’s country is superior to all others. It also carries the assumption that other countries are rivals. So, we can say that patriotism is good. However extreme level of patriotism can lead to tension and conflict between countries.

4. The central idea of the poem is that all human beings are similar and equal. Hence, we should love one another and live in peace and harmony. Universal brotherhood and harmonious co-existence will not only help us but will also save our mother earth from getting polluted and damaged.

5. Power-hungry people instigate or brainwash the common man to hate fellow-beings living in different parts of the world, just for fulfilling their personal gains. This narrow approach leads to wars and results in bloodshed and irreparable loss of innocent lives.

6. We shall dispossess ourselves by hating our brothers in other parts of the world when we are told by the politically motivated people to do so. These brothers are not strange. They are just like us.

7. The poet wants to convey that wars cause massive destruction of life and property. They ruin the clean and green environment of the earth and breed/spread hatred and enmity. Hence, no one benefits from war because the damage caused to the earth is to be faced equally by both the parties, for we all share the same earth.

8. The poetic device used in the quoted phrase is a 'metaphor'. Here, the starvation caused by the harsh winter season has been compared indirectly to the destructive period of wartime. The winter of war has been called 'long' because unlike the natural winter season, it does not stay for a specific duration. As it is self-inflicted trouble, it may continue for a long time and even when the war is over, it takes a long time to recover from the damage and destruction caused by it.

9. Throughout the poem, the poet talks about the concept of universal brotherhood and peaceful co-existence, without any place for any kind of prejudice. He presents many arguments to emphasize the fact that all human beings are inherently the same and divisions based on nation, caste, colour, creed or religion are baseless. James Kirkup, the poet, has beautifully summed up these ideas in the title of the poem "No Men Are Foreign".

10. The poem "No Men Are Foreign" by James Kirkup remains relevant in today's world due to its universal message of human unity. In today's globalized world, where people from different countries and cultures interact more than ever before, the poem's message for understanding and solidarity stands very much relevant.

Many contemporary global issues such as climate change and pandemics affect all humanity irrespective of nationality. These issues need to be addressed collectively with effective planning and cooperation. But as our world is still marked by conflict and division, the poem's

message of peace and understanding across borders serves as a reminder of the importance of peaceful discussion and reconciliation.

ON KILLING A TREE

Poem-7

BY GIEVE PATEL

The poem 'On killing a tree' is taken from one of Gieve Patel's poetry collection named 'Poems' published in 1966.

WARM UP

We would have seen people cutting down trees but can we kill trees?

What does the poet convey through the word "killing "

Let us watch this video link to read and visualize the poem.

<https://youtu.be/7EEduoVigiM>



GIST OF THE POEM

The poet sensitizes the reader and highlights the fact that trees are living things. He equates trees with humans to convey that trees should not be cut because destroying trees is just like killing a human being. A tree does not die by merely cutting because it regrows from where it is cut. If it has to be destroyed, then it has to be uprooted.

STANZA 1

A simple cut does not destroy a tree. A tree grows gradually; it is rooted in the soil. A plant takes nutrition from the soil to grow into a big tree. The tree is firmly bound with the soil. It takes in sunlight, water and air to grow into a strong trunk and have numerous leaves.

STANZA 2

Humans cut and chop the bark of trees into many pieces but that is not sufficient to destroy the tree. The point of the tree which gets cut gives out sap just like a human being bleeds. Gradually, this would heal and from there new branches start growing again.



STANZA 3

The poet says that in order to kill the tree, it has to be uprooted. One has to separate the tree from the Earth which supports it. The roots of the tree bind the tree with the soil in the pit of the Earth. From there, the most sensitive and hidden part of the tree - the roots have to be detached. The roots are white in colour and are damp.



STANZA 4

Once the tree has been uprooted, then gradually it withers and dries up with the action of heat and wind. The trunk will become brown, twist and will harden. Finally, the tree will die this way.



Literary Devices

1. **No rhyme scheme** is there in the poem. It is written in free verse. There is no rhyme or rhythm.

2. **Enjambment**: When one sentence continues into two or more lines.

Not a simple jab of the knife Will does it. It has grown slowly consuming the earth
Rising out of it, feeding upon its crust, absorbing Years of sunlight, air, water, And out of its
leprous hide Sprouting leaves. The most sensitive, hidden for years inside the earth.

3. **Metaphor**: indirect comparison

Leprous hide - the uneven colour of the surface of the trunk of a tree is compared to the skin of a person suffering from leprosy.

Bleeding bark - the sap coming out of tree where it is cut is compared to the bleeding from the wound in a human's body.

4. **Alliteration**: repetition of a consonant sound in 2 or more closely places words.

Bleeding bark - 'b' sound

White and wet - 'w' sound

5. **Repetition**: a word or sentence is repeated to lay emphasis on it.

'Pulled out' is repeated

Additional Very Short Answer Type Questions

1. In the poem 'On Killing A Tree' what is the tree a symbol of?

Ans. In this poem, the tree is a symbol of deep-rooted evil.

2. How does a tree grow up?

Ans. A tree grows up by getting food and other nutrients from the earth.

3. Can we kill a tree with a simple jab of the knife?

Ans. No, we can't kill a tree with a simple jab of the knife.

4. How should we kill a tree?

Ans. We should kill a tree by hacking and chopping it.

5. What should we do to kill a tree permanently?

Ans. To kill a tree permanently we should take out its root from the earth.

6. Where does the strength of a tree lie?

Ans. The strength of a tree lies in its roots.

7. What should be done to the roots of a tree?

Ans. The roots of a tree should be snapped and taken out of the earth.

8. What finally kills the tree?

Ans. Scorching and choking kill the tree finally.

9. What does it mean 'the strength of the tree is exposed'?

Ans. It means the roots of the tree are taken out of the earth.

10. It is easy to kill a tree?

Ans. No, it is not easy to kill a tree.

Short Answer Type Questions

1. What shall happen to the tree when it is jabbed with a knife? What will be the effect of "hacking and chopping?"

Ans. If a tree is jabbed with a knife, nothing will happen to it. Similarly, even if it is hacked and chopped", its bark will bleed. However, the cut-out bark will heal soon on its own. From that part curled green leaves shall grow.

2. What does the poet say to do to a tree to kill it?

Ans. The poet says that to kill a tree, its root should be pulled out of the earth. For that the tree should be roped. It should be tied with the rope and snapped out. Or it should be pulled out entirely from the earth.

3. What happens after a tree is entirely uprooted?

Ans. After a tree is entirely uprooted and pulled out it starts drying up. It will soon turn brownish. With the passing of time it will harden, twist and wither. Then it will meet its death.

4. What are the two important stages for killing a tree completely?

Ans. The two stages are: one, the tree should be pulled out entirely with the help of ropes. The soil where it has grown is its source, white and wet. After being pulled out, the source will stop giving it food etc. second, the uprooted tree should be scorched in the sun and air. It will get brown, hard and withered. It shall finally die.

5. How has the tree grown as given in the opening of the poem?

Ans. The tree has consumed the earth and risen out of it. It has fed upon its crust. It has absorbed years of sunlight, air and water. It has sprouted leaves out of its bark. In this way, it has grown slowly.

Value Based Question

1. What is the theme of the poem, "On killing A Tree?"

Ans. The theme of the poem is-how to complete a job. A half –done job is as bad as not done at all. If we want to finish a tree, we must uproot it. Cutting the limbs alone will not do the lesson is that a great task needs a great deal of hard work. One must be prepared for it. For example if we want to understand a book, a simple reading of a few pages will not do we have to read it entirely, underline the important passages and try to understand what the author means to say. It is not enough to grasp a great book by reading it once. We may have to read it again and again to grasp it fully.

2. When we cut down a tree, the word we generally use is "felling". Why does the poet use the word 'killing'?

Ans. The word 'felling' suggests no violence but the word 'killing' does. 'Killings' also means the 'final end'. No creature will ever rise after being killed. So the title 'killing A Tree' may mean many things. First, it may mean that a job once begun must be taken to its ultimate end with all the force at one's command.

Tree is big and perhaps for the poet he is the symbol of a big enemy. When we fight a big deep-rooted enemy, we have to work hard. This deep-rooted enemy needn't be a living creature. This may signify our evil desires which are deep-rooted in our heart. Very often, we

think we have killed them but they raise their heads whenever there is a slight opportunity. These evil desires must be uprooted with all our force so that their strength is exposed and then we will win over them.

Long Answer Type Questions

1. Describe what the poet says about the killing of a tree as given in "On Killing a Tree".
What is the irony involved?

Ans. On killing a Tree is a beautiful ironic statement of the poet about killing a tree. However, he means it's opposite. The poet taunts how trees are to be killed, but they mustn't. The poet says that a tree is hard to kill with a knife. It has taken years to grow from the earth. It has taken years of sunlight, air and water, so it should be hacked or chopped. However it will not kill it. Soon the bleeding bark will heal. Green twigs will grow to their former size with the passage of time, the poet asks that to kill a tree, its roots must be pulled out entirely from the soil. This part of the tree is white and wet because it had lain hidden inside the earth. When it is uprooted, sun and air shall scorch and choke it. Soon the tree will change its colour. It will get brown, hard and finally wither. This way the tree will be killed.

2. On killing a tree gives out a strong message through an irony that trees mustn't be cut or killed. How has it been done?

Ans. On killing a Tree is a beautiful poem about the environment. It indirectly gives out a strong idea that trees are our lifeline. So they mustn't be killed. It is done through an irony. The poet instructs how a tree is killed. But he means it opposite. It implies that a person shall be a murderer if he kills it this way. The poet says that a knife will do no harm to a tree. Even if it is hacked or chopped, its bark will heal Very soon the twigs will grow at its bottom. These will expand to their former size. If the tree is to be killed it must be uprooted completely. Then it will wither and dry out.

On stating this poet taunts the people cutting the trees. He wants to give out a message that trees are something pious and like human beings. They are very precious for our lives. So they must not be cut. Thus the poet favours environment through this poem.

A SLUMBER DID MY SPIRIT SEAL

Poem-8

- William Wordsworth

1) Mind Map

Creating a mind map for "A Slumber Did My Spirit Seal" by William Wordsworth can help visualize the themes, structure, and imagery of the poem. Here's a conceptual outline for the mind map:

1. *Central Theme*

- Loss and Death
- Immortality and Nature

2. *Main Branches*

a. *Title*

- "A Slumber Did My Spirit Seal"
- Significance of "slumber" and "seal"

b. *Imagery and Symbolism*

- "Slumber": metaphor for death
- "Earth's diurnal course": natural cycle
- "Rocks, stones, and trees": permanence and immortality

c. *Tone and Mood*

- Reflective and somber
- Acceptance of death

d. *Structure and Form*

- Lyric poem
- Two stanzas, four lines each (ABAB rhyme scheme)

e. *Language and Diction*

- Simple yet profound
- Use of passive voice ("She seemed a thing")

f. *Themes*

- Mortality
- Connection between human life and nature
- Transcendence and immortality

3. *Secondary Branches*

a. *Emotional Response*

- Reader's emotional journey from the first to the second stanza
- Initial shock and subsequent acceptance

b. *Context*

- Romantic era
- Wordsworth's personal life and experiences

This conceptual outline can be expanded into a detailed mind map with visual elements, connecting each branch with lines and sub-branches for deeper exploration of each aspect.

2) MCQ questions on a slumber did my spirit seal

Here are some multiple-choice questions (MCQs) based on "A Slumber Did My Spirit Seal" by William Wordsworth:

1. *What is the central theme of the poem "A Slumber Did My Spirit Seal"??*

- A. Love
- B. Nature
- C. Death and Immortality
- D. War

Answer: C. Death and Immortality

2. *Which literary device is primarily used in the phrase "A slumber did my spirit seal"??*

- A. Simile
- B. Metaphor
- C. Hyperbole
- D. Personification

Answer: B. Metaphor

3. *In the poem, what does the word "slumber" symbolize??*

- A. Sleep
- B. Death
- C. Dream
- D. Peace

Answer: B. Death

4. *What is the rhyme scheme of the poem "A Slumber Did My Spirit Seal"??*

- A. ABAB
- B. AABB
- C. ABCB
- D. ABBA

Answer: A. ABAB

5. *What is the tone of the poem??*

- A. Joyful and celebratory
- B. Angry and resentful
- C. Reflective and somber
- D. Excited and hopeful

Answer: C. Reflective and somber

6. *What does the phrase "She seemed a thing that could not feel" suggest??*

- A. The woman is emotionless
- B. The woman is sleeping
- C. The woman is inanimate and lifeless
- D. The woman is dreaming

Answer: C. The woman is inanimate and lifeless

7. *What is indicated by the words "rocks, stones, and trees" in the second stanza??*

- A. The natural beauty of the landscape
- B. The permanence and immortality of nature
- C. The harshness of life
- D. The complexity of emotions

Answer: B. The permanence and immortality of nature

8. *How many stanzas are in the poem "A Slumber Did My Spirit Seal"??*

- A. One
- B. Two
- C. Three
- D. Four

Answer: B. Two

9. *Which era does the poem "A Slumber Did My Spirit Seal" belong to?*

- A. Victorian
- B. Renaissance
- C. Romantic
- D. Modern

Answer: C. Romantic

10. *Who is the author of "A Slumber Did My Spirit Seal"?*

- A. Samuel Taylor Coleridge
- B. John Keats
- C. Percy Bysshe Shelley
- D. William Wordsworth

Answer: D. William Wordsworth

4) **Assertion reason based questions** for the poem a slumber did my spirit seal

Here are some assertion-reason questions based on "A Slumber Did My Spirit Seal" by William Wordsworth:

1. ***Assertion (A):** The poem "A Slumber Did My Spirit Seal" reflects a deep connection between human life and nature.*

***Reason (R):** The poem uses natural elements like "rocks, stones, and trees" to symbolize permanence and immortality.*

- 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.

2. ***Assertion (A):** The phrase "A slumber did my spirit seal" suggests a temporary state of rest.*

***Reason (R):** In the poem, "slumber" is used to denote a peaceful sleep.*

- 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.

3. ***Assertion (A):** The poem conveys a sense of eternal peace and calm.*

***Reason (R):** The woman in the poem is described as being part of the natural cycle, unaffected by earthly concerns.*

- 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.

4. ***Assertion (A):** The poem "A Slumber Did My Spirit Seal" uses complex language and intricate metaphors.*

***Reason (R):** Wordsworth's intention was to make the poem difficult to understand for the average reader.*

- 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: D. A is false, but R is true.

5. ***Assertion (A):** The poem reflects the inevitability of death.*

***Reason (R):** The use of the word "slumber" indicates a state from which there is no return.*

- 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.

Long Answer Questions

1. ***Discuss the theme of death and immortality in "A Slumber Did My Spirit Seal." How does Wordsworth use nature to convey these themes?***

Answer:

In "A Slumber Did My Spirit Seal," Wordsworth explores the themes of death and immortality through the use of natural imagery and metaphors. The "slumber" mentioned in the poem symbolizes death, indicating a permanent state from which there is no return. The poet reflects on the death of a loved one, describing her as being beyond the touch of earthly troubles. The second stanza, with its reference to "rocks, stones, and trees," highlights the permanence and enduring nature of the natural world. By comparing the deceased to these enduring elements, Wordsworth suggests that while human life is transient, there is a sense of immortality in becoming one with nature. This reflects the Romantic era's emphasis on the sublime beauty and eternal quality of nature.

2. *Analyze the emotional progression in the poem "A Slumber Did My Spirit Seal." How does Wordsworth guide the reader from the initial state of loss to a sense of acceptance and peace?*

Answer:

The emotional journey in "A Slumber Did My Spirit Seal" begins with a profound sense of loss. The first stanza captures the numbing effect of death on the poet's spirit, as he describes a "slumber" that seals his spirit, indicating a state of emotional paralysis. This initial reaction to death is one of shock and disbelief. However, in the second stanza, Wordsworth shifts the focus from the immediate pain of loss to a broader perspective on life and death. By describing the deceased as part of the eternal cycle of nature, "Rolled round in earth's diurnal course," he suggests that death is not an end but a transformation. This natural imagery provides a sense of continuity and peace, guiding the reader from the pain of loss to an acceptance of the natural order. The poem concludes on a note of serene acceptance, finding solace in the idea that the loved one has become part of something eternal.

3. *Examine the use of literary devices in "A Slumber Did My Spirit Seal." How do these devices enhance the poem's meaning and emotional impact?*

Answer:

Wordsworth employs several literary devices in "A Slumber Did My Spirit Seal" to enhance its meaning and emotional impact. The poem opens with a metaphor, "A

slumber did my spirit seal," suggesting a deep, dreamlike state caused by the shock of loss. This metaphor conveys the profound effect of death on the poet's consciousness. The use of personification in "She seemed a thing that could not feel" emphasizes the transformation of the loved one from a living being to an inanimate part of nature, highlighting the finality of death. The imagery of "rocks, stones, and trees" in the second stanza invokes the timeless and unchanging aspects of nature, contrasting with the transience of human life. The simple yet profound diction and the poem's compact structure—two stanzas with a consistent ABAB rhyme scheme—create a sense of inevitability and closure. These literary devices work together to deepen the reader's understanding of the themes of death and immortality, making the poem's emotional journey more impactful.

Value-Based Questions

1. *Reflect on how "A Slumber Did My Spirit Seal" addresses the universal experience of loss. What insights does the poem offer about coping with grief and finding solace?*

Answer:

"A Slumber Did My Spirit Seal" addresses the universal experience of loss by portraying the poet's journey through grief to acceptance. Wordsworth's depiction of the numbing effect of loss resonates with anyone who has experienced the death of a loved one. The poem offers the insight that while grief can feel paralyzing, there is a way to find solace by looking at the larger picture of life and death. By connecting the deceased to the eternal elements of nature, the poem suggests that death is not an end but a transformation into something timeless. This perspective can provide comfort, encouraging individuals to find peace in the idea that their loved ones continue to exist in another form. The poem's serene conclusion serves as a reminder that acceptance and peace are possible, even after profound loss.

2. *Consider the poem's portrayal of nature. How does Wordsworth's view of nature as a source of solace and continuity reflect broader Romantic ideals?*

Answer:

Wordsworth's portrayal of nature in "A Slumber Did My Spirit Seal" reflects the broader Romantic ideals of finding solace and continuity in the natural world. The Romantics believed in the inherent beauty and wisdom of nature, seeing it as a source of spiritual renewal and truth. In the poem, nature is depicted as an eternal force that outlasts human life, with elements like "rocks, stones, and trees" symbolizing permanence and stability. This view aligns with the Romantic ideal that nature provides a sense of continuity and a connection to something greater than oneself. By becoming part of nature, the deceased achieves a form of immortality, offering a comforting thought to those left behind. Wordsworth's emphasis on nature's enduring qualities underscores the Romantic belief in nature as a refuge from the transience and turmoil of human existence, highlighting its role in providing solace and understanding in times of grief.

6) Here are some long answer and value-based questions for "A Slumber Did My Spirit Seal" by William Wordsworth:

7) Competency based self practice questions with answer key for the poem A slumber did my spirit seal

Here are some competency-based self-practice questions for "A Slumber Did My Spirit Seal" by William Wordsworth, along with an answer key:

Questions

1. *Comprehension:*

- Summarize the poem "A Slumber Did My Spirit Seal" in your own words.

2. *Analysis:*

- Analyze how Wordsworth uses imagery to convey the theme of death in the poem.

3. *Interpretation:*

- What does the phrase "Rolled round in earth's diurnal course" suggest about the poet's view of life and death?

4. *Critical Thinking:*

- Discuss how the poem's structure contributes to its overall impact. Consider the number of stanzas, rhyme scheme, and line length.

5. *Evaluation:*

- Evaluate the effectiveness of Wordsworth's use of simple language in conveying deep emotions and complex themes.

6. *Synthesis:*

- Imagine you are a literary critic. Write a brief review of the poem, focusing on its strengths and any areas you feel could be improved.

Answer Key

1. *Comprehension:*

- *Answer:* The poem "A Slumber Did My Spirit Seal" reflects on the death of a loved one. The poet describes how the deceased is now beyond the reach of life's sorrows and has become part of the eternal elements of nature. Through this transformation, the poet finds a sense of peace and acceptance.

2. *Analysis:*

- *Answer:* Wordsworth uses vivid imagery to convey the theme of death. The metaphor of "slumber" symbolizes death, suggesting a peaceful and permanent rest. The imagery of "rocks, stones, and trees" in the second stanza evokes the idea of permanence and immortality, highlighting the contrast between the transience of human life and the enduring nature of the natural world.

3. *Interpretation:*

- *Answer:* The phrase "Rolled round in earth's diurnal course" suggests that life and death are part of a continuous, unending cycle. It implies that the deceased is now part of the natural world's ongoing rhythm, reflecting the poet's view that death is a natural and integral part of existence.

4. *Critical Thinking:*

- *Answer:* The poem's structure, consisting of two stanzas with an ABAB rhyme scheme, creates a sense of balance and symmetry. The concise and compact form enhances the poem's impact by focusing the reader's attention on the central themes of death and immortality. The straightforward structure mirrors the poem's simple yet profound message.

5. *Evaluation:*

- *Answer:* Wordsworth's use of simple language is highly effective in conveying deep emotions and complex themes. The plain diction allows the poem's profound ideas

about death and immortality to shine through without being obscured by elaborate vocabulary. This simplicity also makes the poem accessible and relatable, enhancing its emotional resonance.

6. ***Synthesis:***

- ***Answer:*** "A Slumber Did My Spirit Seal" is a beautifully crafted poem that captures the essence of loss and the transcendence of death. Wordsworth's use of natural imagery and simple language conveys a sense of peace and acceptance, making the poem both poignant and thought-provoking. One area for improvement might be exploring the emotional impact of loss in greater depth, but the poem's brevity and focus on the eternal aspects of nature are also its strengths, offering a timeless reflection on mortality.

These questions and answers are designed to help you deepen your understanding of the poem and practice various analytical and critical thinking skills.

CHAPTER 1 (MOMENT)

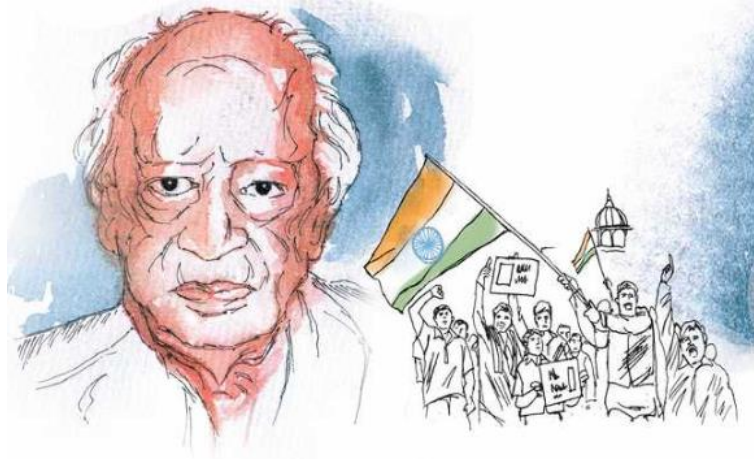
THE LOST CHILD

-MULK RAJ ANAND

The Author—

Mulk Raj Anand was one of the first Indian writers who wrote in English and gained popularity at an international scale. He produced a remarkable body of work that contains several short stories, novels and essays. Anand was born in Peshawar and his father was a

coppersmith. Anand was a highly educated man; he graduated with honors from Punjab University and then went to University College, London.



He first gained popularity for his novels, *Untouchable* and *Coolie*. Through his empathetic portrayal of the lives of the common Indian people, he provided stark social commentaries on the structures of society. Anand is regarded as one of the founding figures of Indian English literature.

❖ Summary—

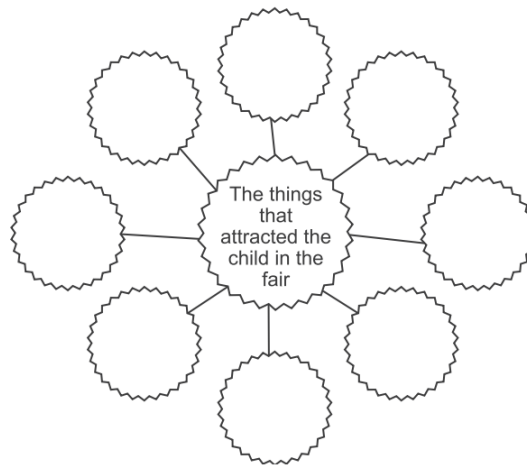
This story highlights a child's love for his parents. It is the festival of spring. Everyone is going to a fair. The child is very happy and excited because he is also going to the fair with his parents. On the way to the fair, the child is fascinated by the natural beauty. In the fair, the child is attracted towards his favourite **sweets**. He wants to have one but he does not express his desire. He knows that his parents will not allow him to take any. Then, he is attracted by a **toy** but again he does not ask for that as well.

The child moves on with his parents enjoying the fair. He wants to take one of the **garlands** from a shop and a **balloon** from the balloon-seller but he does not ask his parents to buy them.

He sees a **snake-charmer**. He likes the music and wants to stay there for some time. His parents do not approve of such music. So he moves on. He sees a **merry-go-round**. People are enjoying the ride. He also wants to enjoy the ride. He says, "I want to go on the roundabout, please father, mother". But there is no reply. He searches for his parents here and there. He is lost. He starts crying. He runs towards a shrine. There is a big crowd. He goes a little ahead between people's legs. He is pushed back. A kind-hearted man hears him crying. He stops and lifts the child in his arms. He tries to soothe him. But the child is crying

continuously for his parents. The man takes him to the roundabout and asks if he wants a ride. The man takes him to the sweetmeat-seller, the balloon-seller and the snake-charmer. He offers him everything but the child refuses everything. These things have lost their charm. Now **the child wants only his parents.**

❖ **Activity—**



❖ **Characters—**

The Child: He is the main character of the story, easily excited by many things like toys, sweets, a garland and many more in the fair. He is an obedient child as he could see the refusal for his demands on his parents face. He is so innocent and he is scared of his father. He knows that his mother tries to please him more, though she is not able to. He is afraid of his father, yet he is not afraid of anything else in the presence of his father, as he feels secure and protected. He is so mature that he is able to shift his excitement from one thing to other as he is aware that he will not get anything whatever he wants for some reason or other. He does not have any grudge for not getting what he wants. He proves to be child of his age as he cries and sobs when he has missed his parents.

The Unknown Man: He was a very kind and generous man. In the crowd, he was the only one who came forward to help the lost child. First he lifted up the lost child in his arms. He asked the child about him and his parents and got to know that he has lost his parents. He tried each and every means to console the lost and sobbing child. He offered every exciting thing in the fair to the child which earlier he wanted to buy. The unknown man is the symbol of humanity who is ready to help the lost child in all aspects.

❖ **Interpretation of the story—**

It is possible to interpret the story at least at two levels. They are as follows:

a) At the surface level, it appears that the child in the story--like any child--longs for attractive things such as toys, sweets, balloons, and flowers; but once he loses his parents, he loses interest in the things he asked for earlier and insists on finding his father and mother.

b) At a deeper level (or metaphysical level), the story is symbolic. The child represents human beings in general; the fair symbolizes the world. The attractions in the fair appeal to the senses, toys appeal to the eyes (and mind, in general), burfi appeals to the palate, flowers have visual and olfactory appeal, balloons have visual appeal, and music has aural appeal. In other words, these attractions represent several pleasures or these are the temptations that human beings come across in the fair of the world.

Moreover, the parents in the story represent God. Finally, the lost child represents human beings who are lost in the pleasures/temptations of the world fair and have lost touch with God.

❖ **Glossary—**

- **Lingering on** to stay on some place longer than usual because of reluctance to leave.
- **Receding** moving away
- **Tyrants way** strict and harsh manner
- **Melted** to become softer (in feeling)
- **Free spirit** happy mood
- **Gaudy** bright
- **Intercepting** interfering with
- **Still its wings** stop flying
- **Teeming out** coming out in large numbers
- **Wild capers** uncontrolled running
- **Throngs** large number of people

❖ **Questions—**

Short-answer Questions

1. What was his father's reaction to his demands?

The child was very happy at the fair. He wanted to have a toy. His father perhaps could not afford it. He looked at him rudely and with anger. The child said nothing and kept on moving.

2. What kind of a lady was his mother?

His mother was a very kind lady. Her attitude was very tender. Whenever the child wanted to buy something, she tried to divert his attention to something else. She did not scold him.

3. Describe the path of the fair. There was a walking distance from the village to the fair.

The path went through the lanes and then there was narrow, winding footpath through the mustard fields.

4. Why was the child forbidden to hear the music?

The child was fascinated by flute music of the snake-charmer. He wanted to stop there and enjoy the music. His parents did not allow him to hear that. They considered the flute music cheap and coarse. So he was forbidden to hear that.

5. When did the child realise that he was separated from his parents?

What was his response? The child was always lagging behind. He was lost in the wonders of the fair. When he was near the swing and expressed his desire for swing, he didn't get a response. Then he realised that he was separated from his parents. He started crying.

Long-answer Questions

1. How did the child behave at the shop of the sweetmeat-seller? What does it show about the values of the child? Was he a considerate child?

There was a large array around the counter of the sweetmeat-seller. Various colourful sweets decorated with silver and gold leaves were displayed. He was hawking – “GulabJamun, Rasgulla, Burfi, Jalebi”. The child was fascinated. His mouth watered for his favourite Burfi. He stared opened-eyed. He wanted to have one but he knew that his parents would not allow him to get one. He knew that they would call him greedy. So he moved on without waiting for an answer. It shows that the child was a considerate boy. He understood the limitations of his parents. He liked the sweets but he did not insist on buying them. He knew that his parents could not afford it. He was a good boy. He was not a greedy and disobedient boy.

2. What were the reactions of the child on seeing the flower-seller and the balloon-seller? Do you think it was an obvious reaction of a child?

The child was attracted by the fragrance of flowers. He went towards the basket of flowers. He wanted to have a garland. But knowing that his parents won't allow he moved on. He saw a balloon-seller holding a pole with colourful balloons. The child was simply carried

away by the rainbow glory of balloons. He desired to have all of them. He knew that his parents would say that he was too old to play with them. He said nothing and moved on. Yes, it was an obvious reaction of a child. All the children are attracted to colourful balloons and toys and they want to have them. This child was very obedient and considerate as he didn't force his parents for anything.

3. If you had been the lost child, what would you have done to find your parents in the fair?

If I had been the lost child, my condition would have been the same. I would have run here and there in the fair, looking for my parents. I would have also cried bitterly. But I would have acted in a more sensible way. I would have avoided the crowded place. I would have gone to the office of the fair and would tell them about my address and the name of my parents and would request someone to make an announcement. If there was no help from him, I would have waited for my parents at one place. If some kind-hearted man would help me locate my parents, I would definitely accompany him. I know they would not have gone back home without me and would have gone to the places in the fair we visited. I would not have lost patience and waited for them.

4. Compare the attitude of the child before and after his separation from his parents. The company of parents is more important than the things of pleasure. Do you agree?

In the beginning, the child was happy and excited. He wanted to have toys, sweetmeat, flowers and many more things. Though he knew that his parents would not allow him to get the things, yet he longed for them. Mere presence of these things gave him satisfaction. After he was separated from his parents, his mood was completely changed. He started crying. A kind-hearted person offered him all the things available in the fair. But the child declined everything. He only wanted his parents. All things had become useless for him. It shows that the company of parents is more important than the things of pleasure. The child found everything useless without his parents.

❖ **Multiple Choice Questions—**

1. What did the lost child say when a man asked him, "Whose baby are you?"
 - (a) The child said, "I want my father, I want my mother."
 - (b) The child said, "I want to go home."
 - (c) The child said, "I live in a village."

(d) The child said, "I am feeling hungry.

Ans: (a) The child said, "I want my father, I want my mother."

2. At what point in the fair did the child lose his parents?

(a) At the sweetmeat-shop.

(b) At the flower-shop.

(c) At the balloon-sellers.

(d) At the roundabout

Ans: (d) At the roundabout

3. The child wanted to have balloons yet he walked on. Why?

(a) He knew his parents would never buy him the balloons.

(b) He knew his parents would say he was too old to play with such toys.

(c) Both A and B above.

(d) Neither A nor B.

Ans: (c) Both A and B above.

4. What did the child say as they passed by sweetmeat-shop?

(a) He said, 'I want that burfi.'

(b) He said, 'I want that jalebi.'

(c) He said, 'I want that rasagulla.'

(d) He said, 'I want that gulab jamun

Ans: (a) He said, 'I want that burfi.'

5. Why did the child say "No" to everything he had earlier cried for?

(a) lost interest

(b) his interest was changed

(c) because his lost parents were in his top priority.

(d) none

Ans: (c) because his lost parents were in his top priority.

Chapter-2

THE ADVENTURES OF TOTO

SUMMARY:

-Ruskin Bond

"The Adventures of Toto" is an amusing story written by **Ruskin Bond**. This story features the antics of a naughty monkey named 'Toto'. The narrator's grandfather was

very fond of animals. Once he bought a monkey named Toto from a Tonga driver for a sum of five rupees. Toto was kept secretly as the grandmother disliked animals. Toto was very mischievous. When the writer and his grandfather hid Toto in a cupboard, and tied him to a hook, he broke the hook and caused havoc in the room. The next day, when he was kept in the servant's room along with other animals, he did not let them sleep all night. As grandfather had to go to Saharanpur for work, he decided to take the monkey along with him. He carried Toto in a strong bag made of canvas and closed the zip nicely so that Toto could not escape. Toto made unsuccessful attempts to get out of the bag, which made the bag jump and roll. This aroused the curiosity of fellow passengers at the railway station. At the Saharanpur railway station, when grandfather was getting his ticket checked, Toto peeked out of the bag and smiled at the ticket collector. As the ticket collector declared that it was a dog, grandfather had to buy a ticket for 3 rupees, much to his annoyance. When Toto was accepted by grandmother, it was given a place in the stable along with the donkey- Nana. Toto did not get along with nana as well. Toto enjoyed taking bath in warm water during the winter season. One day, he almost boiled himself when he jumped into a kettle of boiling water. One afternoon, Toto ate the family meal of pulao. He threw the empty dish from the table and it broke it into several pieces. Toto's mischiefs grew by the day and grandfather realized that they could not keep him at home. Finally, he found the same Tonga driver and sold Toto back to him for a sum of three rupees.

CHARACTER ANALYSIS:

1. Toto: He is a playful, restless, naughty and curious monkey. Mischievousness is the prime reason that made him difficult to keep as a pet, still his adventures are humorous and makes the reader laugh all the time.
2. Grand father: Grandfather is a lover of animals. So much so that he has his own private zoo. Despite the possibility of upsetting his wife, he has no problem spending money to acquire animals and birds. He already has a tortoise, a pair of rabbits, and a squirrel when he buys a baby monkey from a Tonga driver. He finds a valid reason to continue keeping pets even if that leads to material loss.
3. Grand mother: The grandmother of the author is quite a smart lady, she is exactly the opposite of his grandfather. She is short-tempered and strict on rules. She was quite fussy

about bringing the new animal home. She was a very religious lady. She was very strict so grandfather had to hide the arrival of Toto at the home.

4. Nana: Nana was the family donkey. Toto was kept in the stable with Nana, where they both used to fight, Toto used to tease Nana by biting onto her long ears with his sharp little teeth.

KEY POINTS:

1. "The Adventures of Toto" is a charming tale, teaching us about the unpredictability of wild animals as pets and the importance of freedom for all living creatures. The story, told with humor and affection, vividly portrays the antics of a pet monkey and its interactions with the narrator's family.

2. The story is based on the experiences of people who keep animals as pets. The theme thus deals with the outcome of the interaction between humans and animals. It shows that not all animals can adapt themselves to the human way of life.

VALUES:

Hence, the moral of the story is that one must maintain courtesy in order to live with each other. Humans prefer pets which can mold according to them. The pets which do not change its nature do not find space in the world living with humans.

KEY WORDS:

1. Tonga: A two-wheeler carriage used in rural areas
2. Beneath: Under or below something
3. Wicked: Slightly cruel but intending to upset anyone
4. Quadruped: An animal that has four feet
5. Triumphant: The feeling of being joyful having achieved a victory
6. Apparent: Able to be seen or understood
7. Haunch: The back end of an animal
8. Lid: The top of a box or other container
9. Scream: To make a loud, high-pitched sound
10. Cunningly: In a cleverly planned way

MIND MAP

Toto

- **Traits:** playful, restless, naughty and curious
- **Actions:** Mischievousness, jumped into kettle, ate pulao, threw the empty dish

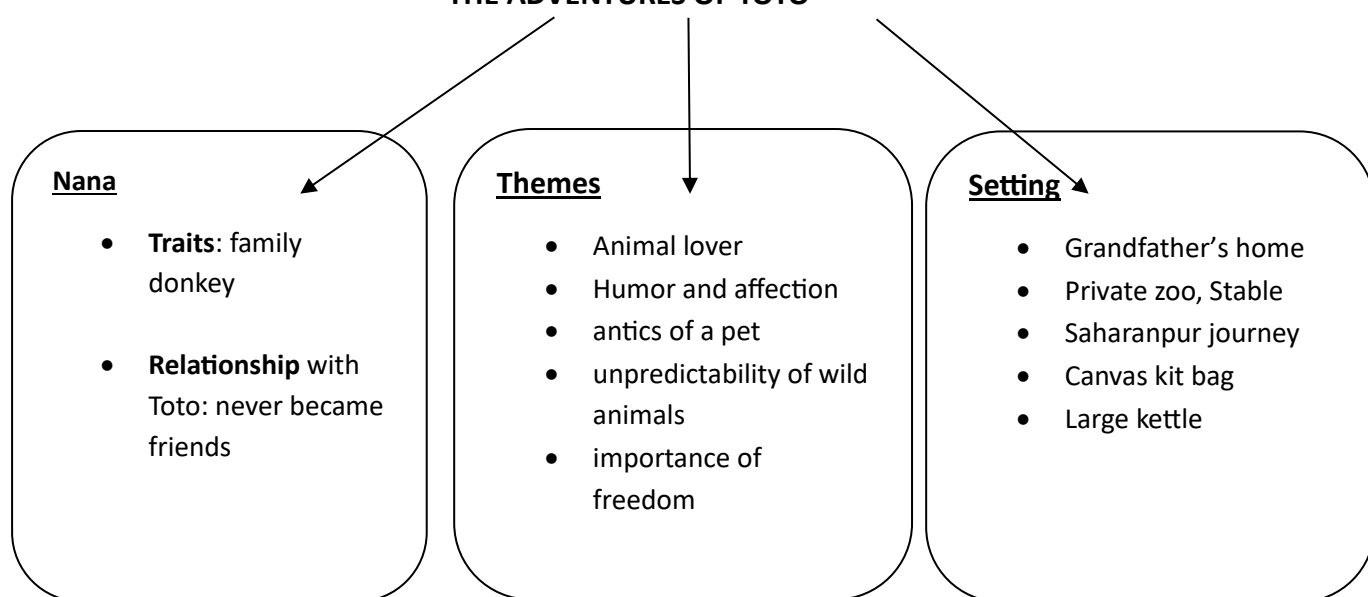
Grandfather

- **Traits:** fond of animal
- **Actions:** bought a monkey, carried Toto in

Grandmother

- **Traits:** exactly the opposite of his grandfather
- **Actions:** saved the Toto from warm

THE ADVENTURES OF TOTO



MINIMUM LEVEL LEARNING TYPE MCQs:

Q1. Who is the author of this lesson?

- (a) Khushwant Singh
- (b) Ruskin Bond
- (c) Jane Austen
- (d) W.B.Yeast

Answer- (b) Ruskin Bond

Q2. What is this story about?

- (a) humour and adventure of a naughty monkey, Toto
- (b) love animals
- (c) about habitats of monkeys
- (d) None

Answer- (a) humour and adventure of a naughty monkey, Toto

Q3. On which trip grandfather was going?

- (a) A trip to Dehra Dun
- (b) A trip from Dehra Dun to Saharanpur
- (c) A trip from Saharanpur
- (d) A trip from Saharanpur to Dehra Dun

Answer- (b) A trip from Dehra Dun to Saharanpur

Q4. Why did grandfather take Toto along with him at Saharnpur?

- (a) because he missed him
- (b) no one was at home
- (c) to save other animals
- (d) because he was mischievous so to give relief to other animals

Answer- (d) because he was mischievous so to give relief to other animals

Q5. What would Grandmother do when Grandfather brought home some new bird or animal?

- (a) She always fussed
- (b) She felt very happy
- (c) She would start crying
- (d) She started playing with it

Answer- (a) She always fussed

VERY SHORT ANSWER TYPE QUESTIONS:

Q1. Give the names of Grandfather's pets.

Answer: The names of the Grandfather's pets were Nana the donkey and Toto the monkey a tortoise, a pair of rabbits, a tame squirrel and a goat.

Q2.Where did the Grandfather's pets live?

Answer:They lived in a big cage in the servant's quarters.

Q3.Who was Nana ?

Answer: Nana was the family donkey.

Q4. How did Toto tease Nana ?

Answer:Toto was kept in the stable with Nana, where Toto used to tease Nana by fastbiting on to her long ears with his sharp little teeth.

Q5. How does Toto take a bath?

Answer: Toto takes a bath in a tub filled with hot water. It immerses each of its legs in the water and washes them with soap.

SHORT ANSWER TYPE QUESTIONS:

Q1.Why did the author's grandfather decide to buy Toto?

Answer: Grandfather was an animal lover and took pity on Toto as it was kept tied to a feeding trough. Toto looked out of place and grandfather decided to bring it to his private zoo. He was much impressed by Toto.

Q2.How does Toto come to grand-father's private zoo?

Answer: Grandfather loved animals. One day he saw this attractive monkey with a tonga-driver. The monkey was tied to a feeding- trough and seemed out of place there. Grandfather had great liking for animals. So he decided to buy Toto from the tonga- driver and bought it for five rupees.

Q3."Toto was a pretty monkey." In what sense is Toto pretty?

Answer: Toto had bright eyes sparkling with mischief, pearly white teeth, quick and wicked fingers and a gracious tail which served as a third hand. The smile of Toto was cute and frightened elderly Anglo- Indian ladies. Altogether all these qualities made him pretty.

Q4.Why could not Toto and Nana become friends?

Answer: Toto was very naughty and wicked and could not stay still for a long time. Nana was a well behaved and docile animal. When they were together Toto bit on the long ears of Nana and Nana got annoyed with Toto. Thus, Nana and Toto could not become friends.

Q5. Why did the grandfather give away Toto, the monkey?

Answer: Toto was very naughty and he troubled everyone. The other pets were not happy with him and he broke a lot of dishes, tore clothes, curtains and wall papers. He had become very difficult to handle and so grandfather gave Toto away.

LONG ANSWER/ VALUE BASED QUESTIONS:

Q1. How can you say that Toto was a mischievous pet?

Answer: Toto was indeed a very mischievous pet. He tore the wall papers of the rooms, and also tore the school blazer. He troubled other fellow animals. He even managed to get himself into trouble by nearly half boiling himself in a kettle. He made holes in dresses and curtains. Once he even scared the ticket checker. He even broke dishes in the houses. He proved to be a big troublemaker for everyone. Thus, we can say that Toto was a mischievous pet.

Q2. Why does the author say, "Toto was not the sort of pet we could keep for long"?

Answer: Toto was a very mischievous monkey. He would tear things into pieces. When one of author's aunts would come near him, he would try and tear a hole in her dress. One day, Toto was found stuffing himself with pullao. When the author's grandmother screamed, Toto threw a plate at her. He then picked up the dish of pullao and made his exit through a window. In order to spite grandmother, who had screamed at him, he threw the dish down from the tree and chattered with delight when it broke into a hundred pieces.

The author's family was not a well-to-do one. They could not afford the frequent loss of dishes, clothes, curtains and wallpaper. That is why the author says, "Toto was not the sort of pet we could keep for long".

Q3. Grandfather was a great lover of animals. Describe.

Answer: Narrator's grandfather had a great liking for animal. He had tortoise, a pair of rabbits, a tame squirrel, a goat but no monkey. With the coming of Toto his mini zoo was transformed into a real zoo. He had a variety of pet animals in that zoo. He frequently bought many varieties of animals to keep them in his zoo. Due to this, he even faced anger of his wife at times and when he brought Toto he was very happy with his cleverness.

Q4. Describe the incident at Dehradun railway station after reading the story, The Adventures of Toto'.

Answer: Grandfather had to go to Saharanpur. So, he decided to put Toto in a big black canvas bag for the train journey. When they reached the station Toto started jumping on the platform and everyone was surprised to see a bag jumping and moving about. When the ticket collector came then Toto poked his head out of the bag. The ticket collector wanted grandfather to buy a ticket for him and grandfather did not want to. Finally the ticket collector had his way.

Q5. “Toto was not good enough to be kept at home.” Do you agree?

Answer: Yes, Toto was not good enough to be kept at home. He was upto some kind of mischief all the time. He tore the wall papers of the rooms, and also tore the school blazer. He troubled other fellow animals. He even managed to get himself into trouble by nearly boiling himself in a kettle. He made holes in dresses and curtains. Once he even scared the ticket checker also. He even broke dishes in the houses. Thus, it was not easy to keep him at home.

COMPETENCY BASED SELF PRACTICE QUESTIONS:

Q1. Do you have a pet? Is your pet mischievous?

Answer: Yes, I have a pet dog named Jody. My father had brought him from my uncle’s house when he was very young. Jody is like a member of my family. I have special attachment to him. He is very active and vigilant. He is an epitome of loyalty. He keeps sitting beside the main gate at night. Whenever there is any unknown sound inside my house, he starts barking. All the members of my family love Jody very much. Jody proves to be really a gem many a time. He keeps us safe all the time. Our Jody is not mischievous. He is very sensible and sensitive as well. We feel secure in his presence.

Q2. Write your views in the form of short paragraph on the topic “Should animals be kept as a pet”.

OR, While keeping pets at home, what all things should be kept in mind?

Answer: The animals can neither speak nor express as humans. As a pet owner we should know that there are a number of dangers that exist in our households for these little creatures. We should always keep pesticides and medicines at an out of reach from these animals as they are a potential threat to them. The areas where pets might start fire inadvertently such as kitchen or fire places or plugs should be covered, we should never have pets unattended around the open flames. In this way we should take extra care for them.

Q3. Grandfather possessed the values of childlike simplicity. Do you agree/disagree? Give reasons.

Answer: Grandfather had a private zoo with different kinds of animals – a tortoise, a pair of rabbits, and a tame squirrel. But his childlike love for animals made him buy another animal, a monkey, as a pet. Grandmother did not like this habit of her husband, so he kept his new pet a secret from his wife. The manner in which he tried to hide Toto or admire him as clever when the former shredded the narrator’s school blazer, shows that although the elderly, Grandfather was actually as simple as a child. Again, when he hides Toto in a bag on the way to Saharanpur and produces a tortoise from his pocket before the ticket-collector, confirms his childlike simplicity.

Q5. ‘If there is a part of the brain especially devoted to mischief, that part was largely developed in Toto.’ Justify the statement.

Answer: It is true that Toto had a very fertile and mischievous brain. He was always up to one mischief or the other. His fingers were quick and wicked. His presence was kept a secret to grandmother. He bit the ornamental wall-paper to pieces. The peg had been pulled out of the socket. The school blazer of the narrator was in shreds. But grandfather was pleased with Toto’s performance. On the Dehradun railway platform, he suddenly poked his head out of the bag and gave the ticket-collector a wide-grin. He was classified as a dog and grandfather had to pay three rupees extra as his fare. One day Toto nearly succeeded in boiling himself alive. He was always tearing things to pieces. The family couldn’t afford the frequent loss of dishes, clothes, curtains and wallpaper. Even grandfather realised that Toto was not the sort of pet they could keep for long. So, grandfather found the tonga-driver and sold Toto back to him for three rupees.

ISHWARAN THE STORY TELLER

Chapter-3

R. K. LAXMAN

SUMMARY OF THE LESSON:

Mahendra was a supervisor in a firm. His job was to supervise different construction sites. The nature of his job was such that he had to move from one place to another place. Mahendra's needs were simple. He had a servant named Ishwaran who followed Mahendra without any complaint, cooked for Mahendra, washed his clothes and kept him company. Ishwaran read Tamil thriller stories and it affected him so much that even a very small incident like a tree that had fallen, appeared to him like a frightening beast. Ishwaran described each thing in detail. He weaved a new story full of thrill and horror to Mahendra every night. He played the role of a TV in Mahendra's quarter. On one day, he weaved a story about a female ghost holding a fetus in her hand. Mahendra stopped him from telling such horrible stories and told him that there are no such things as ghosts and that they are only our imagination. After a few days Mahendra heard some noises near his window still during the night. At first, he put it down to the cries of a cat but the noises became louder and louder. When he peeped through the window, he fainted for he saw a cloudy figure clutching a bundle, near his windowsill. Mahendra could not sleep that night. In the morning Ishwaran, smilingly asked him about the sounds and the female ghost. He also complained about how he had chided him earlier. Mahendra was so upset that he resolved to leave the haunted place the very next day.

CHARACTERS : MAHENDRA AND ISHWARAN.

VOCABULARY : weave-fabricate, anecdote-story, conjure-make something appear, produce, evoke, summoned-called, garish-bright and showy, guttural-throaty, feline-something like cat, reverie-day dream.

MCQ BASED QUESTIONS :

1. Who is the writer of this lesson ?
 - a. R K Laxman
 - b. D.k Tiwana
 - c. Khushwant Singh
 - d. None

2. Who is the protagonist of the story ?
 - a. Ganesh
 - b. Ramesh
 - c. Suresh

- d. Mahendra
3. Who is a Mahout ?
- a. A labourer
 - b. An elephant's driver
 - c. A cook
 - d. A writer
4. How does Iswaran describe a fallen tree ?
- a. A huge mountain
 - b. A huge building
 - c. An enormous bushy beast
 - d. A small thing
5. What did Iswaran often see at night at his workplace ?
- a. Ghosts
 - b. Elephants
 - c. Strange birds
 - d. All

Answer : 1. R K Laxman 2. Mahendra 3. An elephant's driver 4. An enormous bushy beast 5. ghosts

VSQ :

1. In the peripatetic life of Mahendra who was the biggest asset ?

Ans : Iswaran the cook was his biggest asset.

2. What sort of books did Iswaran read?

Ans : Iswaran was fond of reading Tamil thrillers.

3. What kind of person was Iswaran ?

Ans : Iswaran was an obedient, hard working and caring person. He was a good cook.

4. What is the moral of the story of Iswaran the Storyteller ?

Ans : The moral of the story is that we should not believe in superstitious stories but try to find scientific explanations for unusual happenings.

5. Why was Ishwaran called Mahendra's asset ?

Ans : Ishwaran is an asset to Mahendra because he follows him wherever he is posted.

Ishjwaran cooks for Mahendra, washes his clothes and chats away with his master.

Short Answer type Questions :

1. Describe Mahendra in 30-40 words ?

Ans : Mahendra was a junior supervisor. He was a bachelor fellow, who was cared by Iswaran. He was a simple fellow and led a simple life. He had an adjustable nature, so he could adjust himself anywhere

2. Why does the author say that Iswaran seemed to more than make up for the absence of a TV in Mahendra's living quarters ?

Ans : Iswaran's stories were so dramatic and enthralling that Mahendra was completely captivated by them. As these stories were an everyday affair, he never missed the presence of a TV in his living quarters.

3. In what way is Iswaran an asset to Mahendra ?

Ans : Mahendra was a junior supervisor, who would be posted at various locations. His job required a lot of travelling. The biggest asset in his peripatetic life was his cook, Ishwaran. He cooked , washed cloths, and gave him company by weaving endless stories spiced with thrill and horror.

4. What kind of life did Mahendra lead ?

Ans : Mahendra was a bachelor, who led a very simple life and had no problem in adjusting to the varying conditions that he had required to face in the course of his job. He could be living in a make-shift tent, in the middle of a stone quarry, or in an official quarter provided by the employer. The constant feature in his life was his cook who stood by him through thick and thin.

5. How did Iswaran add a prologue to his story of an elephant ?

Ans : Before starting the story Iswaran gave a detailed description of the place. He said that the place was a richly wooded forest. The logs of wood were hauled by elephants on lorries. But sometimes the elephant turned mad. When an elephant turned mad, not even a skilled mahout could control it.

6. In what way is Iswaran an asset to Mahendra ?

Ans : Mahendra was a junior supervisor, who would be posted at various locations. His job required a lot of travelling. The biggest asset in his peripatetic life was his cook, Ishwaran. He cooked , washed cloths, and gave him company by weaving endless stories spiced with thrill and horror.

Long Answer Type Questions:

1. Write a character sketch of Iswaran.

Ans : Iswaran was the second character, who was multifaceted in the story. He was the cook of the protagonist Mahendra who was working as a junior supervisor. His was a transferable job and the transfers were generally sudden and frequent. Iswaran was the biggest asset in this traveller's life. Iswaran was very loyal to him. And followed him in all his transfers. He lived in tents, work sites and quarters, without any form of dissent. Iswaran filled in as a cook, house keeper, washer man and companion. The author also describes him to be serving as makeshift TV to Mahendra. The only weakness this man possessed was that his master while interacting with him during their dinner time and after. Iswaran's story of ghosts, bones and graves had a huge impact on Mahendra one night, making him decide to leave the place for good. A humble and simple character, who could do a lot of harm in all his innocence, Iswaran was the only steady influence in all otherwise changing world for Mahendra.

2. What did Iswaran tell his master on the night of the full moon?

Ans: After being appreciated for his culinary skills, Iswaran slipped into his story telling session. He launched into a most garish account that involved the supernatural. He told Mahendra that the place where they were their living quarters and the factory were set up on a graveyard. He reported having seen remains of human skull and bones. Going a step further he says he has seen ghosts during the night time on several occasions. He says he has seen a female apparition with a shriveled face and matted hair, holding the skeleton of a foetus in her hands. Frightened to the depths of his being, Mahendra tries to put a brave front and tells him to stop imagining silly things.

3. Mahendra calls ghosts or spirits a figment of the imagination. What happens to him on a full moon night?

Ans : One night it was a full-moon night, Mahendra was woken up from his sleep by a soft moaning sound close to his window. He initially thought it would be a cat prowling behind a mice. But he noticed that the sound was too guttural for a cat. He could not resist checking as the sound began getting louder. He was scared, but he mustered up the courage to look out. He saw a dark cloudy form clutching a bundle. He broke into a cold sweat and fell on to his pillow, panting. This was perhaps because of the story about a female ghost Ishwaran had told him earlier, and had remained somewhere in his subconscious mind. He had actually

told Ishwaran that all what he was churning out about ghosts was a figment of his imagination. The experience was ghastly.

4. Can you think of some other ending of the story?

Ans : I would end it in a different way. Mahendra a brave and tough person was intrigued by the sounds that appeared on the moonlit night. The back of his mind the story of Iswaran was gnawing his sensibilities. Not willing to succumb to any kind of fear, he took his torch and stepped out of his quarters. He did not wake up the sleeping cooks. Armed with a huge stick, he went close to the sound and handed over a strong blow to the apparition. It started shouting and running helter-skelter. Now the sound was even more familiar. Assuring himself that the problem was sorted out, he went to bed.

The next morning he called out to Iswaran to bring his coffee., when he noticed that Iswaran's shoulder seemed dislocated. He then disclosed the truth that he had dislocated his shoulder. Iswaran gave up his fascination for thrill and crime. The shoulder took two months to set.

5. How does he narrate the story of the tusker? Does it appear to be plausible?

Ans : Iswaran narrates the story of a tusker that had escaped from a timber yard when he was a small child. The tusker began ravaging all that he laid his eyes on. Finally, he reached his school. The children playing on the ground ran into their classes, and everyone in the school was watching the elephant and its madness in fear. Iswaran who was on the terrace of the school, snatched a cane from a teacher's hand, and threw it on to the toenail of the tusker, which he says shivered from head to toe and collapsed. It may seem plausible that such a thing happens because the pain inflicted by the cane that landed on its toe, could have been very severe. The skin of the elephant being very sensitive, would explain the collapse of the jumbo.

Suggested Exercise:

1. Character Profile: Write a detailed character profile of Mahendra and Iswaran, highlighting their personalities, actions and the irony in their roles.
2. Plot Diagram: create a plot diagram of the story, identifying the the introduction, rising action, climax, falling action and resolution.
3. Artistic Interpretation: Draw or design a poster for the story, emphasizing the comedic elements and key themes.

4. Comedy Analysis: Identify the elements of comedy in the play. How do these elements contribute to the overall message of the story.

Chapter-4

IN THE KINGDOM OF FOOL

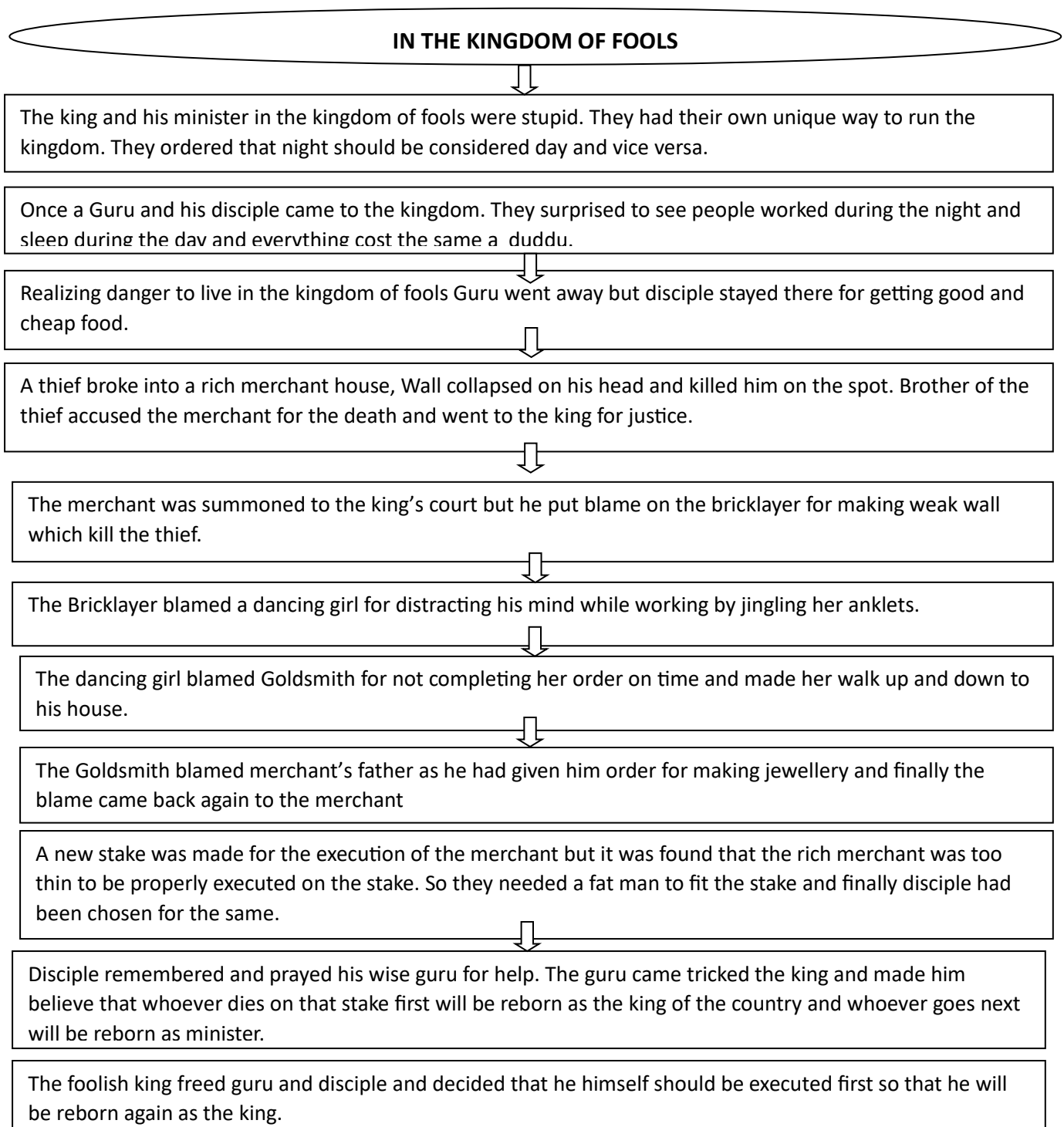
INTRODUCTION

-A.K RAMAUNJAN

"In the Kingdom of Fools" is a famous Kannada folktale Written by A K Ramanujan. The story is about a fictional kingdom where foolishness is celebrated and wisdom is ridiculed. The

kingdom is ruled by a foolish king and minister who implement ridiculous laws, such as reversing day and night and ordering people to work at night and sleep during the day.

FLOWCHART OF EVENTS IN THE STORY



THEME

The story is based on the theme that foolish people are unpredictable and can be very dangerous. So, one must stay away from them even if they offer benefit for some time. It

also emphasizes the view that Foolish people can be very difficult to manage. They can be dealt with only by the wise and calm people.

MULTIPLE CHOICE QUESTIONS

1.How was the thief killed?

- (A) The wall of the old house collapsed on his head as he was coming out of it with his loot.
- (B) The wall of the old house fell on him when he was making a hole in it.
- (C) The wall of the old house fell on him when he was going in through the hole.
- (D) The wall of the old house collapsed on his head when he was hiding under it.

2.The thief's brother wanted the king to punish the merchant because

- (A) he had stopped his brother from pursuing his ancient trade.
- (B) he had refused to compensate the family for his brother's death.
- (C) his brother had been killed while pursuing his ancient trade.
- (D) he had not built a good strong wall which had caused his brother's death.

3.The bricklayer said he couldn't build the wall right because.....

- (A) a dancing girl kept looking at him all day.
- (B) a dancing girl kept talking to him all day.
- (C) a dancing girl kept going up and down the street all day.
- (D) he could not keep his eyes and mind on the wall due to the jingling anklets of a dancing girl who kept going up and down the street all day.

4.It was decided to hang the disciple in place of the merchant because.....

- (A) he was the real culprit.
- (B) he had not followed his guru's advice.
- (C) he was fat enough to fit the stake.
- (D) he was living in the town illegally.

5.Who was executed in the end?

- (A) The king and his minister.
- (B) The guru and his disciple.
- (C) The merchant and his father.
- (D) The bricklayer and the goldsmith.

Answer key

1. (A)
2. (D)
3. (D)
4. (C)
5. (A)

VERY SHORT ANSWER TYPE QUESTIONS

1. Why did the he disciple want to live the town because ?

Ans. food and everything else was so cheap there.

2. The merchant said that his wall fell because.....

Ans. the bricklayer had not built it right.

3. How was the thief killed?

Ans- The wall of the old house collapsed on his head as he was coming out of it with his loot.

4. What advice did the guru give to his disciple?

Ans-The guru advised his disciple to leave the kingdom of fools as soon as possible. He said that one could never anticipate the next move of the fools.

5. Who was made the new king after the previous king's execution?

Ans-The guru.

SHORT ANSWER TYPE QUESTIONS

1. What advice did the guru give to his disciple?

Ans:The guru advised his disciple to leave the kingdom of fools as soon as possible. He said that one could never anticipate the next move of the fools. The guru was a wise man. He was right in his predictions.

2. What magical power did the guru have?

Ans-The guru could see everything in a vision, he could see far, and he could see the future as he could see present and the past. Further, he could appear anywhere at any time as happened in the story when the disciple remembered him, he appeared to save him from the stake.

3.How did the kingdom of fools different from any other place?

Ans- The kingdom of fools was different from other place because It was governed by an idiot king and his silly minister. They made some strange laws according to which people had to work at night and sleep during the day. Even the cattle were made to sleep during the day. In addition, everything in the kingdom of fools should be sold for one duddu (one rupee).

4.Who is the real culprit according to the king? How does he escape from the punishment?

Ans-According to the king, the rich merchant was the real culprit. He had inherited everything from his father, the riches as well as the mistakes. The king had got a special stake made for him. However, he was too thin to be properly executed. Hence, the king changed the order and asked for a fat man who would fit the stake. Thus, the merchant escaped the punishment.

5. What are the Guru's words of wisdom? When does the disciple remember them?

Ans- The Guru was full of wisdom and knew well that the unpredictable behaviour of the fools could create danger anytime. The Guru's words were, "They are all fools. This won't last very long, and you can't tell what they'll do to you next". The disciple remembered them when he was arrested by the men of the king to execute merely because he fitted the stake. It was because of the Guru's words of wisdom that the execution was postponed.

ASSERTION AND REASON QUESTIONS

DIRECTION: In each of the following questions, a statement of Assertion is given followed by a corresponding statement of Reason just below it. Of the statements, mark the correct answer as

- (a) Both assertion and reason are true and reason is the correct explanation of assertion.
- (b) Both assertion and reason are true but reason is not the correct explanation of assertion.
- (c) Assertion is true but reason is false.
- (d) Assertion is false but reason is true
- (e) Both Assertion and Reason are false.

1. Assertion: Disciple disobeyed his guru and decided to stay in the kingdom of fool.

Reason : Everything in the kingdom of fools was cheap and could be bought in 1 duddu.

Ans -(a) **Both assertion and reason are true and reason is the correct explanation of assertion.**

2.Assertion :Goldsmith was hiding in a corner of his shop.

Reason : King's bailiffs was searching the goldsmith to complete the order of jewellery given by three dancing Girl.

Ans- (c) **Assertion is true but reason is false.**

LONG ANSWER TYPE QUESTIONS

1.What was the trial about? Name all the people who are tried in the king's court, and give the reasons for their trial.

Ans- The trial was about the death of a thief who died while coming out of a house. The wall of the house was very old and collapsed on him. The king wanted to fix the responsibility on a person responsible for his death.

The merchant was the first person to be tried in the king's court because the wall in his house had collapsed and had killed the thief.

The next person to be tried was the bricklayer because the merchant had claimed that his bad workmanship had led to the making of a weak wall.

Then, the dancer was accused of distracting the bricklayer by the jingling of her ankles when she walked up and down the street during the construction of the wall.

Next, the goldsmith was accused of calling the dancer time and again for picking up her jewellery. Then, the merchant's father was blamed for pressurizing the goldsmith to complete his order first.

Finally, the blame came back to the merchant who had inherited the house (where the thief died) from his father

2.'One should not be greedy'. How did greed bring the disciple and the foolish king and his minister in trouble?

Ans-Greed is a vice. It is true that one should not be greedy. A greedy person can never be happy and content in life.. In the story 'In the Kingdom of Fools' all the three persons suffered because of their greed. The disciple suffered for his greed for food. He found the

food very cheap and decided to stay in the kingdom of fools. He disobeyed his guru who had advised him to leave the country. , Not only the disciple but the king and his minister were also greedy and became the victim .It was his greed for food that put him in trouble. He became the victim of the foolishness of the king. He was arrested and sentenced to death. The King wanted someone to be executed for a crime which was not committed at all. The disciple fit his requirement. So he was in trouble. If he had not been greedy, , he would have left the kingdom like his guru. But his greed for food put him in trouble.

Similarly, Both the King and his minister wanted to grab the power and luxury in their next birth. They wanted to reborn as the king and the minister. The Guru knew their weakness. Greed was their weakness. He used their weakness to saw his disciple. The Guru told the King that the stake was the stake of God of Justice. Whoever died first would be reborn as the King of that country and whoever died next, would be the minister. Both were trapped in greed and, as a result, died.

3. ' it is always risky to live among fools? Elaborate your answer with reference to the story 'In the Kingdom of Fools.'

Ans-One never knows what a fool has in his mind. So. it is always risky to live among fools. The guru in the story tells his disciple, "The king and the minister are all fools. They won't last very long, and you can't tell what they'll do to you next." Their behavior is not predictable. The disciple did not follow the advice of his guru and was in trouble. He remembered Guru's words when he was arrested by the men of the king to execute merely because he fitted the stake. The king, the most foolish creature of the kingdom, had a unique way of judgment. He did not apply his mind when deciding cases. Finally, he became victim of his own foolishness and died.

4"Guru was a wise man". How does the story reflect it?

Ans-The story clearly reflects the guru was a wise man. The guru had advised his disciple not to stay in the kingdom as the people were foolish and only bad could happen. As the disciple thought that the future is uncertain, he did not pay any heed to his Guru and stayed on. When he was imprisoned by the King's men, he realized the significance of his guru's words and repented not following it. Then, the guru was able to save his disciple through a very clever plan. He tricked the king and the minister into believing that the one to be executed will be the king and the minister in the next life. This way, the king willingly set the guru and the disciple free and got himself and his minister executed. This way, the guru not only saved

his disciple's life but also the lives of the people living in the kingdom. Finally, when the people asked him to become their king, he made the kingdom a normal city.

SELF PRACTICE QUESTIONS

1. How does the Guru manage to save his disciple's life?

2. You are the disciple in the story, "Kingdom of the fools". You are in trouble as you are about to be hanged. You decide to write a letter to your Guru regretting your decision to stay in the kingdom of fools and requesting him to help you. Write the letter in 80 words.

3. Write a character sketch of Guru and his disciple.

4. Write a character sketch of the foolish king.

5. Decisions should be made with a cool and rational mind. Discuss the statement with reference to the story "In the Kingdom of Fools".

Answer key

1. Ans. The Guru arrived on time to save his disciple and created a drama. He told the king that it was not an ordinary stake and whoever went to the stake first would become the king in next life. The second to die would become his minister. The king wanted to avail himself of the opportunity. The Guru and his disciple were released. Thus the Guru managed to save his disciple's life.

2. Respected Guru ji,

I am writing you with a heavy heart as I am completely depressed and ruined. I am sorry that I disregarded your advice to leave this Kingdom of Fools. I am facing the consequences of being greedy here. I regret not paying heed to your advice. I fell a prey to my temptation for cheap and tasty food. Guruji now I have trapped in a serious problem and will shortly be hanged by the foolish king. You are my only hope who can save me from the situation.

I request you to kindly come here at the earliest and save my life. I promise in future I will always pay heed to your advice, keep myself in control and will think logically before taking any decision.

Yours disciple.

3. Guru is depicted as a wise and intelligent individual who possesses a deep understanding of the world around him. He is portrayed as a teacher and mentor figure to the other characters in the story. In terms of personality, Guru is patient, calm, and composed. He has a knack for analysing situations and offering insightful advice. He possesses a keen sense of observation and possesses the ability to see beyond the superficial. Guru's intellect and

wisdom make him stand out from the other characters in the story. He comes to the rescue of his disciple.

The disciple is greedy in nature because he gets attracted to cheap food in the kingdom. He is arrogant as he ignores his guru's advice of danger in the kingdom. He is also fearful in nature as he gets scared at the thought of being executed by the foolish king but he knows that his guru will save him.

4 .In the story, "Kingdom of fools" all the people in the kingdom are fools. They don't have any sense of time and discipline. The fooliest person in the kingdom is the "king". The king has an unusual way of solving cases. Whatever comes to his mind is deemed as a decision. He laid various foolish orders for his subjects with the help of his equally foolish minister. For example, once he ordered that the people in his kingdom should sleep throughout the day and stay awake at night. In another instance, the king also did not have the brains to realize that he would die if he followed what a guru who had just come to the kingdom with his disciple. He blindly believed the guru when the latter said that the first person to be executed on a particular stake would be reborn as a king. He wanted to die first and insisted on getting executed first.

5. The story, "In the Kingdom of Fools" teaches us an important lesson that decisions should be made with a cool mind and rational thought. Hasty decisions always have dangerous consequences. The disciple got tempted by the cheap goods available in the Kingdom of Fools and did not heed his guru's advice. Instead of thinking rationally, he made a hasty decision to stay back. Ultimately he fell a victim to the senseless judgment of the foolish king and came on the verge of losing his life. If he had taken some time to review his desire to stay back, he would have certainly realized the importance of the guru's advice. The king's and his minister's decision too was in haste that cost them their lives. If they too had reviewed their decision of going to the stake to fulfil their greed to be the king and minister in their next life, they would have certainly lived on as the king and the minister. Thus, the story emphasizes the value of making decisions wisely by weighing all the pros and cons. A hasty or a foolish decision can have disastrous consequences.

THE HAPPY PRINCE

Chapter- 5

by Oscar Wilde

Central Theme: The Power of Love, Compassion, and Sacrifice

Branches:

1. **The Happy Prince (Statue):**

- Adorned with gold and jewels
- Once unaware of his people's suffering
- Now sees their misery from his high perch
- Desires to help the poor and needy

2. **The Swallow:**

- Initially self-centered and focused on reaching Egypt
- Befriends the Happy Prince
- Moved by the Prince's compassion
- Agrees to become his messenger

3. **Acts of Kindness:**

- Ruby given to the seamstress
- Sapphire given to the playwright
- Sapphires given to the match girl and another person
- Gold leaf distributed to the poor

4. **Transformation and Sacrifice:**

- The Happy Prince loses his beauty as he gives away his adornments
- The Swallow delays his journey, eventually sacrificing his life for the Prince

5. **Outcome:**

- The townspeople melt down the statue, not recognizing its value
- God recognizes the true worth of the leaden heart and the dead bird
- The angel brings them to Heaven as the most precious things in the city

Additional Connections (Themes):

- **Social Inequality:** The story highlights the disparity between the rich and the poor.

- **Empathy and Understanding:** The Happy Prince and the Swallow learn to understand and empathize with the suffering of others.
- **True Value vs. Appearance:** The story questions the value society places on appearances versus inner worth.
- **Selflessness vs. Selfishness:** The characters' actions showcase the contrast between selflessness and selfishness.

Key Quotes:

- "I am waited for in Egypt." (Swallow)
- "Swallow, Swallow, little Swallow, will you not stay with me for one night and be my messenger?" (Happy Prince)
- "As he is no longer beautiful he is no longer useful." (Town Councillor)
- "Bring me the two most precious things in the city," said God to one of His Angels; and the Angel brought Him the leaden heart and the dead bird. (God)

This mind map provides a visual overview of the story's key elements, helping students grasp the plot, characters, and themes more effectively.

SUMMARY

THE HAPPY PRINCE

"The Happy Prince" is a touching story by Oscar Wilde about a beautiful statue adorned with gold leaves and jewels, standing high above a city. Once alive, the prince lived a life of luxury, unaware of the suffering of his people. Now, as a statue, he can see their poverty and misery. He befriends a little swallow, who is on his way to Egypt for the winter, and asks the bird to become his messenger.

The Happy Prince instructs the swallow to take the ruby from his sword hilt to a poor seamstress, the sapphires from his eyes to a struggling playwright, and the gold leaves from his body to the needy children in the city. With each act of kindness, the Happy Prince loses his beauty.

The swallow delays his journey to Egypt, sacrificing his warmth and comfort to help the prince. Despite the growing cold, the swallow continues to carry the prince's gifts to those in need. As winter approaches, the swallow grows weaker and eventually dies at the feet of the Happy Prince.

The townspeople, seeing the statue's tarnished appearance, decide to melt it down. However, the prince's leaden heart, which did not melt in the furnace, is thrown away with the dead swallow. An angel, sent by God to find the most precious things in the city, brings the heart and the dead bird to heaven, recognizing their true worth.

POINTS TO REMEMBER - THE HAPPY PRINCE

Characters:

The Happy Prince, the Swallow, the seamstress, the playwright, the match girl, the Angel.

Setting:

A city filled with both wealth and poverty

Themes:

- The power of love, compassion, and sacrifice
- True beauty lies within
- The importance of helping others
- Social inequality and injustice

Key Symbols:

- The Happy Prince's statue: Represents beauty, compassion, and sacrifice
- The Swallow: Represents loyalty, friendship, and selflessness
- The ruby, sapphires, and gold leaves: Symbolize wealth and the potential to alleviate suffering
- The leaden heart: Represents true love and compassion

MCQS - THE HAPPY PRINCE

1. Where was the statue of the Happy Prince located?
 - a. In a park
 - b. On a bridge
 - c. On a tall column
 - d. In a palace courtyard
2. What was the Happy Prince adorned with?
 - a. Diamonds and pearls
 - b. Thin leaves of fine gold

- c. Rubies and emeralds
 - d. Silver and sapphires
3. Why did the little swallow decide to stay with the Happy Prince?
- a. He was afraid to fly to Egypt alone.
 - b. He wanted to help the Prince distribute his riches.
 - c. He felt sorry for the Prince's sadness.
 - d. He found the statue to be beautiful.
4. What did the Happy Prince give to the seamstress?
- a. A ruby
 - b. A sapphire
 - c. A gold leaf
 - d. A pearl
5. Why did the Happy Prince send a sapphire to the young playwright?
- a. To help him buy food
 - b. To cure his illness
 - c. To finish his play
 - d. To travel to another city
6. What did the swallow do with the sapphires from the Happy Prince's eyes?
- a. He kept them for himself
 - b. He gave them to a rich merchant
 - c. He dropped them into the river
 - d. He gave one to a match girl and another to a playwright
7. Why did the Happy Prince ask the swallow to stay with him for one more night?
- a. To keep him company
 - b. To tell him stories of Egypt
 - c. To help him give away his remaining gold leaf
 - d. To protect him from the cold
8. What did the swallow see when he flew over the city for the last time?
- a. Rich people enjoying themselves
 - b. Poor people suffering
 - c. Children playing in the streets
 - d. Both a and b

9. What happened to the leaden heart of the Happy Prince?
- a. It was melted down with the statue
 - b. It was buried with the swallow
 - c. It was given to the poor
 - d. It was thrown away
10. What did the angel consider to be the two most precious things in the city?
- a. The leaden heart and the dead bird
 - b. The ruby and the sapphires
 - c. The gold leaf and the statue
 - d. The mayor and the town councilors

Answers

- 1. c (On a tall column)
- 2. b (Thin leaves of fine gold)
- 3. c (He felt sorry for the Prince's sadness)
- 4. a (A ruby)
- 5. c (To finish his play)
- 6. d (He gave one to a match girl and another to a playwright)
- 7. c (To help him give away his remaining gold leaf)
- 8. d (Both a and b - Rich people enjoying themselves and poor people suffering)
- 9. a (It was melted down with the statue)
- 10. a (The leaden heart and the dead bird)

Questions

Reading Comprehension:

1 Inferential: Why was the Happy Prince called "happy" during his lifetime, even though he never experienced the suffering of his people? What does this suggest about the nature of happiness?

2 Vocabulary in Context: Explain the meaning of the word "alms" as used in the story. How does the act of giving alms relate to the theme of compassion in "The Happy Prince"?

3 Summarizing: In your own words, summarize the interaction between the Happy Prince and the Swallow. How does their relationship develop throughout the story?

4 Analyzing Character: Compare and contrast the characters of the Happy Prince and the Swallow. How do their perspectives on life and their actions reflect their different natures?

Writing:

1 Persuasive: Imagine you are the Swallow. Write a letter to a friend explaining why you choose to stay with the Happy Prince instead of migrating to Egypt.

2 Narrative: Create a short story from the perspective of one of the people who received help from the Happy Prince. Describe how the gift impacted their life.

3 Descriptive: Using vivid language, describe the city as seen from the top of the column where the Happy Prince stands. How does the setting contribute to the story's atmosphere?

4 Reflective: Write a journal entry from the perspective of the Happy Prince after the Swallow has left for Egypt. How does he feel about his actions and the sacrifices made?

Critical Thinking & Application:

1 Making Connections: How does "The Happy Prince" relate to real-world issues of poverty, inequality, and social responsibility?

2 Evaluating: Do you think the ending of the story is happy or sad? Justify your answer with evidence from the text.

3 Synthesizing: If the Happy Prince were alive today, what kind of actions do you think he would take to help others? Explain your reasoning.

4 Creating: Design a monument or memorial dedicated to the Happy Prince and the Swallow. Explain the symbolism you would use to represent their qualities and actions.

Answers

Reading Comprehension:

1 Inferential: The Happy Prince was called "happy" during his lifetime because he lived in a palace shielded from the suffering of his people. This suggests that happiness can be superficial and that true happiness comes from understanding and empathizing with others' pain.

2 Vocabulary in Context: "Alms" refers to money or food given to the poor. The act of giving alms represents compassion and the desire to alleviate the suffering of others, a central theme in the story.

3 Summarizing: The Happy Prince and the Swallow form a unique bond. The Prince, now a statue, enlists the Swallow's help to distribute his jewels to the needy. The Swallow, initially reluctant, is moved by the Prince's compassion and stays to help, ultimately sacrificing his life.

4 Analyzing Character: The Happy Prince is compassionate and selfless, willing to sacrifice his beauty to help others. The Swallow is initially self-centered but learns empathy and compassion through his interactions with the Prince.

Writing:

1 Persuasive: (As the Swallow) "Dear friend, I cannot leave the Happy Prince. Though Egypt calls, his compassion for the suffering people of this city has touched my heart. I stay to help him, for I've learned that true happiness lies in helping others."

2 Narrative: (From the perspective of a receiver of the ruby) "The ruby brought by the kind bird was a miracle. It allowed me to buy medicine for my sick child, who finally recovered. The jewel's warmth filled our hearts with hope and gratitude."

3 Descriptive: "From atop the column, the city sprawls like a patchwork quilt. Grand avenues glitter with lights, while dark alleyways conceal the misery of the poor. The river shimmers like a silver ribbon, winding its way through the heart of the city."

4 Reflective: (Happy Prince's journal) "The Swallow is gone, and with him, my eyes and golden coat. Yet, I feel a strange sense of fulfillment. My sacrifice has brought joy to others, and perhaps that is the true meaning of happiness."

Critical Thinking & Application:

1 Making Connections: "The Happy Prince" mirrors real-world issues like poverty, inequality, and the responsibility of those in power to help the less fortunate. It encourages readers to reflect on their own role in society.

2 Evaluating: The ending is bittersweet. The Prince and Swallow are dead, but their sacrifice has brought happiness to others. It's a sad ending, yet there's a sense of hope and redemption.

3 Synthesizing: The Happy Prince would likely work with charities, advocate for social justice, and encourage others to use their wealth and influence to uplift the poor and marginalized.

4 Creating: A monument could depict the Happy Prince and Swallow together, symbolizing their unity and shared mission. The Prince's missing jewels could be replaced with glowing lights, representing the hope and joy they brought to others.

THE LAST LEAF : O. HENRY

Chapter-7

VALUE POINTS

1. In this story 'The last leaf, the author tells us that our positive thoughts work as a remedy for our illness.
2. Sue and Johnsy were two friends and shared a small flat.
3. Johnsy suffered from Pneumonia, medicines did not act upon her illness.
4. Johnsy thought that she would die with the fall of the last leaf on the creeper.
5. Sue suggested her not to think so and informed an old artist Behrman about Johnsy's illness.
6. Behrman painted an artificial leaf on the wall.
7. Johnsy peeped out through the window to see whether the last leaf had fallen or not, the leaf was still on the creeper.
8. She said that the leaf had become green and healthy and hence it would neverfall.
9. Johnsy also started thinking positively and started recovering.
10. But Behrman had died due to cold on that night.

COMPREHENSION PASSAGES

Extract-1

"To take Johnsy's mind off her illness, she whistled while working."

Suddenly Sue heard Johnsy whisper something. She quickly rushed to bed and heard Johnsy counting backwards."

1. Name the lesson.
 - a) The Happy Prince
 - b) The Lost Child
 - c) The Last leaf
 - d) The Beggar
2. What illness is Johnsy suffering from?
 - a) Flu
 - b) Corona
 - c) Cancer
 - d) Pneumonia

3. What is she counting backwards?
 - a) The stars
 - b) The falling leaves
 - c) The birds
 - d) The marbles
4. Who was whistling?
 - a) Johnsy
 - b) Sue
 - c) Behrman
 - d) The doctor
5. Find a word from the passage that means the same as 'say something in a very low voice'.
 - a) whistled
 - b) whisper
 - c) rushed
 - d) backwards

ANSWER KEY Extract-1

1. C. The Last leaf
2. d. Pneumonia
3. b The falling leaves
4. b. Sue
5. b. whisper

Extract-2

"The Doctor said, Johnsy it seems, has made up her mind that she is not going to get well. If she doesn't want to live, medicines will not help her."

1. Who is the doctor talking to?
 - a) Johnsy
 - b) Sue
 - c) Behrman
 - d) Lushkoff

2. What was Johnsy's disease?
- a) Flu
 - b) Corona
 - c) Cancer
 - d) Pneumonia
3. Why does the doctor say, "..... medicines will not help her."
- a) because medicines were not good enough.
 - b) because her illness has no cure.
 - c) because she made up her mind that she will not get well
 - d) none of these
4. Who does not want to live?
- a) Johnsy
 - b) Sue
 - c) Behrman
 - d) Lushkoff
5. Write the phrase from the passage which means 'decide'.
- a) to not help
 - b) to get well
 - c) want to live
 - d) make up her mind

Extract-2 ANSWER KEY

- 1.b. Sue
- 2.d Pneumonia
- 3. C. because she made up her mind that she will not get well
- 4.a. Johnsy

Extract-3

"I am not hungry. Now there are only four leaves left. I want to see the last one fall before it gets dark. Then I will sleep forever."

1. Who is the speaker in the given lines?
- a) Johnsy
 - b) Sue

c) Behrman

d) Lushkoff

2. With whom is the speaker talking to?

a) Johnsy

b) Sue

c) Behrman

d) Lushkoff

3. What does the speaker want to do?

a) Wants to see the last leaf falling

b) Wantstoseethesun rise

c) Wants to see the sun set

d) Wants to see flowers

4. How many leaves were left?

a) 6

b) 5

c) 4

d) 3

5. What is meant by 'sleep forever'?

a) Sleep all day

b) Sleep for 4 days

c) Sleep while sun is doing the work

d) Death

Extract-3 ANSWER KEY

1. a. Johnsy

2 .b. Sue

3. a. Wants to see the last leaf falling

4. c. 4

5.d. Death

Short Questions

1. What is Behrman's masterpiece ? What makes Sue say so ?

Ans.The painting of leaf on a wall is his master piece, Which saves the life of Johnsy.

It has saved the life of Johnsy, so it is called masterpiece by Sue.

2.How did Sue try to revive Johnsy's interest in things around her?

Ans:Sue talked about clothes and fashions to draw Johnsy's interest in things around her. She also moved her drawing-board to Johnsy's room and whistled as she painted, to keep Johnsy's mind off her illness.

3. 'I'm tired of waiting.' Why did Johnsy say so to Sue?

Ans: johnsy wanted Sue to finish her painting quickly so that she could see the last leaf fall. She believed that she would die with it but this was taking too long. She became tired of waiting for the last leaf to fall.

4 . Why was Sue nervous and reluctant while drawing the curtains on the morning after the storm?

Ans: Sue was nervous because she was certain that the last leaf had fallen at night. This could make Johnsy quit all hope of survival as she had associated her death with the falling leaves of the ivy creeper.

5 .What saved Johnsy's life? The last half painted by Behrman on the wall opposite Johnsy's?

Ans: window saved her life. The leaf was a true replica of the last leaf hanging on the ivy creeper. Johnsy mistook it to be a real leaf and felt that she had been wicked and it was a sin to want to die.

6.'It looks quite green and healthy'. What were the cause of the leaf's colour and freshness?

Ans: The last leaf on the ivy creeper looked quite green and healthy because it was not a real leaf, but a painted one. Behrman had painted it overnight to help save Johnsy's life.

Long Questions:

1. 'The Last Leaf is a story of supreme sacrifice. Explain.

Value points

Behrman's supreme sacrifice.

Poor old artist, had a dream to paint a masterpiece

Johnsy linked her life to the falling ivy leaves

Behrman decided to paint the leaf

Painted a real-looking leaf

saved Johnsy's life but he himself died.

2. What is the role of our thoughts in making our life happy?

Value points

Thought shape our action.

- . Person with good thoughts enjoys life.**
- . Pessimistic and negative thoughts ruin life**
- . Makes our life depressing**
- . Positive thoughts make us happy.**
- . Lead us to the right path.**

3. Write a character sketch of Behrman.

4. Describe the role of Sue in saving her friend's life.

A HOUSE IS NOT A HOME

Chapter-8

-Zan Gau dioso

Value Points

- In the story 'A House is not a Home', the author tells us to encounter the challenges and problems of our life boldly.
- After leaving his high school the author was sent to a new school and in that new school, the author felt isolated and sad.
- The house of the author caught fire and everything in the house was burnt.
- The author's mother had to borrow money from author's grandfather.
- The author rented an apartment and used to go to his house, hoping that he would find his cat.
- His classmates in the new school helped him in many ways with textbooks and other usual things.
- Author's new neighbours helped him.
- After a few days a woman came to him with his cat.
- Now the author felt happy and regained a new life.

COMPREHENSION PASSAGES

Extract-1

1. "I didn't want to grow up, change or have to handle life it was going to be this way. I just wanted to curl up and die."
1. Name the lesson.
 - a) The Last Leaf
 - b) The Lost Child
 - c) A House is Not a Home
 - d) The Adventures of Toto
2. Who is the speaker here?
 - a) A teenager
 - b) An old man
 - c) A small boy
 - d) A middle aged man

3. What is the mood of the speaker?
 - a) Optimistic
 - b) pessimistic
 - c) happy
 - d) sad
4. Why did the speaker want to die?
 - a) Unable to perform well in exams
 - b) Lost all his money
 - c) Unable to cure his disease
 - d) Unable to handle the changes in life
5. Which word in the passage means 'manage'.
 - a) grow
 - b) handle
 - c) curl
 - d) change

Extract-2

2. "People who had never spoken to me before were coming up to me to introduce themselves. I got all kinds of invitations to their houses. Their genuine outpouring or concern really touched me."
 1. Who is the speaker in the above lines?
 - a) A teenager
 - b) An old man
 - c) A small boy
 - d) A middle aged man
 2. Why is he getting all kinds of invitations?
 - a) Due to family function
 - b) His birthday was near
 - c) He had new games
 - d) Due to genuine concern
 3. How is the speaker feeling now?
 - a) Angry
 - b) Sad

- c) Touched
 - d) Indifferent
4. Who invited the speaker?
- a) His neighbours
 - b) His grandparents
 - c) His schoolmates
 - d) None of these
5. Give the opposite of 'genuine'.
- a) Punctual
 - b) Fake
 - c) Brave
 - d) Weak

Extract-3

3. "It always seems that bad news spreads quickly, and in my case it was no different. Everyone in high school, including that teachers, were aware of my plight."
1. What was the 'bad news'?
- a) His father had died
 - b) His house was burnt
 - c) His house was robbed
 - d) His mother had died
2. What was the author's plight?
- a) He had no clothes
 - b) He had no books
 - c) He had no shoes
 - d) All of these
3. Name the lesson
- a) The Last Leaf
 - b) The Lost Child
 - c) A House is Not a Home
 - d) The Adventures of Toto

4. Where was the speaker studying?
 - a) Primary school
 - b) Elementary school
 - c) High school
 - d) College
5. Provide a word from the passage that means the same as 'sad condition'.
 - a) spreads
 - b) aware
 - c) different
 - d) plight

Short Questions

1. What does the author notice on one Sunday ? What is his mother's reaction? What does she do ?

Ans. One day the author notices some smoke coming from the roof. His mother runs into the yard and enters the house and brings the small metal box full of important documents.

2. Why does he break down in tears after the fire?

Ans. He breaks down in tears because his house is burnt. Besides it, his cat is lost somewhere.

3. Why is the author deeply embarrassed the next day in school ? Which words show his fear and insecurity ?

Ans. It was so because his clothes were weird. He had no shoes. He had no books and home work. The expression of sadness reveals all this.

4. The cat and the author are very fond of each other. How has this been shown in the story? Where was the cat after the fire?

Ans. The cat was very fond of the narrator. It tried to sleep in his pocket. When the fire took place, it took shelter in a kind lady's house. In the end the cat was with the author.

5. How did the company of friends change the life of the narrator ?

Ans. The narrator was all alone with his mother after the fire accident. But in new school everybody helped him and he did not feel alone. Besides

it, after a few days, he got his cat from a lady and he became like an alive person.

6. **How did the narrator realise that he was not alone in the world?**

Ans: Unfortunately, a fierce fire had burnt down the narrator's house. He had lost everything in the fire and become deserted. But he went to school the following day and found that his friends were also worried about this incident. They gave him many things. Thus, the feeling of his insecurity gradually vanished and he realised that he had many friends to decrease his problems. He became open up to all the wonderful people around him.

7. **How did the author's feelings of loss and tragedy seem to diminish?**

Ans: The author felt gratitude for life, his new friends, the kindness of the woman who had rescued his cat and certainly for the life of his beautiful cat. This gratitude diminished his feelings of loss and tragedy.

Long Questions:

1. On the basis of the reading the lesson 'A house is not a home' give your views on the topic, 'How should we encounter the challenges and problems of life.'
2. What actions of the schoolmates change the author's understanding of life and people, and comfort him emotionally? How does his loneliness vanish and how does he start participating in life?
3. What is the meaning of "My cat was back and so was I"? Had the author gone anywhere? Why does he say that he is also back?

Self Practice Exercise :

1. Write a diary entry expressing your feelings when you lost your pet.
2. Describe the title, 'A House is not a home.'

ANSWER KEY

COMPREHENSION PASSAGES

Extract-1

1. c) A House is not a Home
2. a) a teenager
3. b) pessimistic
4. d) unable to handle the changes in life
5. b) handle

Extract-2

a) a teenager

1. d) due to genuine concern
2. c) Touched
3. c) his schoolmates
4. b) fake

Extract-3

1. b) his house was burnt
2. d) all of these
3. c) A house is not a Home
4. c) High school
5. d) plight

LONG QUESTIONS (VALUEPOINTS)

- We shouldn't lose patience Think about solutions peacefully.
 - Try to consult friends and family members Share our problems
 - Make efforts to find solution
2. · Feels sad on losing a pet
· Cannot forget it

- Realize its value and importance
- Look at its old photos
- Feel sad, disturbed
- No peace of mind

3. Zan's cat brought back home after more than a month of absence.

- She had run away due to fear of fire and could not be brought back early as her collar had those phone numbers that had got disconnected due to the fire.
- .Zan too was back to his normal cheerful life.
- His absence was emotional unlike the physical absence of his cat.
- Zan says that he is also back since he wants to point out the return of his faith in the goodness of life.
- He had drifted away from joys of friendship and comfort of familiarity on moving to a new school. By the time his cat returned, his gratitude for life had also returned in the company of new friends.

Summary:

This is a moral story in which an arrogant self-righteous lawyer thinks that he has saved the life of a beggar by teaching him how to work for a living.

Advocate Sergei meets a beggar Lushkoff who used to beg posing as a school teacher. Sergei recognized that he had met him in Sadovya Street, a few days ago and introduced himself as a student. Sergei warned him.

Later, Sergei takes a pity on him and offers him a job at his house. Sergei asked Lushkoff to chop woods for him. He asked his servant, Olga, to look after him. Lushkoff was very weak. He could not do any hard work. Olga found him incapable of chopping the wood. She rebuked him but she was very sympathetic to him. She wept for him. Olga decided to help him. She worked in his place and informed Sergei that he had done his work. She made him get half a rouble.

Sergei asked Lushkoff to come to work on the first of every month. Lushkoff was always rebuked by Olga for his inefficiency. But it was Olga only who helped him in his work.

Once Sergei asked Lushkoff to help in the shifting of house. He looked weak and unhealthy. Sergei thought that he should not put him to hard work and decided to send him to his friend for an easier job. Lushkoff got a more respectable job.

After two years, Sergei met Lushkoff in a theatre. He was well dressed and looked healthier. He had become a notary and was earning thirty-five roubles a month.

Sergei felt good. Lushkoff thanked Sergei for his kind words and deeds. He disclosed that it was Olga who helped and set him right. It was Olga's self-sacrifice, not the lawyer's good deeds that inspired the man to change his life and he started working seriously. He would never forget her. Olga's words and actions had brought a change in him. She made him quit drinking.

Lushkoff expressed his gratitude to Sergei and Olga. He bid him Goodbye and departed for work.

COMPREHENSION PASSAGES

Extract-1

“The advocate, Sergei, looked at the sagged fawn coloured overcoat of the suppliant, at his dull drunk eyes, at the red spot on either cheek and it seemed to him as if he had seen this man somewhere before.”

1. Name the lesson.
 - a) The Lost Child
 - b) The Last Leaf
 - c) The Accidental Tourist
 - d) The Beggar
2. What kind of a man did Sergei meet?
 - a) A School Teacher
 - b) A musical choir member
 - c) A dull drunk Beggar
 - d) A Student
3. What did he feel after seeing that man?
 - a) He was happy
 - b) He was angry
 - c) He was sympathetic
 - d) He had seen him before
4. Which among the following is not correct?
 - a) The beggar had drunk eyes
 - b) The beggar had red spot on the cheek
 - c) The beggar was wearing fawn coloured overcoat
 - d) The beggar was telling the truth
5. Find the word which mean the same as ‘one who make request’
 - a) Advocate
 - b) Sagged
 - c) Suppliant
 - d) None of the above

Extract-2

“It was obvious from his gait that he had consented to go and chop wood not because he was hungry and wanted work but simply from pride and shame and because he had been trapped in his own words.”

1. Who is 'he' in these lines?
 - a) The advocate
 - b) The beggar
 - c) The cook
 - d) The teacher
2. What work did he get?
 - a) Cleaning house
 - b) Cooking food
 - c) Washing clothes
 - d) Chopping wood
3. Why was the beggar compelled to work?
 - a) Because he was poor
 - b) Because he wanted to earn
 - c) Because he was trapped in his words
 - d) None of these
4. Who gave the work to the beggar?
 - a) The cook
 - b) The advocate
 - c) The teacher
 - d) The musician
5. Give the adjective of 'pride'
 - a) Proud
 - b) Proudly
 - c) Prider
 - d) prides

Extract-3

“I can’t tell you, how much misery she suffered, how many tears she shed for my sake. But the chief thing was she used to chop wood for me”.

1. Who is ‘I’ in the above line
 - a) Olga
 - b) Sergei
 - c) Lushkoff
 - d) Prashant
2. Who is ‘she’ in above lines?
 - a) Sergei
 - b) Olga
 - c) Sue
 - d) Johnsy
3. How did she suffer?
 - a) She suffered from headache.
 - b) She became ill.
 - c) She closed herself in a room.
 - d) She shed many tears.
4. How did she help the beggar?
 - a) She chopped wood for him.
 - b) She gave him money.
 - c) She gave him food to eat.
 - d) She taught him to write.
5. Find a word from the passage that means the same as ‘pain’
 - a) Misery
 - b) Tears
 - c) Shed
 - d) Chop

VERY SHORT ANSWER QUESTIONS:

1. How did Sergei come to remember that he had met the beggar before?
2. What happened when Sergei threatened the beggar?
3. When did the beggar get embarrassed?

4. Why did Sergei call Lushkoff his 'Godson'?
5. Sergei says, "My words have taken effect". Why does he say so? Is he right in saying this?

SHORT ANSWER QUESTIONS:

1. How did Olga treat Lushkoff in the beginning? Why did she do this?
2. "I can't get along without lying", said Lushkoff. Do you agree with him? Give reason.
3. State why the author deliberately chose to describe the miserable plight of the beggar in such detail, even after the main character had found out his true identity.
4. State the importance of small incidents in elaborating the main ideas of the story with reference to the story 'The Beggar'?
5. How did Sergei test Lushkoff? Did he accept the job willingly?

LONG ANSWER QUESTIONS:

1. "Don't offer a fried fish to hungry boy, help him learn how to catch and fry a fish."
Do you think Sergei believed in this statement? What would have happened to Lushkoff if Sergei had given him money rather than offering him work?
2. Lushkoff goes through various experiences in life as narrated in the story 'The Beggar'. These experiences bring out several hidden traits in his character. Enumerate at least five of these traits.
3. Compassion and pity can bring positive changes in a human being. How does the story 'The Beggar' prove it?
4. Bad habits ruin a person. Lushkoff turned to begging because of his drinking habit ruin him? What lesson do you learn from his life?
5. What does Lushkoff mean by saying 'She set me right'? What qualities of his character are revealed here?

ASSERTION-REASON QUESTIONS:

1. Assertion (**A**): The Beggar was a born Shirker.

Reason (**R**): The beggar pretended to be a penniless teacher, obliged to beg.

Choose the correct option:

- 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 correct but **R** is not correct
- d) **A** is not correct but **R** is correct

2. Assertion (**A**): Sergei's cook Olga, was the epitome of compassion and humanity.

Reason (**R**): Her main intention was to change Lushkoff.

Choose the correct option:

- 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 correct but **R** is not correct
- d) **A** is not correct but **R** is correct

3. Assertion (**A**): The best way to help a needy person is to help him in learning trade.

Reason (**R**): If we keep on offering food to beggar, he/she becomes a permanent beggar.

Choose the correct option:

- 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 correct but **R** is not correct
- d) **A** is not correct but **R** is correct

4. Assertion (**A**): Bad habits ruin a person.

Reason (**B**): Lushkoff was sent away from the Russian choir for his drunkenness.

Choose the correct option:

- 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 correct but **R** is not correct
- d) **A** is not correct but **R** is correct

ANSWER KEY - THE BEGGAR

1. COMPREHENSION PASSAGE

Extract-1

1. d) The Beggar
2. c) a dull drunken beggar
3. d) He had seen him before
4. d) The beggar was telling the truth
5. c) suppliant

Extract-2

1. b) The beggar
2. d) chopping wood
3. c) because he was trapped in his words
4. b) The Advocate
5. a) proud

Extract-3

1. a) Lushkoff
2. b) Olga
3. d) She shed many tears
4. a) She chopped wood for him
5. a) misery

VERT SHORT ANSWER QUESTIONS:

1. Ans. When Sergei was addressed by Lushkoff, his eyes fell on his shoes, one of which was high and the other low. He suddenly remembered that he had seen him before.
2. Ans. When Sergei threatened the beggar, he exposed himself. He told the reality of his life. He was neither a teacher nor a student. All that was not true about him.
3. Ans. The beggar got embarrassed when the carters attacked him with sharp comments as he was pretending to be busy while packing and hauling of the furniture.
4. Ans. Sergei was proud of himself for making Lushkoff a respectable person. So he called him his Godson.

5. When Sergei shifted to another house, he hired Lushkoff to help in packing and hauling of the furniture. He paid him and remarked that he was happy he had learnt to earn through work.

SHORT ANSWER QUESTIONS:

1. Ans. Olga treated Lushkoff very harshly in the beginning. She rebuked him and called him a drunkard. She kept scolding him for his bad habits. But finally she chopped the wood for him. She behaved like that only to set him on a right path.
2. Ans. Lushkoff pleaded that he was helpless. He couldn't get along without lying. No one would give him anything when he told the truth. He was sent away for drunkenness from a Russian choir. There is an element of truth in it. It is true that no one would help him if he spoke the truth. But his drunkenness had made him so weak physically and mentally that he shirked any kind of hard work.
3. Ans. Sergei had recognized the fraudster and tried in vain to reform him into earning honest wages. But the beggar is reformed not by a chance to earn an honest living, but by the cook, who exemplified the dignity of labour by chopping all the wood assigned to the beggar for earning his living.
4. Ans. The author illustrates the wretchedness of the beggar by showing him to be a glib tongued liar immune to social insults, until the very unexpected end when he is touched by the actions of the diligent cook who does his work without expecting any expectations and impresses the beggar into reforming his ways.
5. Ans. Sergei challenged Lushkoff to work hard for a living. If he gave up begging, he was ready to give him the job of chopping wood for him. Lushkoff was trapped. Reluctantly, he accepted the job. Sergei called his cook, Olga to take him into the woodshed to chop wood there. Lushkoff shrugged his shoulders in perplexity. It was clear from his gait that he accepted the job not willingly but circumstances and hunger had forced him to do so.

LONG ANSWER QUESTIONS:

1. Ans. The best way to help a needy person is to help him in learning a trade. If we keep on offering food to a beggar, he/she becomes a permanent beggar. We should always try to find a work for them so that they learn to earn and live a dignified life. When Lushkoff approached Sergei, he was a beggar. Sergei could have given him money but he wanted him to work to live a dignified life. His help in the form of money would have made him a permanent beggar living a miserable life. But his offer of work changed his life forever. So it is true that we should not offer a fried fish to a hungry boy, we should help him learn to catch and fry a fish.
2. Ans. At the start, Lushkoff, though a educated man, was a weakling, given to self-pity, who spent his life begging, by concocting heart-wrenching stories about his condition. He was a drunkard turned away from a Russian choir because of his ways. He lacked will power to overcome his weakness and mend his ways. Lushkoff was insensitive to insults and treats and despite the cook's irritation at his inability to handle the menial task of chopping the wood, Lushkoff remained unfazed. Lushkoff was easily influenced by others and thus when the cook despite hurling insults and curses on him, had done his task of chopping the wood, for which Lushkoff was paid, he was a changed person. Lushkoff's mind was receptive to good example and when he saw the cook's behaviour he began to take the first steps towards reforming his ways, till he had completely turned over a new leaf.
3. Ans. Compassion and pity are the human values that can transform a person completely. To bring about the positive changes in a person with negative character traits, patience and love are required. The story has ample evidence to prove this statement. Olga was a social and sympathetic lady. She had the sense of humanity. She realized the miserable condition of Lushkoff and felt pity for him. She kept criticizing him in order to improve him. Lushkoff realized her noble feelings and a change took place in his heart. So, love and compassion of Olga and Sergei completely changed Lushkoff, a beggar by circumstances. He realized the importance of hard work and was able to live with dignity. It is because of the encouragement and empathy and sympathy shown by Olga and Sergei that brought positive changes in Lushkoff.

4. Ans. Lushkoff was a middle-aged man. He was beggar. He used to beg in abolished manner. Once he pretended to be a school teacher. Next time he pretended himself as a student. In fact, he was singer in Russian Choir. He was sent away from his drunkenness. He was a man ruined by his drinking habit which turned him to begging. His drinking habit made him physically and mentally incapable. He was so weak that he could not do any work offered by Olga or Sergei. He had to compromise with his self-respect. He had to feel ashamed of his habits. He had to beg. Bad habits initially may give pleasure, which is temporary but they bring disrepute, humiliation and ruin to a person in the long run.
5. By 'She' Lushkoff mean Olga who had set him right. Using the right means, she transformed his life. Lushkoff who lied to beg alms from people, made foul plans to cheat people was now a changed man. Olga played an important role in transforming Lushkoff. She went through lots of misery and cried a lot for him. Lushkoff who was a kind hearted man, melted with her words. He started working hard and took his work seriously. He believed in the power of goodness and honest means of livelihood. Lushkoff had become a notary and earned at least thirty-five roubles a month.

ASSERTION-REASON QUESTIONS:

1. b) Both **A** and **R** are true but **R** is not the correct explanation of **A**
2. c) **A** is correct but **R** is not correct
3. a) Both **A** and **R** are true and **R** is the correct explanation of **A**
4. a) Both **A** and **R** are true and **R** is the correct explanation of **A**

QUESTIONS FOR SELF ASSESSMENT:

1. Who was Olga? What did Sergei asked her to do?
2. Has Lushkoff became a beggar by circumstances or by choice?
3. What reason does he gave the Sergei for his telling lies?
4. Is Lushkoff a willing worker? Why, then, does he agree to chop wood for Sergei?
5. Lushkoff is earning thirty five roubles a month. How is he obliged to Sergei for this?
6. During their conversation Lushkoff reveals that Sergei's cook Olga, is responsible for the positive change in him. How has Olga saved Lushkoff?
7. Why did Sergei feel a little sorry and ashamed of himself?
8. How did Olga change Lushkoff?

9. Draw the character sketch of Sergei.
10. 'Society has power to reform a man'. Elucidate.

ANSWER KEY (SELF ASSESMENT)

1. Ans. Olga was a cook in the house of Sergei. Sergei requested Olga to take Lushkoff into the woodshed and let him chop wood.
2. Ans. He has become beggar only by choice.
3. Ans. It is because if he tells the truth no one will give him anything.
4. Ans. No, he is not willing worker. He agrees to chop wood for Sergei because he falls prey of his own trap.
5. Ans. It is because Sergei ends him to one of his friends where he works of copying and after a few days becomes a notary. For it , he is obliged to Sergei.
6. Ans. Because Lushkoff is weak, sick and inexperienced. She did all the work for him. He gave up drinking and started work because of her noble nature. Thus, Olga saved Lushkoff.
7. Ans. Sergei felt a little sorry and ashamed of himself when he realized that he had set such a man to work who spoiled and drunken. He also felt sorry for setting a sick man to work as menial labour in the cold.
8. Ans. Lushkoff was a beggar. He pretended to be a teacher and sometimes a student. He used to tell lies and got the people's support. One day Sergei caught his lie and brought him to his house. He asked him to chop the wood. But Lushkoff did not like to do that job. When Olga saw him glared at him angrily. She shoved him aside with her elbow. She was in anger and unlocked the shed moving ahead. Olga treated Lushkoff like son. She kept scolding him for his bad habits. She wanted to improve his condition. She did his work and gave him money. Lushkoff started respecting her. He accepted her advice and became a successful man again.
9. Ans. Sergei was middle-aged man. He was a lover of humanity. His nature was to help others in time of need. He was intelligent and had the capacity to recognize. He was boastful as well. He caught Lushkoff telling lies. He wanted to improve his condition. He asked Lushkoff to follow him and took him to his house. He kept Lushkoff with him for some time and sent him to a friend for another job. He felt satisfaction by doing deeds of public welfare. In his opinion one must be independent. God has

given us mental and physical power. Why should we not be self-reliant? He helped other people too. It was due to his efforts that Lushkoff could become a successful man.

10. Ans. Man is a social animal. One becomes antisocial when not get proper environment. Sometimes circumstances too compel us to choose a wrong path. Man is part and parcel of society. In our society, people from all spheres of life lead their lives peacefully. In the chapter it is the contribution of the society that improved the condition of Lushkoff. Good and bad people are always there. There have been great social reformers. They sacrificed their lives for the betterment of humanity. Even in recent times the noble people are involved in the public welfare deeds. They work with the sole motive of reforming those who have deviated from the right path.

INTERNAL ASSESSMENT-LISTENING SKILL

- ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.
- **Listening Skills:** The focus is to use the assessment of Listening Skills for improving learners' competency to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed for the Internal Assessment component of Listening:
 - i. Listening for Specific Information
 - ii. Listening for General Understanding
 - iii. Predictive Listening
 - iv. Inferential Listening
 - v. Listening for Pleasure
 - vi. Intensive Listening
 - vii. Evaluative Listening
 - Hence, the assessment items being prepared must assess the above.
- **Guidelines for Assessment in Listening and Speaking Skills:**
 - As part of Subject Enrichment Activities for Internal assessment, the Assessment of Listening and Speaking Skills will be for **03 marks**. It is recommended that listening and speaking skills should be regularly practiced. Art integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used.
 - Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf for details.
 - 1. Activities: Activities for listening and speaking available at www.cbseacademic.in can be used for developing listening and speaking skills of students. Teachers can

also use the NCERT book 'Interactions' available at the link:

<https://ncert.nic.in/pdf/publication/otherpublications/Interactions.pdf>

- 2 Subject teachers should also refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.
- **Parameters for Assessment:** The listening and speaking skills are to be assessed on the following parameters: a) Interactive competence (Initiation & turn taking, relevance to the topic). b) Fluency (cohesion, coherence and speed of delivery). c) Pronunciation d) Language (accuracy and vocabulary).
- **What Is Listening?**
- Listening is the ability of the listener to make a conscious effort to understand the speaker's
- message. It requires focus and attention and may come naturally to some more than others.
- Listening also requires the listener to resist the urge to comment or ask questions and
- understand the speaker's perspective without judgement. It is an essential skill that improves
- and builds human relationships.
-
- **Types Of Listening Styles**
- Listening is more than hearing someone speak. Depending on the scenario, a listener may embrace different forms of listening. Some common types of listening styles include:
- **Informational listening:** You may adopt it while learning something new. It requires you to critically think while listening to ensure you understand the context and the concept.
- **Sympathetic listening:** You may use it while consoling a friend, colleague or family member. It requires focusing on the speaker's tone, emotions and nonverbal cues to support them.
- **Therapeutic listening:** It requires you to understand the speaker's point of view while imagining yourself to be in their position. It is an empathetic form of listening.

- Critical listening: It is a style of listening you may adopt to analyse and solve problems. It requires understanding and processing complex information and drawing inferences to resolve issues.
- Biased listening: People adopt selective listening practices to hear specific information or to satisfy their existing biases. It is ineffective and can lead to distortion of facts.
- Discriminative listening: It is the first form of listening style that humans learn as babies. It relies on tone and subtleties of sound to understand emotions and meaning.
- Comprehensive listening: It is the type of listening that develops in early childhood. It requires minimal language skills and vocabulary to understand the message of the communication.
- **Given below are some exercises that will be instrumental in assessing listening skill.**
- **Instructions: The passage will be read to you once you receive the relevant questions. The questions need to be answered as per the given instruction and attentive listening to the speaker.**

Q1.) Listen to the passage read to you and write the most appropriate answer: (5 marks)

The dense forest stretched out before them, its canopy of green leaves blocking out the sunlight. As they ventured deeper into the woods, the air grew thick with the scent of earth and foliage. Every rustle of leaves and chirp of birds seemed to echo through the forest, creating an otherworldly atmosphere. Despite the sense of foreboding that hung in the air, there was an undeniable beauty to be found within the depths of the forest. Questions:

Questions:

- 1) What is the setting of the passage?
- 2) How is the forest described?
- 3) What fills the air as they venture deeper into the woods?
- 4) What creates an otherworldly atmosphere in the forest?
- 5) Despite the foreboding atmosphere, what beauty is found within the forest?

Q2.) Listen to the story read to you and write the most appropriate answer: (10 marks)

Gladys was at school in a small, quiet town in England. She was sixteen years old, and her father and mother were poor, and their house was very small. Maisie was Gladys's friend. She went to that school as well. Gladys said, "Maisie, I'm going to find a very rich man and I'm going to marry him. Then I'm going to have a beautiful house and a large garden, and a lot of clothes, and a lot of money." Maisie smiled and said, "Where are you going to find a very rich man, Gladys? There aren't any in our town." But Gladys was a very pretty girl. Her eyes were blue, and her hair was black and soft. She went to London, and then she went to America. She found a tall, very rich man there, and she married him. She was twenty-two years old then. Then she and her husband went to England. They went to Gladys's old house, and Maisie came there. Gladys said, "I've married a very rich man, Maisie, and I've got a beautiful house and a large garden and four gardeners. And I've bought a lot of clothes and I have money as well. My husband's got a plane too, and he flies it!" Maisie said, "A lot of people have got planes and fly them, Gladys." "In their house?" Gladys asked.

Questions:

- 1) Were Gladys's father and mother rich?
 - a) No, they were not. b) Yes, they were.
- 2) Did Gladys want to work in her small, quiet town?
 - a) No, she did not. b) Yes, she did.
- 3) Who did Gladys want to marry?
 - a) A rich man. b) A tall man.
- 4) Were there any very rich men in Gladys's town?
 - a) No, there were not. b) Yes, there were a lot. c) Yes, there were some.
- 5) Did Gladys marry in London, or in America?
 - a) In London. b) In America.
- 6) Was her husband a short man?
 - a) No, he was tall. b) Yes, he was.
- 7) Where did Maisie see Gladys again?
 - a) In America. b) In London. c) In their small town.
- 8) Whose house did they meet in?
 - a) Gladys's old house. b) Maisie's house.
- 9) Who flew the plane in this story?
 - a) Gladys did. b) Gladys's husband did.

10) Where did he or she fly it?

a) In the garden. b) In the house.

Q.3) Listen to the passage read to you and write the most appropriate answer: (10marks)

Joe was the son of a farmer. His father's farm was poor, and Joe worked on it for a long time, but then his father died, and Joe said, "I needn't stay here now. I'll sell this farm and buy one in a better place. Then I'll soon be rich." He bought a farm in the east of the country, but then Ms. new neighbours said to him, "The weather's often very bad here. The wind's very strong, and it breaks windows and doors. You must build a room under the ground, and then you and your family can go down there, and you'll be safe from the wind." So Joe built a room under the ground. It was a lot of work, because the ground was hard. But after that, the weather was good for a very long time. There was no wind, and Joe spoke angrily. He said, "Why did I listen to my neighbours? I didn't have to make that room under the ground. The wind never blows strongly here." But then one day there was a very strong wind, and Joe and his family had to go down into their room under the ground. They were there for a long time. Then the wind stopped, and they came up. All the windows and doors in their house were broken. Joe was not angry about his work now. He smiled happily and said, "Ah! I'm glad I built that room!"

Questions:

1) What was Joe's father?

a) He was a farmer. b) He was a teacher.

2) Was his father rich?

a) No, he was not. b) Yes, he was.

3) Why did Joe leave his father's farm?

a) Because the wind was very strong there. b) Because he wanted a farm in a better place.

4) Why did he need a room under the ground?

a) Because the doors and windows of his farm were broken. b) Because there were very strong winds in that place.

5) Did the wind often blow strongly after that?

a) No, it did not. b) Yes, it did.

6) Was Joe happy about that?

a) No, he was not. b) Yes, he was.

7) Why did he go down into the room under the ground one day?

a) Because the weather was very cold. b) Because there was a very strong wind.

8) Who went with him?

a) His family did. b) His new neighbours did.

9) What did the wind do?

a) It broke the windows and doors of Joe's house. b) It went down into the room under the ground.

10) Was Joe sad then?

a) No, he was happy. b) Yes, he was.

Q.4) Listen to the passage read to you and write the most appropriate answer:

(10marks)

Mr. and Mrs. Young's small house was in a village, but their children's houses were in a town. Then Mr. Young died. Mrs. Young was eighty-five years old, and her children said to her, "Come and live in the town near us, Mother. Or come and live in one of our houses." But she said, "No, I'm not going to go to the town. I'm going to remain here." Her children were not happy. They said, "There are a lot of burglars here now. Maybe one of them will come into her house and take her money and her nice things." One Sunday one of her daughters went to Mrs. Young's house. She saw a key on the ground at the side of the front door. "Mother!" she said, "You mustn't put your key there. That's the worst place. Burglars can see it and open the door!" Mrs. Young smiled. "Try to open the door with the key," she said. Her daughter did this. The key made a lot of noise, but it did not open the door. Then Mrs. Young said, "I hear the key in the lock, and then I get one of my brother's old guns, go out of the back door and creep up behind the burglars."

Questions:

1) Did Mr. and Mrs. Young's children live with them?

- a) No, they did not. b) Yes, they did.
- 2) Did Mrs. Young go and live with her children?
a) No, she did not. b) Yes, she did.
- 3) Why were her children not happy then?
Because a burglar came into their mother's house. b) Because there were a lot of burglars in that place.
- 4) What did one of Mrs. Young's daughters see one day?
a) A key. b) A lock.
- 5) Where was it?
a) In the lock. b) Near Mrs. Young's door.
- 6) Why is that not a good place for your key?
a) Because people can see it and open the door with it. b) Because you will lose it.
- 7) Where did Mrs. Young's daughter put the key?
a) In the house. b) In the lock.
- 8) Did Mrs. Young's daughter open the door with it?
a) No, she did not. b) Yes, she did.
- 9) Why didn't the door open?
a) Because the key made a lot of noise. • b) Because the key was the wrong one.
- 10) What did Mrs. Young always do when she heard the key in the lock?
a) She crept up behind the burglars with a gun. b) She made a lot of noise

Q5 Listen to the passage read to you and write the most appropriate answer: (10 marks)

In the last fifty years, a lot of people have left Europe and have gone to live in Australia. One of them was a Hungarian man. He lived in Australia for a long time, and after that, he had a lot of good friends. He always said to them, "Australia's beautiful, but Hungary's beautiful too." Then one year he said, "I'm going to go back to Hungary now to visit my old home." All of his new friends said to him, "We want to go with you, because Hungary's a beautiful country, and we want to see it too." The Hungarian Australian took all his friends from Sydney to Rome in a big plane, and then they went from Rome to Budapest in a train, because they wanted to see the mountains, and the villages, and the towns. They stayed in Budapest for four days,

and they liked it very much. One day they went to the zoo in Budapest and saw two kangaroos there. The Australians were very happy, because kangaroos come from Australia. They said to the animals, "Come here, old friends! Come and see your Australian brothers!" But the kangaroos did not move. But then the Hungarian Australian spoke to the animals in Hungarian. "Come here!" he said, and both the kangaroos ran to him. The other Australians laughed and said, "Look at that! They're Australian, but they only know Hungarian"

1) Where is Hungary?

a) In Australia. b) In Europe.

2) Did the Hungarian man stay in Australia for a long time?

a) No, he did not. b) Yes, he did.

3) Did he have any friends in Australia then?

a) No, he did not. b) Yes, he did.

4) Why did he want to go back to Hungary?

a) Because Australia is beautiful. b) To visit his old home.

5) Why did his friends want to see Hungary?

a) Because it is beautiful. b) To see their old homes.

6) Did they go to Hungary in a ship?

a) No, they went in a plane, and then in a train. b) Yes, they did.

7) Where did they find a zoo?

a) In Budapest. b) In Rome.

8) What did they see in the zoo?

a) Some kangaroos. b) Some old friends.

9) Why didn't the kangaroos come to them?

a) Because they did not move. b) Because they did not understand English.

10) Why did the kangaroos only understand Hungarian?

a) Because they came from Australia. b) Because they lived in Hungary.

ONLY ANSWERS

Answers(1):

- 1)The passage is set in a dense forest.
- 2)The forest is described as having a canopy of green leaves blocking out the sunlight.
- 3) The air is filled with the scent of earth and foliage.
- 4)Every rustle of leaves and chirp of birds creates an otherworldly atmosphere.
- 5)Despite the foreboding atmosphere, there is an undeniable beauty to be found within the depths of the forest.

Answers(2): 1a, 2a, 3a, 4a, 5b, 6a, 7c, 8a, 9b, 10b

Answers(3): 1a, 2a, 3b, 4b, 5a, 6a, 7b, 8a, 9a, 10a

Answers(4): 1a, 2a, 3b, 4a, 5b, 6a, 7b, 8a, 9b, 10

Answers(5): 1b, 2b, 3b, 4b, 5a, 6a, 7a, 8a, 9b, 10b

INTERNAL ASSESSMENT- SPEAKING SKILLS

1. Suppose the water cooler on the first floor of your school building is not working properly such that water leaks from one of the taps throughout the day. Having faced severe water scarcity at home, you understand the value of every drop. Therefore you decide to discuss this problem with your friend and its possible solutions. Enact the conversation with your friend. (Pair work)
2. Suppose one of your friends does not have the resources to pay for his/her final term fee. His/her father is sick and admitted in a hospital. Work in groups of five and discuss about his/her situation and figure out the ways in which your friend can be helped. (Group work)
3. Imagine that you have been sent to the village, Chanho for a project on village upliftment. You want to tell them about the necessity of using a toilet. Write down the conversation you had with an elderly woman of the village and then, enact the conversation with your partner. (Pair work)
4. Suppose it is Mother's Day and you have a holiday at school. Your brother and you decide to take your mother to buy a saree on Mother's Day. Write down the conversation you and your brother had with your mother when you were at the store. Work in groups of five and enact the situation in the classroom.
5. Imagine the Photographic Club of your school is going to shoot a film at the Red Fort, Delhi. You are a member of the club. You decide to go for the trip. On your return, you tell the class about the shots you have taken, explaining each picture briefly. The pupils in your class asked about your experience. Write down the conversation that took place that day and perform the dialogue delivery. (Pair work)
6. Imagine you went to listen to artists playing at the International Flute Festival that took place in your town. You were moved by the skill of the Indian Flutist and after the show you went to meet him and get to know his story and his source of inspiration. Write down the conversation that took place between you and the flutist. Then, read it out in the class with proper punctuation, intonation and pauses in the form of a monologue.
(Individual)
7. Enact a make-believe situation of greeting a visitor at home. Let your partner play the role of the visitor. Imagine that your partner is a friend of your father who has come to meet him.

Your father has not yet return from the office but has sent a message that he will be returning soon. Make polite conversation with the visitor who also happen to be the principal of a renowned school in your city.

8. Suppose a friend in your class will be celebrating her birthday next week. You are the monitor of your class. You want the whole class to give her a big surprise on her birthday. You decide to ask the students of your class to give suggestion on selecting the best gift for her. Divide the class into groups each group has to answer the questions listed here.

- 1 .Should Rima’s birthday gift be something useful?
2. Should be buying her gift from a shop?
3. Should we make the gift in class?
4. Should her gift be a food item /clothing item / hobby item /sports items? Why?

9. Suppose You have been invited to participate in the ‘Come as you May ‘event. It will be held in school auditorium. And therefore ,you decide to imitate some of your favourite person. Mention five traits about the person whom you wish to imitate. (Group work)

10. Suppose you are listening to a conversation with an eminent doctor on the topic of COVID-19.Complete the conversation by paraphrasing the answers that you heard and practice it with your sister/brother at home.

(Pair work)

Announcer: Are hospitals facing medicine shortages for Covid treatment?

Doctor : -----

Companies who manufacture drugs for Covid treatment have been asked to double the making of Covid medicines .

Announcer : What is meant by partial lockdown ?

Doctor : -----

Crowding in market is forbidden. The essential things can be bought from shops .

Announcer : Can children play in neighbourhood parks during partial lockdown ?

Doctor : -----

is better to keep them away from playing in public parks . However, they can play in courtyards and terraces or verandahs among family members , at home.

Announcer : Is it safe to go to a mall when Covid cases are still there?

Doctor : -----

The central air conditioning in the mall draws in infection and people run the risk of becoming sick.

Announcer : Can one go for a holiday to another place when Covid -19 cases starts decreasing ?

Doctor : It is still too early .you may go to a nearby place by car ,such as a bird sanctuary .

Always remember to wear -----.

11. Imagine you are planning to go to the movie after the annual examination. Your teacher will accompany all of you to the cinema. She asked all of you to come to a common agreement on the film you would like to watch in the cinema hall. The movies currently shown in theatres belong to the following categories: mystery, romance, history and adventure.

Write down the conversation that took place among you and your friends, while trying to choose a movie. Now, enact the same in your class. (Group work)

12. Suppose you have watched a thrilling cricket match on the television where the home team won the match in the last over. You ask your father about the reward that are given by the government to the sportspersons who have made the nation proud. Enact the conversation that took place between you and your father at the table. (Pair Work)

13. Your city is in the midst of making preparation for Gandhiji's 150th birth anniversary. The local administrative body has put out an advertisement in the papers about an essay writing competition that will be centered on the Mahatma . You want to participate in it and thus, you decide to make a few enquiries regarding the competition .Write down the telephonic conversation that you had with the government representative .Enact it in the class with your partner who will play the role of the member of the authority. (Pair Work)

14.Your father recently showed you a letter that he wrote to his father when he had been selected to join the Indian Army. You are very thrilled to read it and you ask him several questions about it.Enact the conversation that took place in that moment. (Pair Work)

SESSION ENDING EXAMINATION (2023-24) CLASS-IX

SUBJECT: ENGLISH LANGUAGE & LITERATURE

SET A

TIME - 3 hours

Max Marks : 80

General instructions:

1. The paper contains three sections.
2. All questions are compulsory.
3. Follow the instructions in each section

SECTION A: READING (20 Marks)

I. Read the passage given below and answer the questions that follow. 10

1. With the new semester upon us, I recently received an email from my university encouraging me to come up with a “policy” about the use of artificial intelligence in my courses. The university suggested that on the first day of class, instructors should inform students whether and how they can employ AI bots such as ChatGPT.
2. So here’s my AI policy: I don’t have one. Here’s what I’m going to tell my students instead. Of course, you’ll have to notify me if you draw upon AI to write a paper, just as you are required to cite any other source. But whether to use AI or not is up to you. Though, I hope you won’t.
3. I’m not saying that because AI can [make up phony “facts”](#) (although it can) or because it can [generate racist and hateful text](#) (ditto). I say this because AI does your thinking for you. There’s a reason it’s called “intelligence,” after all.
4. And I want you to be intelligent. I want you to stare at a blank page or screen for hours, trying to decide how to start. I want you to write draft after draft and develop a stronger version of your own ideas. I want you to be proud of what you accomplished, not ashamed that you cut corners.

5. Most of all, I want you to decide what is real. One of my mentors, Neil Postman, a professor and social critic, famously declared that [education should equip us with an effective “nonsense detector.”](#) And Postman wrote that years before we all got access to the internet, which has made nonsense detection even more difficult — and even more crucial.
6. Sometimes “disinformation” is just lies. More commonly, though, it is an indifference to truth rather than a deliberate flouting of it. Liars believe in truth; they couldn’t lie unless they did. People who peddle disinformation don’t care either way. In that sense, as Princeton University philosopher Harry Frankfurt wrote, disinformation is [“a greater enemy of the truth than lies are.”](#)

(Source: The Telegraph UK)

On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices.

- (a) Which of the following best describes author’s attitude towards AI? 1
- (i) Accepting and approving
 - (ii) Accepting but disapproving
 - (iii) Encouraging and approving
 - (iv) Disregarding and disapproving
- (b) Explain in about 40 words the author’s advice for his students regarding AI. 2
- (c) How does the author expect his students to be ‘intelligent’? 1
- (d) State one difference between lies and disinformation. 1
- (e) In most of the passage the tone of the author is neutral. How does it change in the last paragraph? 1
- (f) What according to the author can be a source of pride for the students? Answer in 40 words. 2
- (g) Replace the underlined word with an appropriate word from para-3. 1
- The Bhakra Nangal Dam produces 1325 MW of electricity.

- (h) What is the message conveyed by the author in para-5? 1
- (i) Internet has become a source of great misinformation
- (ii) Education helps us filter lies from the truth
- (iii) Understanding what is true is very difficult
- (iv) People should be able to decide what is real and what is nonsense on their own

- (i) Replace the underlined word in the following sentence from para-5. 1

I **mainly** use my car to drive to work.

- (i) availability
- (ii) critically
- (iii) primarily
- (iv) particularly
- (j) Choose the most appropriate title for para-5 1
- (i) Ground water depletion in India
- (ii) Factors leading to ground water depletion in India
- (iii) Irrigation distribution in India
- (iv) Both (ii) and (iii)

II. Read the passage below and answer the questions that follow: 10

1. Hurricane Katrina made landfall in New Orleans on August 29, 2005 – 18 years ago.

The storm brought destruction to the city, and the scale of damages as well as the U.S.

government's delayed response shocked the world. While Katrina remains the

costliest [hurricane](#) to have hit the U.S. since the [National Oceanic and Atmospheric](#)

[Administration](#)'s records started, its already devastating death toll of more than 1,800

people was eclipsed by the loss of life caused by Hurricane Maria in Puerto Rico in 2017.

NOAA believes that at least 2,900 people died as a result of the storm, and its impact can be

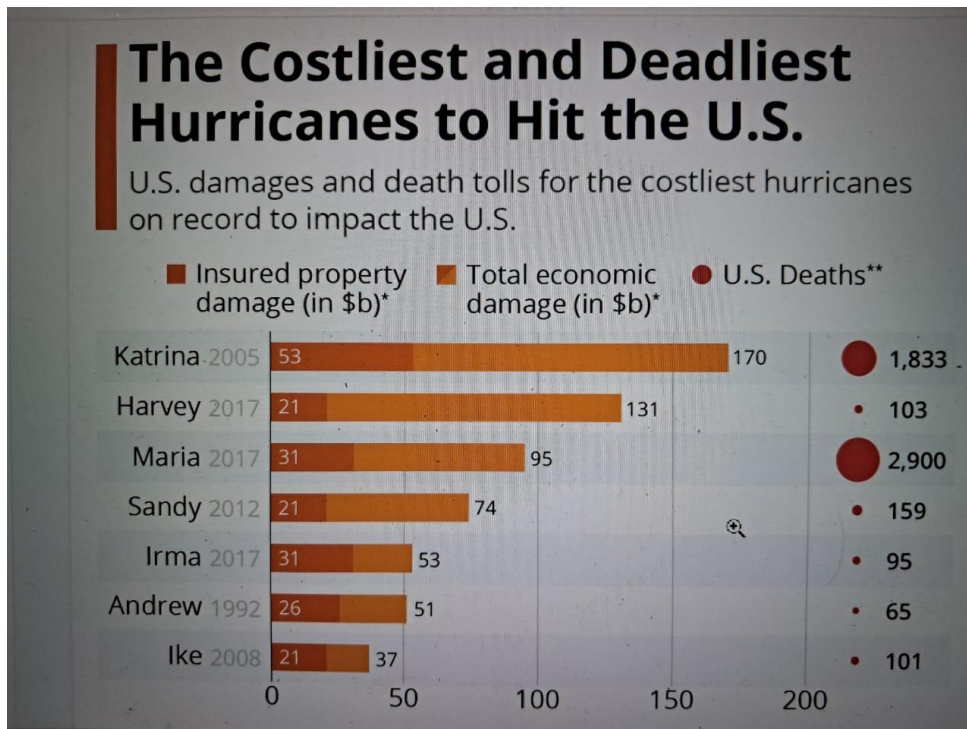
felt on the island to this day.

2.. Because of Puerto Rico's territory status, federal help was also slower to arrive on the

island and there is still a need for more disaster assistance, as some of the damages have still

not been repaired. Three years after the storm, [tarps still serve as roofs](#) for many and

the [COVID-19 pandemic has slowed down](#) efforts even more. In the case of Hurricane Katrina and Hurricane Maria alike, deaths caused indirectly by the storm and in the aftermath of it outnumber those caused directly by it.



3. Adjusted for inflation, Katrina caused an [economic damage of \\$170 billion, \\$53 billion of which was insured](#). Maria caused \$95 billion in damages. Hurricane Harvey, which hit Texas and Louisiana the same year, has a final tally of \$131 billion. Hurricane Sandy, which hit New York and New Jersey in 2012, caused \$74 billion in damages.

(a) Based on para-1 justify the statement : 1

‘Hurricane Katrina is the costliest hurricane that hit the US but not in terms of lives lost.’

(b) Fill in the blanks: 1

Other than the scale of the damage The US government’s _____ shocked the world.

- (c) According to the data, which Hurricanes have led to loss of lives more than a hundred. 1
- (d) According to the passage what factors have led to slow recovery of Puerto Rico after the hurricane. Explain in 40 words. 2
- (e) According to the data, which year received the most hurricanes? 1
- (f) What inference can you draw from the following statement? State in 40 words. 2
In the case of Hurricane Katrina and Hurricane Maria alike, deaths caused indirectly by the storm and in the aftermath of it outnumber those caused directly by it.
- (g) Fill in the blanks: 1
 _____ caused \$74 billion in damage.
- (h) What conclusion can be drawn from the above passage? 1
- (a) The damage caused by these hurricanes could not have been reduced in any way.
- (b) Natural disasters are a part of life and should be accepted as such.
- (c) The US government's slow and delayed response worsened these disasters.
- (d) The prompt actions of the government saved a lot of lives.

SECTION B: GRAMMAR AND WRITING (20 Marks)

III Complete ANY 10 of the following tasks as directed: 10

- (a) Fill in the blanks with the correct form of the verb in the bracket: 1
 She _____(work) very hard everyday.
- (b) Identify the error in the following sentence and write the correction. 1
 According to the forecast, it must rain tomorrow.

Use the given format for your response

Error	Correction

- (c) Change the following sentence into present perfect continuous tense. 1

I have lived here for ten years.

- (d) Fill in the blank with the correct form of verb. 1

All the students _____ excited for the picnic.(is/are)

- (e) Fill in the blank by using the correct option in the bracket to complete the concluding line of this complaint letter. 1

The bill for the same _____ (has been/have been/is) attached to the letter.

- (f) Select the option that identifies the error and supplies the correction 1

The arrival of PSLV in 1990s become a major boost for the Indian space programme.

Option No.	Error	Correction
A	The	A
B	of	to
C	become	became
D	for	of

- (g) Identify the error and supply the correction for the given sentence. 1

Before her injury Vaibhavi can dance very well.

Use the given format for your response.

Error	Correction

- (h) Fill in the blank with the correct option. 1

He _____ a life his parents could be proud of.

- (i) has lived
- (ii) lived
- (iii) living
- (iv) have lived

- (i) Rewrite the sentence by changing the subject from singular to plural. 1

He has been living in this house for ten years.

- (j) Rewrite the sentence by changing the attitude of the speaker from certainty to probability.

1

The train will arrive at 7 pm.

- (k) Fill in the blanks by using the correct option. 1

My grandmother _____ praying at this temple till she passed away.

- (i) is (ii) was
- (iii) will be (iv) had been

- (l) Fill in the blanks with the correct option. 1

In conclusion if the government wants to fight the menace of corruption it_____ make tougher laws.

- (i) should (ii) will
- (iii) can (iv) could

- IV. A.** Write a Diary Entry sharing your experiences about a visit to hill station. You may use the following points: 5

- (i) Journey through the mountains

- (ii) Stay at the hotel
- (iii) Activities like hiking, trekking etc.
- (iv) Beauty of the mountain

OR

IV.B. Imagine you are the boy from the chapter 'The Lost Child'. Write a diary entry sharing your experiences in the fair. 5

V.A. Shiamak is a candidate for School Captain. Write a descriptive paragraph about his various qualities using the points below: 5

- (i) Good in studies, scored over 90% in his board exams.
- (ii) National level badminton player
- (iii) NCC cadet
- (iv) Helps peers in academics
- (v) Hard worker and sensitive to others
- (vi) Competitive

OR

V.B. You spent a week with the parents of your friends who treated you like their own son. Write a descriptive paragraph about your time with them. 5

SECTION C: LITERATURE (40 Marks)

VI **Read the given extracts and answer ANY ONE of them** **5**

A. In vain did Grandfather take Toto out of the bag; in vain did he try to prove that a monkey did not qualify as a dog, or even as a quadruped. Toto was classified a dog by the ticket-collector; and three rupees was the sum handed over as his fare. Then Grandfather, just to get his own back, took from his pocket our pet tortoise, and said, "What must I pay for this, since you charge for all animals?"

(a) State one character evident about the grandfather from the above extract. Give reason. 1

(b) State True or False. 1

Grandfather had to pay fare for the tortoise as well.

(c) Toto was not worthy of the love and care given by the author's family. Elaborate in about 40 words. 2

(d) Replace the underlined words with a word from the extract. 1

To be eligible for the next round of tests you need to score over seventy-five percent in this round.

OR

B. The Macdonalds lived next door. They had five children. Looking through a gap in the fence the little girl saw them playing 'tag' in the evening. The father with the baby, Mao, on his shoulders, two little girls hanging on to his coat pockets ran round and round the flower-beds, shaking with laughter. Once she saw the boys turn the hose on him—and he tried to catch them laughing all the time. Then it was she decided there were different sorts of fathers.

(a) Kezia decided there were different types of fathers because: 1

(i) Mr. Macdonald was completely different from her father

(ii) Mr. Macdonald was just the same as her father.

(iii) Mr. Macdonald and her father were friends

(iv) Mr. Macdonald and her father were enemies

(b) Kezia's inner thoughts reveal her longing for her father's love. Elaborate in 40 words. 2

(c) How was Kezia's father different from Mr. Macdonald? 1

(d) Replace the underlined word with a word from the passage. 1

The comedian had the audience guffawing with his jokes.

VII Read the given extracts and attempt any one.

5

A. Now in my memory comes my mother

As she used in years ago

To regard the darling dreamers

Ere she left them till the dawn

- (a) Fill in the blank with one word. 1

'Darling dreamers' refers to the _____ of the poet.

- (b) What do the lines 'Ere she left them till the dawn' suggest? 1

- (c) What is the mood of the poet in these lines? 1

(i) Happy

(ii) Sad

(iii) Nostalgic

(iv) Frustrated

- (d) What is the poet's memory of his mother? 2

OR

B. And I shall have some peace there for peace comes from dropping slow

Dropping from veils of the morning to where the cricket sings

There midnight's all a glimmer and noon's a purple glow

And evening full of the linnet's wings

- (a) Why does the poet want to go to Innisfree? 1

- (b) What is the significance of the colour 'purple' used to describe noon? 2

- (c) Complete the sentence with the appropriate option. 1

Innisfree is a place of _____

(i) natural beauty

(ii) factories and industries

(iii) historical significance

(iv) arts and culture

(d) What do the lines 'evening full of linnet's wings' mean?

1

VIII. Answer ANY FOUR of the following five questions in not more than 40-50 word: 3x 4 = 12

(a) How did Lakshmana sastry reform the young teacher?

(b) What is the secret of Santosh's success as a mountaineer?

(c) The Boudhanath stupa 'is a haven of quietness in the busy street around'. Comment

(d) In what ways did Kerala's grandmother encourage her to get to know her father better?

(e) How can we win over the strenghts of our opponents?

IX. Answer ANY TWO of the following three questions in not more than 40-50 words: 3 x 2=6

(a) What was 'foolish' about the king's trial of the merchant?

(b) How did the swallow exhibit the values of unconditional love and devotion?

(c) What was Behrman's masterpiece? Why was it called so?

X Answer any one of the following questions in not more than 100-120 words (ANY 1) 6

(a) Kezia was crying. Her grandmother was away at the hospital with her mother. Her father had slipped into deep sleep. He did not hear the child crying. How would you conclude the story? Write a paragraph.

(b) Santosh "decided to fight the system in her own quiet way when the right moment arrive." Comment.

XI. Answer any one of the following two questions in not more than 100-120 words.

6

(a) What human values form the essence of Iswaran's character?

(b) "A diseased mind is even more harmful than the disease itself". Justify with reference to O.Henry's "The Last Leaf".

ANSWER KEY

SESSION ENDING EXAMINATION (2023-24)

CLASS: IX

SUBJECT: ENGLISH LANGUAGE & LITERATURE

SET A

I. PASSAGE

- a) (ii) Accepting but disapproving
- b) He doesn't want his students to use AI. Even if they do he expects to be notified. He wants his students to think for themselves and work hard.
- c) He wants his students to work on their ideas and develop their stronger version and be proud of their accomplishment.
- d) Disinformation is the indifference to truth while liars believe in the truth.
- e) In the last stanza the author takes a clear stance against those who spread disinformation
- f) The author wants the students to be proud of their work without using AI. He wants them to struggle and work hard and develop stronger version of their ideas without cutting corners.
- g) generate
- h) (iv) People should be able to decided what is real and what is nonsense on their own.

- II.**
- a) Hurricane Katrina caused damages of \$170 billion and caused the loss of 1833 lives, while Hurricane Maria caused \$95 billion and loss of 2900 lives.
 - b) delayed response
 - c) Hurricanes Ike, Sandy, Maria, Harvey and Katrina
 - d) Delayed federal help due to Puerto Rico's territory status and COVID-19 pandemic had slowed down the relief efforts

- e) 2017
- f) While a lot of people died because of the storm, a lot more people died after the storm as a result of the situation created, most likely due to disease and exposure.
- g) Hurricane Sandy
- h) (iii) The US government's slow and delayed response worsened these disasters

III.

- a) works
- b) must: will have been living here for ten years
- c) are
- d) has been
- e) C. become: became
- f) can : could
- g) (i) has lived
- h) They have been living in this house for two years
- i) The train may arrive at 7 pm.
- j) (iv) had been
- k) (i) should

IV. Objective - Expressing an opinion, Reasoning, justifying, Illustrating, appropriateness of style and tone, using appropriate format and fluency.

Marking: For Diary Entry-Format :1 mark Content:2marks Fluency and Accuracy : 2 marks

For Article Writing-Title:1 mark,Content:2 marks, Fluency and Accuracy: 2 marks

Up to one mark may be deducted for spelling, punctuation grammatical errors and format

V.

Objective - Expressing ,justifying, Illustrating, appropriateness of style and tone, using appropriate format and fluency. To plan, organize and present ideas coherently

Marking:Title-1 mark, Relevance of content + creativity –2 marks, Fluency and Accuracy –2 marks .

VI. A.

- (a) Animal lover/Argumentative/Vindictive
- (b) False
- C) Toto was not the sort of pet the author could keep for long. This is because he frequently tore clothes, smashed dishes, robbed food, made holes in curtains and the wallpaper, and acted rude with guests. The author's family was not well to do that they could replace the item destroyed by Toto.
- (d) Qualify

B.

- (a) (i) Mr. Macdonald was completely different from her father
- (b) Kezia's longing for her father can be seen when she talks about Macdonalds family living next door and their father spending time and playing with children games like 'tag'. She expects her father to be like him and deep inside she longs for affection from her father.
- (c) Mr. Macdonald played with his children. The girls would hang on to his coat pockets, they would laugh together. Kezia's father had no time for such things. He really used to work hard for his family
- (d) laughing

VII

A.

- (a) siblings
- (b) It suggests that the mother put her children to bed to sleep till the morning
- (c) (iii) Nostalgic
- (d) The poet remembers his mother when it rains. It reminds him of the moments when his mother used to put him to bed every night and then she used to look at him lovingly all the night till dawn while he slept.

B.

- (a) The poet wants to get some peace in his life and hence wants to go to Innisfree
- (b) The poet says that peace is universal there and everything has turned upside down. This contrasts with the rest of the world and is a source of peace. Therefore he says that instead of being bright with sunshine, the noon will be dark and dimly glowing like the usual purple of an evening.
- (c) (i) natural beauty
- (d) It refers to the sky filled with the fluttering and flying linnets. The poet describes how the course of the days goes by and describes how the evening in Innisfree looks like.

VIII. i. How did Lakshmana Sastry reform the young teacher?

(My Childhood)

VALUE POINTS

Lakshmana Sastry summoned the teacher, and in the presence of Kalam and Ramanandha told the teacher not to spread the poison of social inequality and communal intolerance in the minds of children. He asked the teacher to apologise to the children or quit the school.

ii. What is the secret of Santosh's success as a mountaineer?

(Reach for the Top)

VALUE POINTS

The secret of Santosh's success was her strong will power, great physical endurance and an amazing mental toughness.

iii. The Boudhanath stupa 'is a haven of quietness in the busy street around'. Comment

(Kathmandu)

VALUE POINTS

The author calls Boudhanath Stupa a haven of quietness because it is a peaceful and serene place that provides a break from the chaos of every day's life.

iv. In what ways did Kezia's grandmother encourage her to get to know her father better?

(The Little Girl)

VALUE POINTS

Kezia's grandmother encouraged her to get to know her father better by sending her to the drawing room to talk to her parents on Sundays. She also suggested Kezia to make a pin cushion out of a beautiful piece of yellow silk as a gift for her father's birthday.

v. How can we win over the strengths of our opponents?

(No Men Are Foreign)

VALUE POINTS

The strengths of our opponents can be won over by love, instead of through brute force because everybody responds to love and appreciate the feeling of brotherhood.

IX. i. What was 'foolish' about the king's trial of the merchant?

(In The Kingdom of Fools)

VALUE POINTS

A thief, who had broken the wall of the merchant's house was killed due to wall of the merchant's house collapsing on his head. So, the king ordered that the merchant should be punished for the thief's death . This was a foolish punishment.

ii. How did the swallow exhibit the values of unconditional love and devotion?

(The Happy Prince)

VALUE POINTS

The swallow stayed back till his last breath because he was moved by the Prince's selfless love, kindness and spirit of self-sacrifice. This act of swallow shows the qualities of compassion, understanding and helpfulness. He helped the Prince by becoming the messenger and carrying the jewels from the statue to the seamstress, the playwright and the match girl.

iii. What was Behrman's masterpiece? Why was it called so?

(The Last Leaf)

VALUE POINTS

Behrman's masterpiece was the last leaf on the ivy creeper. Sue calls it masterpiece because this painting rekindled the willingness to survive in Johnsy's heart and she was able to recover from her illness.

X. CONTENT-3 EXPRESSION-2 ACCURACY-1

(a) Kezia was crying. Her grandparents was away at the hospital with her mother. Her father had slipped into deep sleep. He did not hear the child crying. How would you conclude the story? Write a paragraph .

(The Little Girl)

Well it was very sad situation. The dreadful dream was disturbing her on and off. What was troubling her? Was it fear of her father? Or normal nightmares that everyone is frightened by? The little girl woke up shivering in a state of panic. She was shouting out for grandma, who was not at home. Crying desperately, Kezia knew her dad was at home. She mustered up the courage, and quietly crawled up to her father's room. Will daddy get angry with me? Will he beat me? The girl was in a dilemma. She stood outside his door. He suddenly opened his eyes and saw her tear-filled eyes, looking at him desperately. He felt a sudden ache in his heart. "What happened?" he asked in his hoarse voice. She stammered, "I'm, aaaaamssscared." He was torn apart. He picked up his little daughter and hugged her warmly. This was the beginning of a new relationship, between a newly awakened father and his little baby.

OR

(b) Santosh "decided to fight the system in her own quiet way when the right moment arrive."

(Reach for The Top)

VALUE POINTS

Santosh was a very rational, progressive and sensible girl, who wished to shape her life herself. Though it was, not easy for a girl to fight the rigid system of those times, Santosh

was confident that if she chose a correct and rational path, she would be able to change things around her. She waited patiently for the right moment to take up the issues with the orthodox, irrational and hackneyed traditions that obstructed her aspirations and her goals. For example, she opposed her parent's decision to marry her off at the early age of sixteen and got herself enrolled in a school in Delhi. When her parents refused to pay for her education in the city, she told them politely that she would earn money for her fees by working part-time. She quietly made it clear that she was determined to overcome all obstacles. Finally, her parents had to surrender. Her decision to take up mountaineering as a career was also handled very boldly and fearlessly by her. She took admission in Uttarkashi's Nehru Institute of Mountaineering without seeking the permission of her parents. Her parents had no choice but to accept her decision. Thus, Santosh rebelled against the orthodox conservative system in a quiet but sure way.

XI. CONTENT-3 EXPRESSION-2 ACCURACY-1

(a) What human values form the essence of Iswaran's character?

(Iswaran The Storyteller)

VALUE POINTS

Iswaran was a multi-talented person whose character teaches us the values of dedication, cheerfulness and creativity. He carried off his duties as a cook by preparing the most delicious dishes like a magician. He was dedicated to Mahendra and served him uncomplainingly regardless of the situation or the place. He enjoyed his job and would not sit idle when Mahendra was at work. In Mahendra's absence, he would finish off cleaning and washing tasks. Iswaran was a curious learner. He developed the art of storytelling by reading Tamil thrillers. He could narrate a story everyday by mixing suspense, adventure and horror to the episodes. He was good and loyal companion to Mahendra and entertained him more than a T.V. He was large-hearted and did not sulk even after getting a scolding from Mahendra. His innumerable positive values make him memorable

(b) "A diseased mind is even more harmful than the disease itself". Justify with reference to O.Henry's, "The Last Leaf"

VALUE POINTS

The statement 'A diseased mind is more harmful than the disease itself' tells us that if a person is diseased and has given up on life so he/she has no chance of living because once a person starts thinking of going for a long journey he/she has only once chance in a ten for living. O' Henry has given us a nice example of a story that is the Last Leaf in which Sue and Johnsy are best friends and Johnsy is suffering from pneumonia which the author calls a chivalric old gentleman as the disease has stalked about the colony touching everyone with icy fingers. Johnsy had the disease and she could be alright if she could stop giving up on life and stop comparing herself with old ivy whose leaves were falling day by day and she thought that when the last leaf would fall she would also plan her journey to heaven. In O' Henry's story Johnsy's debilitating effect of the disease had not only weakened Johnsy's body but also her mind was so morbid, and her morale was so low hence her mind fell prey to weird notions and delusions. She fancied herself as fragile, delicate and sensitive as a decaying leaf. I would like to conclude that a person should have faith in himself and not think about the things which make life difficult in his/her life.

KENDRIYA VIDYALAYA SANGATHAN
SESSION ENDING EXAMINATION (2023-24)

SUBJECT: ENGLISH

SET - B

CLASS: IX

Time allowed: 3 hours

FullMarks:80

General Instructions:

(i) The question paper is divided into three sections:

Section A: Reading 20 marks

Section B: Writing and Grammar 20 marks Section C: Literature 40 marks

(ii) All questions are compulsory.

(iii) You may attempt any section at a time.

(iv) All questions of that particular section must be attempted in the correct order

SECTION A (Reading: 20Marks)

1.Read the passage given below and answer any 10 questions that follow.

[1x10=10

Marks]

1.Read the passage given below.

- (1) Have you ever failed at something so miserably that the thought of attempting to do it again was the last thing on your mind?
- (2) If your answer is yes, then you should understand that you are not a robot. Unlike robots, we human beings have feelings, emotions, and dreams. We are all meant to grow despite our circumstances and limitations. Flourishing and trying to make our dreams come true feels great when life goes our way. But what happens when it does not? What happens when you fail despite all your hard work? Do you stay down and accept defeat or do you get up again? If you tend to persevere and keep going, you have what experts call 'grit'.
- (3) Falling down or failing is one of the most agonizing, embarrassing, and scary human experiences. But it is also one of the most educational, empowering, and essential part

of living a successful and fulfilling life. Did you know that perseverance (grit) is one of the seven qualities that has been described as the key to personal success and betterment in society? The other six are curiosity, gratitude, optimism, self-control, social intelligence, and zest. Thomas Edison is an example of grit for trying more than 1,000 times to invent the light bulb. If you are reading this with the light so in your room, you will realize the importance of his success. When asked why he kept going despite hundreds of failures, he merely stated that they had not been failures, they were hundreds of attempts towards creating the light bulb. This statement not only revealed his grit but also his optimism for looking at the bright side.

(4) Grit can be learnt to help you become more successful .One of the techniques that help is mindfulness. Mindfulness is a practice that makes an individual stay at the moment by bringing awareness of his or her experience without judgment. This practice has been used to quieten the noise of fears and doubts. Through this simple practice of mindfulness, individuals have the ability to stop the self-sabotaging downward spiral of hopelessness, despair, and frustration.

(5) What did you do to overcome the negative and self-sabotaging feelings of failure? Reflect on what you did, and try to use those same powerful resources to help you today.

Based on your understanding of the passage answer the following questions by choosing the most appropriate option:-

(1) The reason why you are not a robot is that:

- (a) You fail miserably at tasks
- (b) Failure and success can affect your emotions
- (c) You work hard
- (d) You have limitations

(2) Choose the option that best captures the central idea of the passage from the given quotes.

- i) "What is the point of being alive if you don't at least try to do something remarkable?"
- ii) "Mistakes are the portals of discovery."-James Joyce

iii) "Failure should be our teacher not our undertaker. Failure is delay not defeat. It is a temporary detour, not a dead end."-Denis Waitley

iv) "A person who never made a mistake never tried anything new."-Albert Einstein

(a) Option(i)

(b) Option(ii)

(c) Option(iii)

(d) Option(iv)

(3) What is the tone of the following context: "Falling down or failing is one of the most... educational, empowering, and essential parts of living a successful and fulfilling life."?

(a) Humorous

(b) Optimistic

(c) Horrifying

(d) Solemn

(4) Which of the following is relevant for the title of the passage?

(a) Dreams Always Come True

(b) Failure and Grit Go Hand in Hand

(c) Humans vs Robots

(d) Falling Down and Getting Up

(5) was created after many attempts.

(a) Electricity

(b) Light bulb

(c) Current

(d) Tube light

(6) Which of the following sentences makes the correct use of "grit" as used in the passage?

(a) Get rid of that grit in your shoes.

(b) She had a bit of grit in her eye.

(c) The road had been covered with grit.

(d) Her grit never made her give up.

(7) To develop perseverance, one must:

- (a) Become more aware
- (b) Work hard
- (c) Be in the moment and beware without judgement
- (d) Seek guidance

(8) How does mindfulness help?

- (a) It creates awareness
- (b) It quietens the noise of fears and doubts
- (c) It helps one become successful
- (d) It helps develop focus

(9) What do you understand from this line, "Falling down or failing is one of the most agonizing, embarrassing, and scary human experiences."?

- (a) Falling down makes us angry.
- (b) Failure can deeply affect our emotions
- (c) Stay positive and be optimistic
- (d) Self-control is empowering

(10) Choose the option that correctly states the meaning of 'social intelligence' as implied in the passage:

- (a) Knowing others
- (b) Knowing oneself and others
- (c) Knowing oneself
- (d) Knowing one's surroundings

(11) The importance of perseverance and optimism for a successful and fulfilling life is explained using the example of?

- (a) Thomas Edison
- (b) Flourishing
- (c) Grit
- (d) Limitations

(12) What is the message conveyed in the last paragraph of the passage?

- (a) Always aim for the best
- (b) Live life king size
- (c) Through mindfulness we can overcome the negative impact of failure
- (d) Social intelligence is crucial for a successful life.

2 .Read the passage given below and then answer the questions which follow: [10Marks]

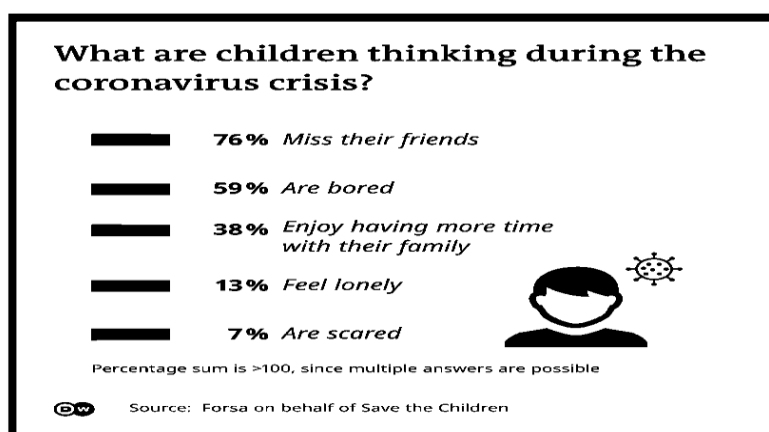
Children suffer most from being locked down

During the corona virus crisis, children have been seen as potential virus carriers or obstacles to parents working from home. But some little ones will suffer the most during this time. "Mama, when is this corona going to be over?" my 8-year-old asked the other day. He would love to go to the football field with his friends again. Well, unfortunately, Mama has no idea. Being a parent wasn't an easy job even in pre-corona virus times. Just creating and maintaining the structure that makes family life possible in the first place is hard work. Suddenly, everyone is on top of each other. Overstretched parents have to work, teach their children and also comfort and reassure their kids, despite their own existential concerns. Unachievable demands, especially for single parents.

Children under the radar

"The abrupt closure of facilities and the lack of contact with friends and educators for weeks on end means a misunderstood and possibly traumatic loss of important attachment figures," the German Academy for Child and Youth Medicine said in a statement. However, to date the

political debate has hardly focused on the needs of children, aside from their performance in school. "Children and adolescents have not been seen as persons with equal rights in previous decision-making processes, but rather as potential virus carriers," said the German Academy



for Child and Youth Medicine. For children from difficult family backgrounds, this circumstance can be not only unjust but fatal.

Unheard calls for help

Wilden usually visits her clients in person. Since contact restrictions came into force, everything is now done over the phone — and that can be very one-dimensional.

"I no longer see facial expressions or posture," she explained. The subtext can often be lost — information that could be vital for social workers to know. "If we suspect child endangerment, we naturally go to visit families," said Wilden. However, she said that since day care centers are closed, fewer and fewer reports of suspected child endangerment have been received by Child Welfare Services.

Choose the best options to answer the following questions. (1×10=10 Marks)

a. What aspect of life did majority of kids long for when they had to remain indoors during Corona times, according to the data given?

- (i) happy family (ii) teachers (iii) friends (iv) games

b. How were children and adolescents perceived by the adult world during Covid?

- (i) responsible individuals (ii) irresponsible citizens (iii) carriers of virus (iv) Protectors against virus

c. From the data given, what is the percentage of children who are lonely and scared?

- (i) 20% (ii) 38% (iii) 13% (iv) 7%

d. Why does the speaker 's son wish Corona to be over?

- (i) To go to school (ii) To play football (iii) To attend party (iv) To go to park

e. Which word can be used to replace the word 'abrupt' as used in the underlined sentence in the passage?

- (i) Gradual (ii) Sudden (iii) Tremendous (iv) Slow

Answer the following questions in 2-3 sentences each:-

- f. What reasons does the writer say have made parenting challenging during corona virus times?
- g. According to the speaker, how has Covid adversely affected the little ones at home?
- h. Who is Anna Wilden? What is her job?
- i. Why was Anna Wilden concerned about not meeting her clients?
- j. What reason does the speaker cite for fewer cases of child endangerment?

SECTION-B

(Writing and Grammar: 20Marks)

3. You feel that today's tech savvy environment is a necessary evil. You cannot do without it. It has created unending problems for today's generation. Write a diary entry in about 100-120 words expressing your thoughts about it.[5 Marks.]

OR

Write an article in about 100-120words on 'The Two Sides of Technology'.

4. Write a descriptive paragraph on Maria Sharapova's life, struggle and achievement in 120 words.

[5 Marks.]

OR

The traits of a musician are given in the box over leaf. Write a descriptive paragraph about him in a bout 100-120words.

A.R.Rahman: Indian composer, singer, songwriter, music producer, musician and philanthropist; born in Chennai on 6 January 1967; graduated from Trinity College, Oxford University; famous in integrating Indian classical music with electronic music, world music and traditional orchestral arrangements; recipient of the Padma Shri and the Padma Vibhushan awards; two Oscars and a Golden Globe; a notable humanitarian and philanthropist; donates and raises money for a number of causes and charities.



5. Attempt ANY TEN of the following questions:

[1x10=10 Marks]

(i) Fill in the blanks by choosing the correct option.

We need to make all the necessary arrangements before the winter.....

- (A) Sets off
- (B) Sets aside
- (C) Sets in
- (D) Sets out

(ii) Read the conversation given below and complete the sentence by reporting words correctly.

Piyush: Have you read "The Alchemist"?

Sharan : No, I haven't read it. I don't have this book.

Piyush asked Sharan if he had read "The Alchemist" Sharan replied that he hadn't read it as he.....

(iii) Select the apt option to fill in the blank for the given line.

The doctor concluded that the patient five hours ago.

- (A) died
- (B) has died
- (C) will have died
- (D) had died

(iv) Select the option that identifies the error and supplies the correction for the following line.

Few days back a passenger train collided in a tourist bus and damaged it.

OPTIONS	ERROR	CORRECTION
A	a	the
B	in	with
C	collided.	collides
D	damaged	damages

(v) complete the given narrative by filling in the blank in the correct option.

I was going to the town, meanwhile I a gentleman who helped me for my further journey.

- (A) Saw
- (B) Came across
- (C) noticed
- (D) none of the above

(vi) fill in the blanks by using the correct form of the word in the bracket, for the given part of the sentence.

This is true that the pictures..... (Speak) more than a thousand words.

(vii) Report that dialogue between a teacher and his student.

Teacher: Why are you late today?

Student: I am not feeling well.

In answer to the teacher's question the student replied that.....

(viii) Identify the error in the sentence below and write the correction.

Everybody have been asked to bring a new edition of book.

ERROR

CORRECTION

.....

.....

(ix) fill in the blanks by choosing the correct option to complete the headline.

All the trespassers will be.....

- (A) Prosecuted
- (B) Admitted
- (C) Overlooked
- (D) none of the above

(x) Select the correct option to complete the dialogue between a receptionist and a visitor.

Receptionist: What can I do for you?

Visitor: Can I have an appointment right now?

The receptionist asked the visitor what he could do for him, to this the

Visitor replied.....

- (A) if he should have an appointment right then
- (B) if he could have an appointment right then
- (C) If he can't have an appointment right then.
- (D) if he would have an appointment right now

(xi) Fill in the blanks by choosing the correct option to complete the Sentence.

People of diverse cultures..... Together in India. I love being..... citizen of India.

- (A) Lived, an
- (B) Living, the
- (C) Are living, an
- (D) live, a

(xii) Many children..... most of their time watching TV than being active.

- (A) Spend
- (B) Spends
- (C) Spending
- (D) are Spend

SECTION– C

(Literature: Text book Beehive and Moments: 40 Marks)

6.(i) Read the following extract and answer the questions that follow

(ANYONE).[1×5=5Marks]

(A) Bismillah Khan has given many memorable performances both in India and abroad. His first trip abroad was to Afghanistan where King Zahir Shah was so **taken in** by the maestro that he gifted him **priceless** Persian carpets and other **souvenirs**. The King of Afghanistan was not the only one to be fascinated with Bismillah's music.

(i) Where was Bismillah Khan's first trip abroad?

- (a)Pakistan (b) India (c) Afghanistan (d) Iran

(ii) Which word among the following can be used to replace the phrasal verb 'taken in' as used in the extract given above?

- (a)Disappointed (b) Content (c) Charmed (d) Peaceful

(iii) What is the meaning of the word 'souvenirs' as used in the extract given above?

- (a) Things given in memory of a person, place or event
- (b) Things stolen from a country to gift someone
- (c) Things presented to someone as an award
- (d) Things bought from a store for gifting

(iv) Which word among the following can be the opposite of the word priceless?

- (a) Expensive (b) Costly (c) Valuable
(d) Ordinary

(v) Why Bismillah Khan is called a maestro?

- (a) Because of his extraordinary talent (b) Because of his extraordinary beauty
(c) Because of his expensive shehnais (d) Because he performs abroad a lot

OR

(B) But Albert Einstein was not a bad pupil. He went to high school in Munich, where Einstein's family had moved when he was 15 months old, and scored good marks in almost every subject. Einstein hated the school's **regimentation**, and often clashed with his teachers. At the age of 15, Einstein felt so stifled there that he **left the school for good**.

(i) Why was Einstein struggling in school despite being academically good?

- (a) He hated the subjects taught in the school. (b) He didn't like the environment of the school.
(c) He fought with his teachers often. (d) Both Band C

(ii) When did Einstein's family move to Munich?

- (a) When he was an infant (b) When he was a new-born
(c) When he started his schooling (d) When he started going to playschool.

(iii) "...left the school for good," means

- (a) leaving school for random reasons (b) leaving school forever
(c) leaving school temporarily (d) leaving school happily

(iv) Which word can be used as an antonym of the word 'regimentation'?

- (a) Discipline (b) Chaos (c) System (d) Order

(v) Which is a fact that we do not gather from the passage given above?

- (1) Einstein was feeling unhappy in the school.
(2) Einstein was a poor in academics.
(3) Einstein never pursued science again.
(4) Einstein scored good marks in most subjects.

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

7. Read the following extract and answer the questions that follow (ANY ONE).

[1×5=5 Marks]

(A)

Every **tinkle** on
the shingles has
an echo in the
heart;
And a thousand
dreamy fancies into
busy being start,
And a thousand
recollections weave
their air-threads into
woof, as I listen to the
patter
Of the rain upon the roof.

(i) Select the option that correctly identifies the poem from which the above extract has been taken and its poet.

- (a) Rain upon the Roof, Coates Kinney (b) Rain of the Roof, Coates Kinney
(c) Rain in the Roof, Coates Kinney (d) Rain on the Roof, Coates Kinney

(ii) Choose the option which correctly identifies the rhyme scheme of the above extract.

- (a) ABAB (b) ABCB (c) ABBA (d)
ABCD

(iii) Which poetic device has been put to use in "busy being"?

- (a) Simile (b) Onomatopoeia (c) Personification (d)
Alliteration

(iv) **What happens when it starts to rain?**

- (a)The speaker feels euphoric and starts dancing. (b)Several memories flood his mind.
(c)The roof of the speaker’s house leaks. (d)All of the above.

(v) **The words ‘tinkle’ and ‘patter’ describe_____.**

- (a)Images (b)Sounds (c)Noise (d)Scenery

OR

(B)

She seemed a thing that
could not feel the touch of
earthly years.
No motion has she
now, no force-She
neither hears nor
sees,
Rolled round in **earth’s diurnal course**
With rocks and stones and trees.

(i) **Select the option that correctly identifies the poem from which the above extract has been taken and its poet.**

- (a) A Slumber Did My Spirit Seal, William Wordsworth
(b)A Slumber Did My Spirit Steal, William Wordsworth
(c)A Slumber Did My Spirit Seal, Wiliam Wordsworth
(d) A Slumber Did My Spirit Seal, William Wordsworth

(ii) **Why is the woman in the poems so still?**

- (a)She is no more. (b)She is in deep sleep.
(c)She is in animate. (d)She is unwell.

(iii) **Which option correctly reflects the mood of the speaker in the above extract?**

- (a)Ecstatic (b) Relaxed (c) Indifferent (d) Devastated

(iv) **What is meant by ‘earth’s diurnal course’?**

(a) Earth's daily rotation around its own axis
the Sun

(b) Earth's revolution around

(c) Earth's rotation around the Sun
axis

(d) Earth's revolution around its

(v) Which fear is the poet talking about?

(a) The fear of natural calamities
disasters

(b) The fear of man-made

(c) The fear of losing our near and dear ones.
animals.

(d) The fear of reptiles and other

8. Answer ANY FOUR questions in 40-50 words only [4×3=12 Marks]

(a) Why was Margie disappointed with the mechanical teacher?

(b) How did Kezia's impression about her father change towards the end of the story 'The Little Girl'?

(c) How was Maria Sharapova treated by other pupils at the tennis-training centre in the USA?

(d) What are precious things mentioned in the story "Happy Prince"? Why are they precious?

"Beneath all uniforms..." What uniforms do you think the poet is speaking about?

9. Answer ANY TWO questions in 40-50 words only. [2×3=6 Marks]

(a) Why Toto's presence was a secret in the author's household?

(b) What are the two strange things the guru and his disciple find in the Kingdom of Fools?

(c) Why does the author of 'A House is Not a Home' breakdown in tears after the fire?

10. Answer ANYONE question in 100-120 words only. [1×6=6 Marks]

(a) Kathmandu is a city of contrasts. It is vivid, mercenary, and vibrant and spiritual, peaceful and reflective at the same time. Elucidate this statement based on Vikram Seth's account of his visit to the city.

OR

(b) Presence of mind and patience are the two values that help a person at the time of adversity and danger. How did these two attributes of Gerrard help him get rid of the Intruder?

11. Answer ANY ONE question in 100-120 words only. [1×6=6Marks]

(a) Begging is a curse on humanity. Beggars should be provided a chance to stand on their feet. Justify the above statements by alluding to Lushkoff's example.

OR

(b) You are Sue. You have been taking care of your dear friend Johnsy for a long time now, yet she isn't showing any signs of recovery. Write a letter to your friend Mathew, explaining Johnsy's condition. Request him to visit Johnsy and uplift her spirit.

KENDRIYA VIDYALAYA SANGATHAN RANCHI REGION

SESSION ENDING EXAMINATION –(2023-24)

Marking Scheme

Subject-ENGLISH

SET-B.

CLASS- IX

SECTION- A: READING (20 MARKS)

Q1.(10 marks) (Only ten)

1.-(b)	2-(c)	3 – (b)	4 – (d)	5 – (b)	6 – (d)
7– (c)	8 -(b)	9– (b)	10 – (b)	11–(a)	12–(c)

Q. 2 (10 marks)

a.(iii) b.(iv) c.(iii) (iv) d.(ii) e.(ii)

f .Though schools and workplaces closed many of the parents found themselves dealing with a new and stressful form like parents have to work from home and run household, parents likely also trying to keep kids on track with their virtual school work ,while enduring the restrictions of social distancing and even being cut off from the support of friends and relatives.

g .School closure social distancing and confinement increase the risk of poor nutrition among children, their exposure to domestic violence, increase their anxiety and stress .

h. Anna Wilden is a social worker works in the Family Support Service — an outpatient, family help department of a children's home. She looks after families who turn to the Youth Welfare Office for help.

I. Due to closed centers Anna cannot meet her clients and visit their families meanwhile she got the reports of suspected child endangerment.

j.(ii) sudden

SECTION- B: WRITING AND GRAMMAR (20 MARKS)

Q. 3(a) & Q. 3(b) (5 marks)

Objective - Expressing an opinion, Reasoning, justifying, Illustrating, appropriateness of style and tone, using appropriate format and fluency.

Marking: For Diary Entry-Format: 1 mark Content: 2marks Fluency and Accuracy: 2 marks

For Article Writing-Title:1 mark,Content:2 marks, Fluency and Accuracy:2 marks

Up to one mark may be deducted for spelling, punctuation grammatical errors and format.

Q. 4 (5 marks)

Objective - Expressing, justifying, Illustrating, appropriateness of style and tone, using appropriate format and fluency. To plan, organize and present ideas coherently

Marking: Title-1 mark, Relevance of content + creativity –2 marks, Fluency and Accuracy –2 marks .

Q.5 (10 Marks)

. (i) (C) Sets in

(ii) didn't have that book

(iii) (D) had died

(iv) (B) in ---With

(v) (B) came across

- (vi) speak
- (vii) that he was feeling well
- (viii) have --has
- (ix) (A) Prosecuted
- (x) (B) if he could have an appointment right then
- (xi) (D) live, a
- (xii) (A) spend

SECTION- C: LITERATURE (40 MARKS)

- Q6.. (A) (i) (c) Afghanistan
- (ii) (c) Charmed
 - (iii) (a) things given in memory of a person, place or event
 - (iv) (d) Ordinary
 - (v) (a) Because of his extraordinary talent

OR

- (B) (i) (d) Both B and C
- (ii) (a) When he was an infant
- (iii) (b) leaving school forever
- (iv) (b) chaos
- (v) (b) 2 and 3

- Q7. (A) (i) (d) Rain on the Roof, Coates Kinney
- (ii) (b) ABCB
 - (iii) (d) Alliteration
 - (iv) (b) Several memories flood his mind
 - (v) (b) Sounds

OR

- (B) (i) (a) A Slumber Did My Spirit Seal, William Wordsworth
- (ii) (a) She is no more
- (iii) (d) Devastated
- (iv) (a) Earth's daily rotation around its own axis
- (v) (c) The fear of losing our near and dear ones.

Q 8..ANY FOUR to be attempted. (4×3=12 marks)

(a) Margie's mechanical teacher was giving her one test after another. She was unable to keep up with the pace of learning. That's why she was disappointed with the mechanical teacher.

(b) Kezia always feared her father due to his strict behaviour towards her. However, towards the end of the story her father comforts her and puts her to sleep in the absence of her mother and grandmother. This makes her realize that her father is also a warm-hearted person and loves her dearly.

(c) The other pupils at the tennis training centre were older than Sharapova. They were very mean to her and often bullied her. During the night, the other pupils would make her clean the room and tidy their beds.

(d) The precious things mentioned in the story are the dead bird and leaden heart of the prince. These two are precious as they sacrificed their lives to help others in desperate / difficult times.

(e) The uniforms that the poet is speaking about are the different types of dresses that people from different countries wear. It may also be a reference to the uniforms of different armies.

Q9.ANY TWO to be attempted only. (2×3=6 marks)

(a) Toto's presence was secret in the author's household because Grandmother was against the idea of bringing more animals into the household. She would have been really angry had she known about Toto's presence.

(b) The first strange thing noticed by the guru and his disciple is that everyone is asleep in the morning, and goes about their business in the night. The second strange thing is that every item costs the same. Whether they bought a bunch of bananas or a measure of rice, they would only have to pay a single duddu.

(c) The author of 'A House is Not a Home' was going through a lot of changes. He was having a tough time in his new high school and was feeling depressed in general. On top of that, the fire that burnt down his house was like a final blow to his already fragile mental state.

Q10.ANY ONE to be answered.(1×6=6 marks)

(a) – description of the contrasting atmospheres in the Baudnath and Pashupatinath temples respectively

- description of the business activities on the streets of Kathmandu
- description of the delicacies consumed by the author
- description of the serenity around the fruit seller
- description of the sights and sounds of Kathmandu
- any other relevant point

Expression and accuracy – 2 marks

Coherence- 2 marks

Relevance – 2 marks

OR

(b) – Gerrard – intelligent and composed man

- Used his skills as an expert playwright
- Did not lose his cool when challenged by the intruder
- Tricked the intruder by using his props
- any other relevant point

Expression and accuracy- 2 marks

Coherence- 2 marks

Relevance- 2 marks

Q11..ANY ONE to be attempted.(1×6=6 marks)

(a) – Begging is an insult to human dignity.

- Beggars become objects of pity- denied the chance to earn a living.
- Opportunity to work can lead to improvement in the quality of life.
- Work will also bring respect and dignity.
- Student to quote Lushkoff's example

Expression and accuracy- 2 marks

Coherence- 2 marks

Relevance- 2 marks

OR

(b) Format of informal letter- 1 marks

Expression and accuracy- 2 marks

Coherence- 1 marks Relevance- 2 marks

KENDRIYA VIDYALAYA SANGATHAN
SESSION ENDING EXAMINATION (2023-24)
SUBJECT - ENGLISH (184)

SET – C

CLASS: IX

TIME: 3 HOURS

FULL MARKS: 80

General Instructions:

(i) The question paper is divided into three sections:

Section A: Reading 20 marks

Section B: Writing and Grammar 20 marks

Section C: Literature 40 marks

(ii) All questions are compulsory

(iii) You may attempt any section at a time

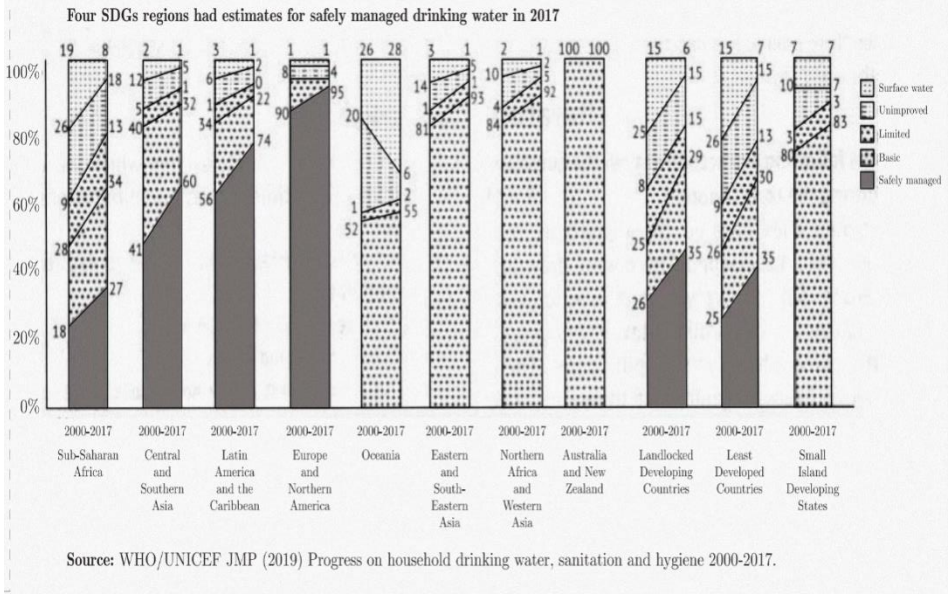
(iv) All questions of that particular section must be attempted in the correct order

SECTION A – READING SKILLS		MARKS
I	Read the passage given below:	10
1	Keep your watch accurate. For some people, moving up the time on their watch will help them get up earlier. For others, they will remember that the time on the watch is wrong and will disregard it altogether. It may be helpful to set your watch just two minutes ahead instead of five or ten.	
2	Keep a clock, phone, computer or anything that displays time in each room of your house. One of the easiest ways to run late is simple by not realizing that the time is passing as quickly as it is.	
3	Set all your clocks and watches to the same time. Don't be an optimist. Things usually take longer than what you'd expect, even without major delays. If you have a dinner appointment at 7:30 p.m., don't think you can work till 7 p.m., then take a bath, dress and reach on time. Realistically, calculate the time you will take at each step and then add 10 minutes more to allow for unexpected delays, or you cannot get to your job done in time.	
4	Wake up when you are supposed to wake up. Don't hit the snooze button, keep on lying in bed, and watch TV at the very start of your day. Maybe you can try even setting your clock 10 minutes earlier than you need. If you have difficulty	

	with this, move your alarm clock to somewhere to away from your bed; that way, you will have to get up to turn it off. Commit yourself to being 15 minutes early for everything. If you have to reach your place of work at 8:00, don't even tell yourself this. Just tell yourself (and everyone else who listens – but don't annoy them or make them think that they are late or early!) "I have to be at work at 7:45." If you do this, you will be on time even with little unforeseen delays. You will be on time even with a traffic jam.	
	Based on your understanding of the passage, answer the questions given below.	
i.	Fill in the blanks by selecting the correct option. We should be _____ in approach with time management. (a) Optimistic (c) realistic (b) Pessimistic (d) utopian	1
ii.	It is good to commit yourself _____ for everything. To be late (c) to being 15 minutes early To delay (d) to search the last moment	1
iii.	What should we do to be punctual?	2
iv.	The narrator does not deny which of the following activity just after waking up: (a) Hitting snooze button (b) Keep on lying in bed (c) Watch TV (d) Wake up when you actually have to	1
v.	State whether the following statement is TRUE or FALSE: <i>One of the easiest ways to run late is simple by not realizing that the time is passing as quickly as it is.</i>	1
vi.	Find ONE WORD for the following phrase in paragraph 3. A person who always thinks positively.	1
vii.	Based on the information in paragraph 2, state a reason for being delayed.	2
viii.	The narrator denies us to: (a) Be realistic (b) Be optimistic	1

	(c) Keeping our watch accurate (d) Wake up when we are supposed to	
II.	Read the passage given below:	10
1.	The report, progress on household drinking water, sanitation and hygiene (2000-2017): Special focus on inequalities, is the most recent publication by the WHO/UNICEF Joint Monitoring Programme, which tracks global progress in achieving the water and sanitation portion of the UN’s Sustainable Development Goals (SDGs).	
2.	The 17 SDGs aim is to “end poverty in all its forms everywhere” by 2030. Goal 6 calls for universal access to safe and adequate access to drinking water and sanitation services.	
3.	According to the new report, progress has been made since 2000, yet billions of people are still underserved. The report delineates between access to basic services, which has greatly improved, and access to “safely managed” services, which is inadequate in many parts of the world. Only about 45 percent of the global population has access to safely-managed sanitation services. In 2017, an estimated 673 million people continued to openly defecate, most of them in 61 “high burden” countries where the practice remained common among more than 5 percent of the population.	
4.	To qualify as being “safely managed”, drinking water must meet three criteria: be accessible on the premises, be available for at least 12 hours per day, and be free from E. coli, arsenic, or fluoride contamination. Sanitation is considered safely managed when facilities are not shared with other households, and waste is safely treated on-site or at an off-site facility.	
5.	In 2017, an estimated 5.3 billion people had access to safely-managed drinking water. Of that number, 1.4 billion used basic services, 206 million used limited services, 435 used unimproved sources, and the remaining 144 million relied on untreated surface water.	
6.	Poor and rural populations are at the greatest risk of being left behind. In 2017, urban access to basic drinking water services was at 97 percent, while rural coverage was at 81 percent.	


7. In terms of sanitation, an estimated 2.1 billion people gained access to basic services between 2000 and 2017, but 2 billion remain without access.
8. The report also focuses on improvements in eliminating open defecation. Between 2000 and 2017, the global rate of open defecation fell from 21 percent to 9 percent.



- Based on your understanding of the passage, answer the questions given below.
1. What is the percentage of population which has access to sanitation services?
 (a) 45% (b) 22% (c) 15% (d) 8%
2. The given passage focuses on:
 (a) Sanitation (b) Drinking water (c) hygiene (d) all of these
3. List any 2 criteria for water to qualify as being 'safely managed' drinking water.
4. What percentage of people in urban areas have access to drinking water?
 (a) 45% (b) 21% (c) 97% (d) 9%
5. Complete the following analogy correctly with a word from paragraph 2:

	Bow: Obeisance :: Objective : _____ (Clue: Just like a bow is a synonym for an obeisance, similarly an objective is a synonym for...)	
	6. Which countries have the maximum access to safely managed water? (a) Small Island Developing states (b) Australia and New Zealand (c) Europe and North America (d) Northern Africa and Western Asia	1
	7. What is the number of population that has gained access to basic services by 2017? (a) 2.5 billion (b) 2.1 billion (c) 2 billion (d) 2.3 billion	1
	8. Mention the target that has been set by UN's Sustainable Development Goals (SDGs) programme.	2
	SECTION B – GRAMMAR AND WRITING SKILLS	
	Attempt <u>ANY TEN</u> of the following questions.	1x10=10
	Fill in the blank by choosing the correct option to complete the sentence. When the thief entered the house, the inmates _____ in the hall. (a) Were slept (b) Were sleeping (c) Slept (d) Had been sleeping	
	Read the conversation between Harry and Cobbler. Complete the sentence by reporting Cobbler's reply correctly. Harry: Can you polish my shoes? Cobbler: Yes Sir. But I will take 10 rupees for each shoe.	

	<p>The boys were played in the park when it started raining.</p> <p>Use the given format for your response.</p> <table border="1" data-bbox="225 369 794 488"> <thead> <tr> <th data-bbox="225 369 509 427">Error</th> <th data-bbox="509 369 794 427">Correction</th> </tr> </thead> <tbody> <tr> <td data-bbox="225 427 509 488"></td> <td data-bbox="509 427 794 488"></td> </tr> </tbody> </table>	Error	Correction			
Error	Correction					
	<p>Transform the following direct speech into reported speech: The principal said, "Why didn't you attend the flag hoisting ceremony, Anuj?"</p>					
	<p>Fill in the blank by choosing the correct option, to complete the sentence. The German force lost no time in retreat lest they _____ be cut off and surrounded.</p> <p>(a) Would (c) might (b) Should (d) could</p>					
	<p>Select the correct option to complete the narration of the dialogue between Sunita and Neetu.</p> <p>Sunita: Tomorrow is your birthday, what do you want as a gift? Neetu: That is a lovely thought but I don't want anything.</p> <p>Sunita asked Neetu since the next day was her birthday, what she wanted as a gift. Neetu replied that that was a lovely thought but _____.</p> <p>(a) She do not want anything (b) She did not wanted anything (c) She did not want anything (d) She wants something</p>					
	<p>Identify the error in the given sentence and supply the correction. Have you got some proof that he committed the crime?</p> <p>Use the given format for your response.</p> <table border="1" data-bbox="225 1780 834 1899"> <thead> <tr> <th data-bbox="225 1780 509 1839">Error</th> <th data-bbox="509 1780 834 1839">Correction</th> </tr> </thead> <tbody> <tr> <td data-bbox="225 1839 509 1899"></td> <td data-bbox="509 1839 834 1899"></td> </tr> </tbody> </table>	Error	Correction			
Error	Correction					
	CREATIVE WRITING SKILLS	10				
1.	Attempt <u>ANY ONE</u> from A and B given below.	5				

A.	Write a descriptive paragraph in 100-120 words on how your locality looks like at dawn. OR	
B.	Write a short descriptive paragraph on the famous Indian scientist Sir CV Raman in 100-120 words on the basis of the following inputs:  Born on 7 November 1888 in Madras – Physician by profession – worked in the field of light scattering – the discovery is known as ‘Raman Effect’ – won Nobel Prize in 1930 for his discovery – elected ‘Fellow of the Royal Society’ in 1924 – in 1954 India honoured him with its highest civilian award ‘Bharat Ratna’ – breathed his last on 21 November 1970	
2.	Attempt <u>ANY ONE</u> from A and B given below.	5
A.	Write a short story based on the given outline or cue/s in about 100-120 words. <i>It was 1 a.m. Everyone except the head boy was snoring away in the river-side camp. Head boy, Arun, who enjoyed solitude was lost in the moonlight glimmer of the calm river. The sight of something floating towards him broke his reverie. It could be a log but what if...</i> OR	
B.	Write a diary entry in 100-120 words on one of the luxurious weddings that you have attended recently. Write your opinions on the wastage of resources at the wedding.	
SECTION C – LITERATURE		40

V.	Reference to the context.	10
1.	Attempt <u>ANY ONE</u> of two extracts given.	5
A.	<i>He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in punch code they made her learn when she was six years old, and the mechanical teacher calculated the marks in no time.</i>	
a	<p>"He was a round little man". Who is being referred to here?</p> <p>(a) The mechanical teacher</p> <p>(b) Tommy's grandfather</p> <p>(c) Margie's grandfather</p> <p>(d) The county inspector</p>	1
b	What does 'took the teacher apart' mean?	1
c	How would you describe the County Inspector?	2
dv	<p>Which one of the following statements is NOT TRUE, according to the given extract?</p> <p>(a) Margie was hopeful that the computer is set right soon</p> <p>(b) The county inspector knew how to put the computer together again</p> <p>(c) Margie hated the slot where she had to put homework and test papers</p> <p>(d) The computer calculated marks in no time</p>	1
	OR	
B.	<i>Then Grandfather, just to get his own back, took from his pocket out pet tortoise, and said, "What must I pay for this, since you charge for all animals?" The ticket-collector looked closely at the tortoise, prodded it with his forefinger, gave Grandfather a pleased and triumphant look, and said, "No charge. It is not a dog."</i>	

a	<p>“No charge. It is not a dog.” What was the tone of the ticket collector while saying these words?</p> <p>(1) Pleased (4) Rude (2) Argumentative (5) Sarcastic (3) Triumphant</p> <p>(a) 1 & 3 (c) 2 &3 (b) 3 &5 (d) 2 & 4</p>	1
b	Why did grandfather take out his pet tortoise to be charged with ticket?	2
c	Why were the charges waived by the ticket-collector?	1
d	Which word from the following means the same as ‘poke with finger’?	1
	(a) Pleased (b) Charge (c) Prodded (d) Triumphant	
2	Attempt <u>ANY ONE</u> of two extracts given.	5
A	<p><i>And I shall have some peace there, for peace comes dropping slow, Dropping from the veils of the morning to where the cricket sings; There midnight’s all a glimmer, and noon a purple glow, And evening full of linnet’s wings</i></p>	
a	<p>The poet beautifully builds up the imagery and creates a wish-list in the given stanza. Pick the one that the wish-list doesn’t include.</p> <ol style="list-style-type: none"> 1. Nine bean rows 2. A hive for the honey-bee 3. Wilderness of river 4. Cricket’s songs 5. Purple glow 6. Glimmer of moonlight 	1

iii.	Which of the following poetic devices has been used in “boring, boring and boring”? (a) Repetition (c) personification (b) Assonance (d) simile	1
iv.	What curse did Saint Peter cast on her?	2
VI.	Answer <u>ANY FOUR</u> of the following five questions, in about 40-50 words.	4x3=12
i.	Analyze the use of imagery in the poem “ <i>Rain on the Roof</i> ” and its impact on the reader.	
ii.	Write a brief note on Sharapova’s life and attitude in life. What does one learn from her life?	
iii.	How did Gerard justify himself to be a criminal?	
iv.	Explain how a reeded noisemaker get transformed to a shehnai? (<i>The Sound of Music</i>)	
v.	What was Einstein’s reasons behind writing a letter to Roosevelt?	
VII.	Answer <u>ANY TWO</u> of the following three questions in about 40-50 words.	2x3=6
i.	In the story “ <i>The lost child</i> ”, why does the child remain inconsolable despite the kind-hearted efforts of the stranger?	
ii.	When and how did the Happy Prince realise the true meaning of life? What did this realization prompt him to do?	
iii.	Bad habits ruin a person. Lushkoff turned to begging because of his drinking habit. How does this habit ruin him?	
VIII.	Answer <u>ANY ONE</u> of the following questions in about 100-120 words.	1x6=6
i.	Discuss the role of empathy and understanding in fostering a world where “No Men are foreign”. How does the poem encourage readers to break down barriers and prejudices? OR	
ii.	How does Kezia begin to see her father as a human being who needs her sympathy? (<i>The Little Girl</i>)	
IX.	Answer <u>ANY ONE</u> of the following questions in about 100-120 words.	1x6=6

i.	In 'The Kingdom of Fools', life was different. Explain how was it different from common life?	
ii.	Delve into the theme of escapism in " <i>The Lost Child</i> " by Mulk Raj Anand and explore how the fairgrounds serve as a metaphorical escape for the child.	

KENDRIYA VIDYALAYA SANGATHAN
SESSION ENDING EXAMINATION (2023-24)
SUBJECT - ENGLISH (184)
SET – C

CLASS: IX

MARKING SCHEME

SECTION A (READING – 10 Marks)

I. Discursive Passage (10 marks)

- i. (c) realistic
- ii. (c) to being 15 minutes early
- iii. To be punctual we should get up at the right time.
- iv. (d) wake up when you actually have to
- v. TRUE
- vi. optimistic
- vii. The major reason for being delayed is not realizing that time passes quickly.
- viii. (b) be optimistic

II. Case Based Unseen Passage (10 marks)

- i. (a) 45%
- ii. (d) All of these
- iii. 1. Free from harmful substances
2. Accessible every time when needed
- iv. (c) 97%
- v. goal
- vi. (b) Australia and New Zealand
- vii. (b) 2.1 billion

viii. The target that has been set by UN's Sustainable Development Goals (SDGs) programme is to end poverty in all its forms everywhere

SECTION B – GRAMMAR AND WRITING SKILLS (20 Marks)

III. (10 Marks – Any ten)

i. (b) were sleeping

ii. he would take 10 rupees for each shoe

iii. (a) Must

iv. (c) Error – That Correction – Those

v. (a) had already left

vi. looked

vii. if he should take it before dinner or after dinner

viii. Error – Played Correction – Playing

ix. The Principal asked Anuj why he hadn't attended the flag hoisting ceremony.

x. (b) should

xi. (c) She did not want anything

xii. Error – Some Correction – Any

IV. (10 Marks)

1. A and B

Objective – Expressing, justifying, illustrating, appropriateness of style and tone, using appropriate format and fluency. To plan, organize and present ideas coherently

Marking: Title - 1 mark, Relevance of content and creativity – 2 marks, Fluency and Accuracy – 2 marks.

2. A and B

Objective – Expressing, reasoning, justifying, illustrating, appropriateness of style and tone, using appropriate format and fluency.

Marking for Story Writing: Format – 1 mark, Content – 2 marks, Fluency and Accuracy – 2 marks

Marking for Diary Entry: Format – 1 mark, Content – 2 marks, Fluency and Accuracy – 2 marks

Up to one mark may be deducted for spelling, punctuation, grammatical errors and format.

SECTION C – LITERATURE (40 Marks)

V.

1. A

i. (d) The county inspector

ii. it means to disassemble the 'teacher' because it was not working properly.

iii. The County Inspector was a round little man with a red face. He carried a box of tools with dials and wires. His work was to repair mechanical teachers who were not performing well or meeting their standards.

iv. (a) Margie was hopeful that the computer is set right soon.

OR

1. B

i. (a) 1 & 3

ii. **Grandfather** tried to prove Toto to be a monkey and he did not qualify as a dog or even a quadruped. Grandfather decided to take his money back. In order to do so, he took out a pet tortoise from his pocket and asked what he would charge for all his animals.

iii. Because the ticket collector did not qualify the tortoise as a dog as only dogs were to be charged.

iv.(c) prodded

2. A.

i. (b) Option 3

ii. The poet expects to find peace in Innisfree which would come gradually and help him to relive in natural beauty.

iii. Both midnight and noon on the island are visualized by the poet to be very bright with only different hues of brilliance – the twinkling light of the moon and the stars in midnight and the bright purple shine in the noon.

iv. (d) Metaphor

OR

2. B.

i. A woman of Northland, who was miserly and selfish had refused to give even a cake as thin as a wafer to the tired and hungry saint. So, the poet suggests that a person as selfish as her shouldn't qualify as a human being.

ii. (a) 2,3 & 5

iii. (a) Repetition

iv. Saint Peter cursed the woman and turned her into a woodpecker that had to search for a long time to get scanty food.

VI.

i. As he is listening to the sound, many imaginations come into his mind. The poem presents vivid imagery of the feelings that rain awakens in the poet. It shows how rain brings back old dreams yet makes space for new ones. The pitter-patter on the roof shows the conflicted thoughts of the poet.

ii. She was never depressed but all the more determined. Her mental toughness and physical strength helped her reach the top at the age of eighteen. Maria Sharapova is an inspiring personality. She teaches us that success comes with sacrifices and hard work.

iii. When Gerrard came to know about the Intruder's plan, he kept his cool. He cooked a story to outwit him. He said he is also a murderer who was in hiding and that is why he was a mystery man who never met anyone including the tradespeople. So, if the Intruder took on his identify, he would not gain anything. He would anyway be accused of murder.

iv. 'Pungi' a musical instrument was banned because of its shrill and unpleasant sound. But a nai modified and perfected it and s played it for the first time in Shah's chamber, thus it came to be known as 'Shehnai'.

v. In August 1939, Einstein wrote a letter to Franklin Roosevelt who was then the President of the U.S. The main purpose of writing the letter Einstein to Franklin Roosevelt was to alert him about the Nazis. He warned that the Nazis were working on a strong and new weapon that could make an atomic bomb

VII.

i. The child remained inconsolable because he was lost in the fair. He had lost his way and his parents were not with him. All he thought about was his parents. The kind- hearted man tried to calm him with everything that the lost child was fascinated by but only in vain.

ii. The Happy Prince realize the true meaning of life when he was turned into a statue. He kept standing still at the same place and henceforth he could see all the people suffering. This made him understand the true meaning of life and the hardships that everyone faces. This realization promoted him for helping the needy.

iii. Lushkoff was a middle-aged man. He was a beggar. He used to beg in a polished manner. Once he pretended to be a school teacher. Next time he presented himself as a student. In

fact, he was a singer in a Russian Choir. He was sent away for his drunkenness. He was a man ruined by his drinking habit which turned him to begging.

VIII.

i. The poem "No Men are Foreign" underscores the pivotal role of empathy and understanding in transcending national and cultural divides. By portraying all individuals as sharing common human experiences such as laughter, sorrow, and labor, the poem encourages readers to recognize the universality of humanity. This universal perspective challenges stereotypes and prejudices rooted in differences, promoting empathy as a means to connect with others on a deeper level. Ultimately, the poem inspires readers to break down barriers by fostering mutual respect and solidarity, envisioning a world where empathy bridges the gaps that separate people and nations.

ii. One night Kezia had a nightmare which made her too terrified. She was crying out of fear. When she woke up, she found her father beside her bed with a candle in his hand. He asked her what the matter was. When he came to know about her nightmare, he blew out the candle, bent down and caught up the child in his arms. He carried her to the big bedroom. He laid her on the bed and pulled the covers up around her. Apart from this, he lay down beside her.

After some time, still half asleep, she crept close to him, snuggled her head under his arm and held tightly to his shirt. Now she felt comfortable. Her father told her to rub her feet against his legs and get them warm.

Now, Kezia realized that her father was not as harsh as she thought. She realized that her father had to work all day long and got so tired that he could not play with her. She realized that her father wanted her to understand his compulsion. At bottom, he was a very good person.

IX.

i. In "The Kingdom of Fools," life differed markedly from conventional norms. Here, foolishness was exalted while intelligence was scorned. The kingdom revered absurdity and nonsensical behavior, where illogical actions were applauded and rationality was mocked. This societal structure turned upside down the usual values of wisdom and reason found in everyday life. The chapter critiques human behavior and societal expectations by showcasing the arbitrary nature of norms and the folly of blindly adhering to them. It prompts readers to reflect on the consequences of valuing absurdity over rationality,

presenting a satirical commentary on social norms and their impacts on individuals and communities.

ii. In "The Lost Child" by Mulk Raj Anand, escapism is a central theme illustrated through the child's fascination with the fairgrounds. The fair serves as a metaphorical escape from the constraints and responsibilities imposed by his parents. Amidst the lively atmosphere of the fair, filled with colorful stalls and merry-go-rounds, the child experiences a temporary freedom from mundane daily life. The fairgrounds symbolize a realm of enchantment and excitement where the child can indulge in joyous moments away from parental authority. However, the temporary escape ultimately highlights the child's yearning for freedom and exploration, contrasting with the reality of parental control. Through this metaphorical lens, Anand explores the universal desire for liberation and the fleeting nature of childhood fantasies amidst the constraints of adulthood.

KENDRIYA VIDYALAYA RANCHI REGION
SESSION ENDING EXAMINATION 2024-25
CLASS – IX

SUBJECT -English

(SAMPLE PAPER-1 SOLVED)

MARKS: 80

Instructions:-

(a) The question paper is divided in to three sections.

(b) Section A: Reading 20 Marks Section

B: Writing and Grammar 20 Marks Section

C: Literature/ Text Books & Long Reading Texts 40 Marks Section

(c) All questions are compulsory.

(d) Marks are indicated against each question.

SECTION - A READING – 20 marks

Q.No.

1. Read the passage given below:

Maggie is a golden doodle. However, she turned out to be more golden than a doodle. She has lots of energy, is very loving, a people pleaser, soft and she loves every minute of life. But when she was small, we called her "The Demon". She lived to jump on me, bite me, and steal anything. My goal had been to get a dog that would keep me walking every day. But more than that, I am in a period of my life where I was looking for a way to give back. Seeing Maggie's loving personality and high energy, I realized that Maggie needed a job and I needed to volunteer, and if we worked together, we could both have that.

But the little "demon" needed to be tamed! After going through beginner and intermediate obedience at Canine Academy, I knew that Maggie would benefit from the Off-Leash program and that would help her get ready to become a therapy dog so that she could be busy and I could give back.

She is home from the Academy now, and what a great dog she is! She loved her training and did very well at Canine Academy. Walks that used to be difficult because, at 75 lbs, her pulling on the leash was hard on me, are now a pleasure. We walk twice every day and she has many friends in the neighborhood that have watched her grow from an unruly puppy to a beautiful companion, thanks to the Canine Academy. We train every day and she loves to attend the weekly training sessions that the Off-Leash graduates take part in. Lisa and her trainers gave

Maggie the tools she needed to be an absolutely wonderful dog. Now we work together to fine-tune those tools and everyone that knew her before is quite impressed by how well-behaved she is now. My life is so much better with Maggie in it, but part of that is thanks to the wonderful people at the Canine Academy and the great work they do with dogs. If I ever add to my dog family, we will surely be calling them again!

Answer the following questions:

- i. Who is Maggie? (1)
 - a. A girl
 - b. A demon
 - c. A dog
 - d. A fish
- ii. What qualities of Maggie are mentioned by the author in the opening paragraph?(1)
 - a. She is soft and loving
 - b. She is a villain
 - c. She bites everyone
 - d. She is always low on energy
- iii. What was Maggie called when she was small?(1)
 - a. Golden Dog
 - b. The Demon
 - c. Golden Doodle
 - d. A Doodle
- iv. Which academy does she go to? (2)
- v. What training programmes did Maggie undergo?
 - A. Beginner Obedience Programme
 - B. Intermediate Obedience Programme
 - C. Advanced Obedience Programme
 - D. Off-Leash Training Programme
 - a. Only (A)and(B)
 - b. Only (A),(B),and(C)
 - c. Only (A)
 - d. Only (A),(B),and(D)

- vi. What change occurred in Maggie after training? (2)
- vii. Then narrator wanted Maggie to become a__dog.
 - a. Good
 - b. Therapy
 - c. Soft
 - d. Calm
- viii. What is meant by the word, 'tamed'?(Para 1)(1)
 - a. taught
 - b. trained
 - c. calmed
 - d. disciplined
- ix. What is meant by the word, 'obedience'?(Para1)(1)
 - a. faithfulness
 - b. servility
 - c. calmed
 - d. respect
- x. What is meant by the word, 'unruly'?(Para2)(1)
 - a. unmanageable
 - b. cruel
 - c. ugly
 - d. bad

2. Read the passage given below:

1 The North-East of India is a melting pot of variegated cultural mosaic of people and races, an ethnic tapestry of many hues and shades. Yet, these states are lesser explored as compared to the rest of the country. The new generations of travellers who are 'money rich and time poor' are increasingly looking for unique experiences --a phenomenon being called the emergence of the 'experience economy'. For this new and growing breed of tourists, the North-East with its variety and uniqueness holds immense attraction. A study conducted in 2020 by Dr. Sherap Bhutia, revealed that the foreign tourist arrival in the North-East

increased from 37,380 persons in 2005 to 118,552 in 2014. The overall growth rate of tourist (both domestic and foreign) in the North-East was as high as 26.44% during 2005-06.

2 A high and positive growth of 12.53% was registered in foreign tourist visits to North-East States of India during 2012 from 2011, which further rose to register a growth of 27.93% during 2013 from 2012. Foreign tourist arrivals in the North-East witnessed a growth of 39.77% during 2014 from 2013, according to data provided from the Ministry of Tourism, Government of India.

3 The study recommendations for tourism planners included the need to concentrate on some key areas like enhancement of tourist facilities, tourism financing, focus on community involvement and others for the formulation of a sustainable tourism strategy in the North-East States of India.

i. Select the appropriate option to fill in the blanks. (1)

From paragraph 1, we can infer that the and of the North-Eastern states aid attracting the 'money rich and time poor' tourists.

1. distinctiveness
2. conventionality
3. diversity
4. uniformity
5. modernity

- A. 1 & 3
- B. 2 & 4
- C. 2 & 5
- D. D. 1 & 4

ii. iii Complete the following analogy correctly with a word/ phrase from paragraph 1: (1)

aroma: cooking:: _____ : painting

iii. Select the correct option to complete the following sentence:

(1)

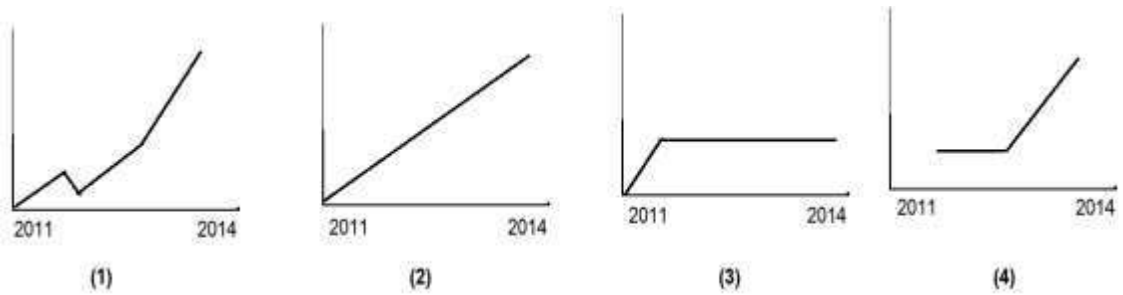
Travellers advocating the 'experience economy' seek a holiday package with (Paragraph 1)

- A. grand facilities, expensive hotels and excellent services to pamper

them.

- B. a wholesome experience within the budget they have planned for.
- C. places and cities to buy things from and opportunities spend money.
- D. cost-effective services, affordable accommodation and many days of touring.

iv. **Select the chart that appropriately represents the trend of foreign tourist travels in the North-East, from 2011-2014, as per paragraph 2. (1)**



- A. Option 1
- B. Option 2
- C. Option 3
- D. Option 4

For the Visually Impaired Candidates

Describe the trend of foreign tourist travels in the North-East, from 2011-2014 in ONE

word, as per paragraph 2.

v. **Fill in the blank by selecting the correct option.**

(1)

The study of tourist travel statistics in the North-East, from 2005 to 2014 showed results.

- A. expected
- B. encouraging
- C. inconsistent

D. questionable

- vi. List any 2 examples of 'tourist facilities' as referred to, in Paragraph 3.(2)
- vii. List one reason why the researchers recommend that the formulation of a tourism strategy in the North-Eastern States of India be sustainable.(2)
- viii. Select the option that titles paragraphs 1-3 appropriately, with reference to information in the text.

1

1 Full Speed Ahead!
2 Ups and Downs
3 Cause for Concern

1 Winds of Change
2 Numbers Don't Lie
3 Time for Action

1 Inspecting Trends
2 Statistically Speaking
3 Let's Investigate

1 Cause & Effect
2 Dynamic Data
3 Dependable Facts

1. (A)

(B)

(C)

(D)

SECTION B WRITING and GRAMMAR – 20 marks

3.

(10x1=10)

- A. A. Choose the right/most appropriate word from the options given below and complete the following passage. (ANY FOUR) (4)

The students (i) _____ talking as Miss Sarkar (ii) _____ the classroom. Then in a loud voice (iii) _____ said 'Good Morning' and she glanced quickly around the room. All the children (iv) _____ her intently to find out what sort of a person she was I suppose you (v) _____ to know my name," she said. But (vi) _____ she could tell them, someone in the class yelled out, "You are Miss Sarkar."

- (i) (a) are (b) was (c) were (d) been
(ii) (a) enters (b) entered (c) entering (d) entours
(iii) (a) she (b) they (c) he (d) them
(iv) (a) observe (b) watching (c) watch (d) watched
(v) (a) wants (b) liked (c) knew (d) want
(vi) (a) after (b) before (c) later (d) as

- B. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet against the correct question

number. The first one has been done as an example.(ANY THREE)
(3)

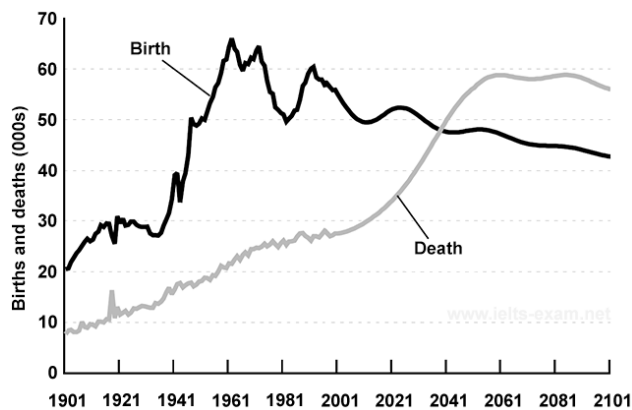
i. Error: Correction

Dolphins and killer whales has learned elaborate routine has have
to entertain aquarium audiences. They are thought
by men to being even more scientifically (a): _____; _____;
intelligent than me. In scientific (b) _____; _____;
experiments they had showed great (c) _____; _____;
skill for distinguishing between objects. (d) _____; _____;

C. Arrange the following into meaningful sentences. (ANY FIVE) (5)

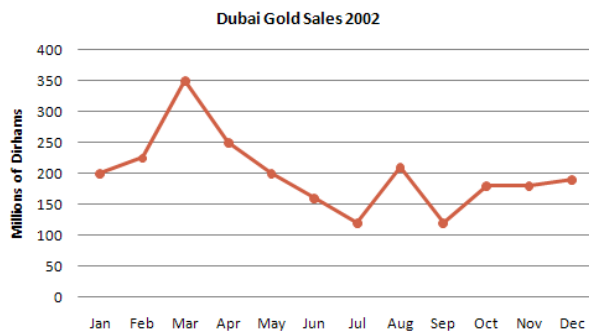
- (a) never/himself/large/solutions/economic/with/Gandhiji/political/or/contented.
- (b) doctor/for/got/to/his/months/services/Gandhiji/a/volunteer/six.
- (c) even/if/better/decide/come/you/along/is/it/to
- (d) look/as if/not sleep/you/all night/did/you
- (e) Soccer/ He/ plays/ his /friends/ with
- (f) of/ leather/ the/ jacket/ made/was

4. Below is a graph given showing birth and death rates in a country from 1901 to 2101. Write an analytical paragraph (100-120 words). (5)



Or

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



5.

(5x1=5)

A. On the way to your school, You saw a beggar taking the pieces of bread out of a dustbin to satiate his hunger. You are profoundly shocked to see it. Write the incident and your opinion in the form of a diary entry, Write a diary entry.

Or

B. Write a story in 150-200 words with the help of the following:

There was a man living in a village. He was very poor. His name was Hari. His life was full of miseries. He always blamed God for.....

SECTION C

Literature Text Books and Long Reading Text

40 marks

6. Read the extracts given below and answer the questions that follow: (5)

A. His bright eyes sparkled with mischief beneath deep-set eyebrows, and his teeth which were a pearly white, were very often displayed in a smile that frightened the life out of elderly Anglo-Indian ladies. But his hands looked dried-up as though they had been pickled in the sun for many years. Yet his fingers were quick and wicked; and his tail, while adding to his good looks (Grandfather believed a tail would add to anyone's good looks), also served as a third hand. He could use it to hang from

branch; and it was capable of scooping up any delicacy that might be out of reach of his hands.

1. Name the chapter whence this extract has been taken. (1)

- a) The Lost Child
- b) The Sound of Music
- c) The Little Girl
- d) The Adventures of Toto

2. Who is the author of “The Adventures of Toto”? (1)

- e) Ruskin Bond
- f) T.S. Eliot
- g) Mulk Raj Anand
- h) Kamala Das

3. What is Toto in the chapter “The Adventures of Toto”? (1)

- i) A donkey
- j) A dog
- k) A cat
- l) A monkey

4. Who is an Anglo-Indian? (2)

OR

B. His presence in the house still a secret, Toto was now transferred to a big cage in the servants’ quarters where a number of Grandfather’s pets lived very sociably together — a tortoise, a pair of rabbits, a tame squirrel and, for a while, my pet goat. But the monkey wouldn’t allow any of his companions to sleep at night; so Grandfather, who had to leave Dehra Dun next day to collect his pension in Saharanpur, decided to take him along.

1. List all the pets that grandfather has? (1)

2. Who was Nana? (1)

3. Who did not let other animals sleep? (1)

4. What made the grandfather take Toto along with him? (2)

7. Read the given extracts and answer the questions for ANY ONE of the two, given.

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

I shall be telling this with a sigh
Somewhere ages and ages hence;
Two roads diverged in a wood, and I-
I took the one less travelled by,
And that has made all the difference.

- a. What is the tone of the poet in the given stanza? (1)
- b. Name the poet: (1)
 - i. William Wordsworth
 - ii. Robert Frost
 - iii. William Shakespeare
 - iv. W.W.E. Ross
- c. _____ The word from the stanza opposite in meaning to 'converged'. (2)
- d. What is the significance of the two roads? Answer in about 40 words. (1)

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

No motion has she now ,no force
She neither hears nor sees,
Rolled round in earth's diurnal course
With rocks and stones and trees.

- a. She has become motionless and without force for she is_. (1)
- b. How would you describe the emotional state of the poet? Explain in 40 words. (2)
- c. Explain, '**she neither hears nor sees**'? (1)
- d. What is the literal meaning of the phrase, **Earth's diurnal course**? (1)
 - i. Revolution
 - ii. high tides
 - iii. rotation
 - iv. earthquakes

8. Answer the following questions in 40-50 words each.(ANY FOUR) 4x3=12

- a) Where did the writer stay in Kathmandu? Which two different places of worship did he visit and with whom?
- b) What was the opinion of the school headmaster about Einstein?
- c) How did Evelyn Glennie respond to the discovery of her deafness?
- d) How did Lakshmana Sastry reform the young teacher?
- e) Describe Gerrard's appearance.

9. Answer the following questions in 40-50 words each. (ANY TWO) 2x3=6

- a) What made the statue of the Happy Prince cry?
- b) What did the dancing girl say in her defense?
- c) How did Iswaran add a prologue to his story of an elephant?

10. Answer the following question in about 100 - 120 words— 6

A. What problems did Maria face as a child while she was being trained for tennis in the U.S.? What sustained her?

Or

B How did the little girl start understanding her father?

11 Answer the following question in about 100-120 words:-- 6

A. What is Johnsy's illness? What can cure her- the medicine or her willingness to live?

OR

What was the reason for Johnsy's deteriorating health?

Or

B. Describe the first meeting between Sergei and Lushkoff. How did Sergei take pity on Lushkoff?

KENDRIYA VIDYALAYA
SESSION ENDING EXAMINATION 2024-25
SET-1 (MARKING SCHEME)
CLASS – IX

SUBJECT -English

MARKS: 80

Section A

1.

- i. A dog
- ii. She is soft and loving
- iii. The Demon
- iv. Canine Academy
- v. Only (A), (B) and (D)
- vi. She became well-behaved
- vii. Therapy
- viii. Disciplined
- ix. Faithfulness
- x. Unmanageable

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

- i. A.1&3.
- ii. hues and shades
- iii. B. a wholesome experience within the budget they have planned for.
- iv. Option 2

For the visually impaired candidates

rising/ growing/ increasing (any other relevant, correct)

- v. B.encouraging

vi. (Any 2)

Accommodation—hotels, hostels, camps

Recreation—Parks, Gardens, Museums, Shopping areas

Essential- eating outlets, toilets, water points, kiosks for maps / currency exchange (if needed), certified travel guide availability

Transport-dedicated shuttle service, sight-seeing buses, cards or passes, car hiring stations

Digital upgrades –WiFi availability, websites, ticketing, forums

(Any other relevant)

vii. (Any one)

- To create socio-economic benefits for the local community
- To reduce the negative impacts caused on the destination/s
- To ensure protection of culture and heritage/ To ensure minimal intervention

in the cultural aspects

- To protect natural wildlife and resources

(Any other relevant)

viii. B.

1 Winds of Change
2 Numbers Don't Lie
3 Time for Action

Section -B

3.

A. Choose the right/most appropriate word from the options given below and complete the following passage.(ANY FOUR)

(i) c

(ii) b

(iii) a

(iv) d

(v) d

(vi) b

B. Editing- (ANY THREE)

Error	Correction
a) being	Be
b) then	Than
c) showed	Shown
d) for	in

C. (ANY FIVE)

- a) Gandhi ji never contented himself with large political or economic.
- b) Gandhi ji got a doctor to volunteer his services for six months.
- c) It is even better if you decide to come along.
- d) You look as if you did not sleep all night.
- e) He plays soccer with his friends.
- f) The jacket was made of leather.

4. Below is a graph given showing birth and death rates in a country from 1901 to 2101. Write an analytical paragraph (100-150 words). (5x1=5)

- **Format: 1 marks**
- **Content: 2 marks**
- **Expression: 2 marks**
- ❖ **Value points:**
- **Indicates a slight decline in deaths in the year 2101**
- **Huge gap between birth rate and death rate during 1961 and 2001.**
- **Expected to decline for coming years reaching approx. 42000 by 2101.**

Or

- **Format: 1 marks**
- **Content: 2 marks**
- **Expression: 2 marks**

❖ **Value points:**

- **In January 2002, the sales stood at 200 million Dirhams.**
- **The sale doubled in August.**
- **The estimated gold sales fluctuated in 2002.**

5. (DIARY ENTRY) (5x1=5)

A.

New Delhi.

26th November, 20XX

Sunday, 7:00 pm

Dear Diary,

I recently attended the 32nd Edition of India International Trade Fair (IITF) held at Pragati Maidan that witnessed a participation of more than 7,000 exhibitors, including participation from 28 countries. The fair included stores from various sectors such as Cosmetics, Healthcare products, Consumer Electronics, Home & Kitchen Appliances, Fitness equipment, Leather Goods, Footwear & Travel Goods. But the footwear section was very attracting. I got to see various types of footwear from which I had bought a shoe pair. I am planning to wear it in the upcoming function. Anyway, it was a very pleasant and rewarding experience.

Vinod

Or

B.

A Blessing In Disguise

There was a man living in a village. He was very poor. His name was Hari. His life was full of miseries. He always blamed God for his cursed life which he was living in poverty and worries. He had no one in his family to support him. One day he decided to go to the city to earn money. So, he took a boat and started his journey towards a city. But when he had hardly covered one mile, it began to rain heavily. There was no shelter all around. He was stuck in the river. Hari got wet and his clothes were spoiled. He felt very sad and began to curse his stars. Moreover, some goons came to him with guns in their hands. He again started cursing God when he found himself face to face with those goons. They asked for money from him. But he didn't have any. They

thought he hid the money somewhere in the boat. They tried to shoot him for not giving money to them but the gun did not go off as the powder had got wet. So his life was spared. The rain proved a blessing in disguise. This is how he realized that he should not blame God for everything. He was very happy with his luck and his heart filled with gratitude for God. He apologized to God. He took a pledge to remain optimistic and to work hard so as to make his life meaningful.

Section -C

6.

A. 1. d) The Adventures of Toto

2. a) Ruskin Bond

3. d) A monkey

4. Person with both Indian and British Ancestry.

OR

B.

1. The grandfather had a Tortoise, two rabbits, a squirrel, a goat and a monkey.

2. Nana was the family donkey.

3. Toto did not let other animals sleep.

4. Toto's nuisance, his problematic nature and not letting others sleep made grandfather take Toto along with him.

7.

1. a. The poet adopted a reflective tone in the given stanza. (3x1=3)

b. (ii) Robert Frost

c. 'diverged'

(2x1=2)

d. "The Road Not Taken" by Robert Frost is a poem told through the perspective of a solitary voyager who encounters a divergence in their path, serving as a profound metaphor for the voyage of life and the pivotal choices we encounter along this journey. These two divergent roads symbolize the challenging decisions that present themselves in our lives.

2. a. dead. (1)

b. The poet was in deep grief. He was portrayed to be extremely depressed and dejected. The poet was aghast at the death of his loved one and he was not able to come out of it. He was so shocked and sad that he could feel the numbness in his body and he was not able to move. He became numb to all his sensations and also became void of all human fears.

(2)

c. In the given line, the poet highlighted the fact that there was no motion left in his beloved's body as death had come over. She could not exhibit any motion or force in her body due to death. She was unable to hear and see.

(1)

d. (iii) rotation (1)

8. (4x3=12)

a. The writer, Vikram Seth, stayed in a cheap room in the centre of Kathmandu town. He visited the Pashupatinath temple, sacred to Hindus, and the Baudhnath stupa, the holy shrine of the Buddhists. He went with his acquaintances Mr. Shah's son and nephew.

b. The school headmaster considered Einstein to be a good-for-nothing boy. He was of the opinion that Einstein would never succeed in any profession. Therefore, choice of profession would not make any difference in the results of his efforts.

c. On learning about her deafness due to gradual nerve damage, Evelyn Glennie, instead of giving up, decided to lead a normal life other child, and pursue her dream of learning music.

d. Lakshmana Sastry was Ramanadha Sastry's father. When he came to know that the young teacher had shifted Kahan to the last row he got very angry. He summoned the teacher. He told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He asked him either to apologize or quit school. Thus, the teacher regretted and he was reformed.

e. Gerrard is a man of medium height and wears horn-rimmed glasses. When the play opens, he is dressed in a lounge suit and a great coat. He talks in a cultured voice and his demeanour is confident.

9.

(2x3=6)

a) The statue of the Happy Prince was on a high pillar. He could see the sorrows and misery of people. He saw a seamstress. Her son was ill. But she had nothing to give him except the river water. This made the Happy Prince cry.

b) The dancing girl said that she had given some gold to the goldsmith to make some jewellery. The goldsmith made excuses. So she had to walk up and down his house many times.

c) Before starting the story, Iswaran gave a detailed description of the place. He said that the place was a richly wooded forest. The logs of wood were hauled by elephants on lorries. But sometimes, the elephants turned mad. When an elephant turned mad, not even a skilled mahout could control it.

10.

(6x1=6)

A. Marie's childhood was full of struggle and loneliness. She had to leave for the U.S. at the young age of nine years. Her mother could not accompany her to the U.S. due to some visa restrictions. She missed her mother terribly during the two years of their heart-wrenching separation. Though her father had accompanied her to the U.S., he too could not frequently visit her as he had to spend a lot of time to earn money to be paid for Maria's tennis training. Apart from it, the other co-trainees used to bully, humiliate and insult her. They were inconsiderate to Maria who was much younger to them. To bully her, they would return to the room late at night, wake her up and make her tidy up the room. All these problems made her life during her training in U.S. miserable and desolate.

However, she was able to sail through these adverse times by never letting herself go into depression or think to quit. Instead, she strengthened her will-power and kept her passion for tennis alive. Eventually her determined and consistent efforts paid when she became the number one tennis player in the world. She moulded adversity in her favour with her strength, toughness and tolerance.

OR

B. Kezia was a little girl. She was very afraid of her father. To her, he looked like a giant. He spoke very loudly in the house. So she always avoided him. One day she tore up an important speech written by her father. He became very angry and beat her with a stick. Kezia started weeping. She wondered why God had made fathers.

One day Kezia's mother was ill. She was taken to the hospital. Kezia was alone in the house. At night she had a bad dream. She cried with fear. Her father took her to his own bed. She lay beside him. Then she realized that her father was not bad. The lie had to work hard. The lie had no time to play with her. It was her fault to tear up the speech. Now Kezia felt that her father was large-hearted.

11.

(6x1=6)

A. Johnsy suffered an attack of pneumonia in the cold winter month of November. Her illness made her so weak that she went into depression. She would lie still on her bed and keep gazing out of the window. The autumn added to her gloom when she saw the trees shedding leaves. She began to associate her death with the falling leaves and this negative thought deteriorated her health. When she gave up all hope on life. She refused to eat anything and medicines lost their effect. According to the doctor, her recovery depended on her willingness to live. In the absence of determination to get well soon even the medicines failed to affect positively.

OR

B. One day advocate Sergei came across a beggar. He was dressed in very poor clothes. He was crying and requested Sergei to have pity on him. He told Sergei that he had the offer of a position in Katuga, but he did not have money to get there. So, he wanted some money to pay for the fare. Sergei looked at the beggar closely. Suddenly he remembered that he had seen him the previous day in Sadovya Street. Then he had told him that he was a student and had been expelled for not paying his fees.

At first, the beggar denied the charge But when Sergei rebuked him, he admitted that he earned his living by lying. He told Sergei that his name was Lushkoff and that he was out of work. Sergei refused to give him alms. But he said that he would give him work of chopping wood. He brought Lushkoff home. lie called his maidservant Olga and told her to take him into the woodshed and get some wood chopped. Sergei could see from a room that Lushkoff was weak as well as unwilling to do the chopping work. However, after one hour, Olga came and told Sergei that the wood had been chopped. Set-did gave Lushkoff half a rouble.

2024-25

CLASS- IX

SUBJECT- ENGLISH LANGUAGE AND LITERATURE

SAMPLE PAPER- 2 (Solved)

SECTION A (READING SKILLS)

Q1. Read the following unseen passage carefully:

1. The choices we make on a daily basis- wearing a seat belt, lifting heavy objects correctly or purposely staying out of any dangerous situations—can either ensure our safety or bring about potentially harmful circumstances.

2. You and I need to make a decision that we are going to get our lives in order. Exercising self-control, self-discipline and establishing boundaries and borders in our lives, are some of the most important things we can do. A life without discipline is one that's filled with carelessness.

3. We can think it's kind of exciting to live life on the edge. We like the image of 'yeah'! That's me! Living on the edge! Woo- hoo! " It has become a popular way to look at life. But if you see, even high ways have lines which provide margins for our safety while we are driving. If we go over one side, we'll go into the ditch. If we cross the line in the middle, we could get killed. And we like those lines because they help to keep us safe. Sometimes we do not even realise how lines help to keep us safe.

4. I am not proud of this but for the first 20 years of my life at work, I ignore my limit. I felt horrible, physically, most of the time. I used to tell myself "I know I have limits and that I've reached them, but I'm going to ignore them and see if or how long I can get by with it." I ran to doctors, trying to make myself feel better through pills, vitamins, natural stuff and anything I could get my hands on. Some of the doctors would tell me, "It's just stress." That just made me mad. I thought stress meant you don't like what you do or can't handle life, and I love what I do. But I kept pushing myself, traveling, doing speaking engagements and so on—simply exhausting myself.

5. Finally, I understood I was living an unsustainable life and needed to make some changes in my outlook and lifestyle. You and I don't have to be like everyone else or keep up with anyone else. Each of us needs to be exactly the way we are, and we don't have to apologise for it. We're not all alike and we need to find a comfort zone in which we can enjoy our lives instead of making ourselves sick with an overload of stress and pressure.

On the basis of your reading and understanding of the above passage, answer any 10 questions from the following: [1X10 =10]

1. The reason why living on the edge has become popular is because of the:

- (i) Constant need for something different
- (ii) Population being much younger
- (iii) Exhausting effort to make changes
- (iv) Strong tendency to stay within our limits

2. Choose the option that best captures the central idea of the passage from the given quotes.

It's all about quality of life and finding a happy balance between work and friends. — Philip Green	To go beyond is as wrong as to fall short. — Confucius	Life is like riding a bicycle. To keep your balance you must keep moving. — Albert Einstein	Balance is not something you find, it's something you create. — Jana Kingsford
(1)	(2)	(3)	(4)

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

3. Which of the characteristics are apt about the writer in the following context: "I know I have limits and that I've reached them, but I'm going to ignore them and see if for long I can get by with it."

1. Negligent 2. Indecisive 3. Spontaneous 4. Reckless 5. Purposeless 6. Patient
- (i) 2 and 5 (ii) 3 and 6 (iii) 1 and 4 (IV) 2 and 3

4. Which of the following will be the most appropriate title for the passage?

- (i) Much too soon (ii) enough is enough (iii) how much is too much? (iv) Have enough to do?

5. The phrase “potentially harmful circumstances” refers to circumstances that can:

- (i) Certainly be dangerous (ii) be fairly dangerous (iii) be possibly dangerous (iv) seldom be dangerous

6. Select the option that makes the correct use of “unsustainable”, as used in the passage, to fill in the blank space.

- (i) In the long run, the..... officials followed emergency procedures.
(ii) Emergency procedures were by the officials.
(iii) Officials reported an,.....set of events during the emergency.
(iv) Officials admit that the emergency system is.....in the longer run.

7. The author attempts to the readers through this write-up.

- (i) Rebuke (ii) Question (iii) Offer aid to (iv) Offer advice to

8. The author uses colloquial words such as “yeah” and “Woo-hoo!” Which of the following is NOT a colloquial word?

- (i) Hooked (ii) Guy (iii) Stuff (iv) Stress

9. What does the author mean when he says, “to get our lives in order”?

- (i) To resume our lives (ii) To organise our lives (iii) To rebuild our lives (iv) To control our lives

10. Choose the option that correctly states the two meanings of ‘outlook’, as used in the passage.

1. A person’s evaluation of life
2. A person’s experiences in life
3. A person’s point of view towards life

PASSAGE-2 (SOLVED)

Q2. . Read the following unseen passage to test your comprehension skills:

Data from satellite sources assembled by the United Nations Environment Programme's (UNEP) World Environment Situation Room confirms that the wildfires in Australia in the last two months of 2019 and the first six weeks of 2020 were far from normal. 2019 was the second hottest year on record since 1880, and Australia recorded its warmest temperatures ever in December 2019.

"Rising temperatures continue to melt records. The past decade was the hottest on record. Scientists tell us that ocean temperatures are now rising at the equivalent of five Hiroshima bombs a second. One million species are in near-term danger of extinction. Our planet is burning," says United Nations Secretary-General António Guterres.

"The trend is very clear: 37 of the last 40 years were the warmest recorded since 1880, and the six warmest years recorded were the last six years," says Pascal Peduzzi, Director of UNEP's Global Resource Information Database in Geneva. "For those who think Australia is always burning, graphs clearly show that these fires were exceptional."

"This service, accessible via the UNEP's World Environment Situation Room, is provided for all countries at national and provincial levels. It identifies trends in wildfire activity since 2003, when the data first became available and monitoring began. We have sliced and diced the satellite-based data on wildfires worldwide from 2009 to the present day. We analyse the wildfires' data by month, type of land cover, protected area, province and nation to produce information products," Peduzzi adds. (Source: UN Environment)

Choose the correct option to answer the questions based on the above passage. (Any 10)

(a) What do the reports confirm about the 2019-20 Australian fires?

- (i) the fires were not normal
- (ii) the fires were normal
- (iii) the fires were natural
- (iv) data inconclusive

(b) What was the difference in the recorded temperatures in 2019 from the 1880s?

- (i) 2019 recorded the wettest temperatures since 1880s
- (ii) 2019 recorded the hottest temperatures ever
- (iii) 2019 recorded the coolest temperatures than 1880s
- (iv) 2019 recorded the warmest temperatures since 1880s

(c) What comparison has been made between the rising sea temperatures and Hiroshima?

- (i) ocean temperatures are rising at the equivalent of three Hiroshima bombs a second
- (ii) ocean temperatures are rising at the equivalent of five Hiroshima bombs a second
- (iii) ocean temperatures are rising at the equivalent of five Hiroshima bombs an hour
- (iv) none of these

(d) Choose the option that lists the CORRECT answers for the following:

“Rising temperatures continue to melt records. The past decade was the hottest on record. Scientists tell us that ocean temperatures are now rising at the equivalent of five Hiroshima bombs a second”. Whose statement is this?

“The trend is very clear: 37 of the last 40 years were the warmest recorded since 1880, and the six warmest years recorded were the last six years.” Whose statement is this?

- (i) (1) is from United Nations Secretary and (2) is from the UN President
- (ii) (1) is from the UN President and (2) is from the UN General Secretary
- (iii) (1) is from United Nations Secretary and (2) is from the Director of UNEP
- (iv) (1) is from the UN General Secretary and (2) is from the UN President

(e) Based on your understanding of the passage, choose the option that lists the inherent qualities of climate in the present times.

- (i) 1 and 3
- (ii) 2 and 6
- (iii) 3 and 4
- (iv) 5 and 6

(f) Which of the following independent data source is NOT PRESENT in the given graph?

- (i) NASA (ii) NOAA (iii) ISRO (iv) JMA

(g) Choose the option that lists the CORRECT statement.

- (i) Pascal Peduzzi is the Director of UNEP’s Global Renaissance Information Database
(ii) Pascal Peduzzi is the Director of UNO’s Global Resource Information Database
(iii) Pascal Peduzzi is the Manager of UNEP’s Global Resource Information Database
(iv) Pascal Peduzzi is the Director of UNEP’s Global Resource Information Database

(h) How can you say that the UN is concerned about the rising numbers of coal plants?

- (i) UNDP Secretary General António Guterres is calling for curbs on new plants
(ii) UN Secretary General António Guterres is calling for curbs on new plants
(iii) UN Executive Secretary António Guterres is calling for curbs on new plants
(iv) UN Secretary General Antony Guterres is calling for curbs on new plants

(i) UNEP’s World Environment Situation Room has been tracking the world temperatures since.

- (i) 2003 (ii) 2013 (iii) 2000 (iv) 2001

(j) The graph compiled with data from four different sources shows that the global surface temperatures have been _.

- (i) steady (ii) falling (iii) on the rise (iv) none of these

(k) Which word in the passage means the same as “collect”?

- (i) Assembled (ii) extinction (iii) exceptional (iv) provincial

ANSWERS:-

- (a) (i) the fires were not normal
(b) (iv) 2019 recorded the warmest temperatures since 1880s
(c) (ii) ocean temperatures are rising at the equivalent of five Hiroshima bombs a second

(d) (iii) (1) is from United Nations Secretary and (2) is from the Director of UNEP

(e) (i) 1 and 3

(f) (iii) ISRO

(g) (iv) Pascal Peduzzi is the Director of UNEP's Global Resource Information Database

(h) (ii) UN secretary general António Guterres is calling for curbs on new plants

(i) (i) 2003

(j) (iii) on the rise

(k) (i) assembled

SECTION – B (WRITING SKILLS AND GRAMMAR) 20 MARKS

Q3. Write a descriptive paragraph in about 100-120 words, on

'My Grandmother'. Use the input given below:

(5 Marks)

most amazing person — she always puts a smile on our faces — had the funniest laugh — would help anyone no matter what the situation was — always welcomes guests — could talk to her about anything — makes the best idlis and payasam — raised me to be a better person — everyone who meets her will cherish forever.

Q4. Renuka started writing a short story. However, due to an unavoidable reason, she had to give it up after writing a few lines. Taking help from the input given below and using the beginning Renuka made, complete the story. (100-120 words)

(5 Marks)

Raghu and Raj were two friends and neighbours. Raghu had a servant named Ramu. The name of Raj's servant was Shammu ...

Outline: Both servants foolish..... two friends debated.....who is more foolish?..... Ramu or Shammu?..... decided to give a test..... Raghu told Ramu "Run back to my house to find out if I am there or not" Ramu rushed home..... Raj told Shammu..... Go to your room and find out if you are there or not." Ramu and Shammu returned Ramu complained.....wasted time..... master could have phoned to find himself..... Shammu reported..... he was not in the room..... nothing to choose between them.

Q5. Choose one suitable word from the given options to complete the paragraph: (1X10=10)

It's in (a)_____ middle of (b)_____ night on (c)_____ edge of the world. On the fringes of civilization, where man and beast have barely left (d) _____ mark, 12 people are sleeping in small nylon tents pitched in the scant shelter of (e)_____ mountains. The camp is at (f)_____ mercy of the elements, (g)_____ are volunteers who have set up camp to help gather (h)_____ information on (i)_____ the snow leopard population. These conservationists have had very (j)_____ or no scientific training. They, along with (k)_____ guides intend to assess (l)_____ snow leopards habitat in (m)_____ Altai region, Siberia.

- | | | | |
|------------------|------------|---------------|-------------|
| (a) (i) X | (ii) a | (iii) an | (iv) the |
| (b) (i) the | (ii) some | (iii) a | (iv) one |
| (c) (i) a | (ii) an | (iii) the | (iv) X |
| (d) (i) their's | (ii) their | (iii) his | (iv) our |
| (e) (i) a | (ii) X | (iii) the | (iv) some |
| (f) (i) X | (ii) a | (iii) an | (iv) the |
| (g) (i) This | (ii) There | (iii) That | (iv) These |
| (h) (i) some | (ii) few | (iii) X | (iv) a few |
| (i) (i) X | (ii) a | (iii) an | (iv) the |
| (j) (i) a little | (ii) few | (iii) some. | (iv) little |
| (k) (i) there | (ii) their | (iii) they're | (iv) these |
| (l) (i) the | (ii) a | (iii) an | (iv) X |
| (m) (i) a | (ii) an | (iii) the | (iv) some |

ANSWERS:

- (a) (iv) the
(b) (iii) a
(c) (iii) the
(d) (ii) their
(e) (ii) X
(f) (iv) the

- (g) (iv) There
- (h) (iii) some
- (i) (i) the
- (j) (iv) little
- (k) (ii) their
- (l) (i) the
- (m) (iii) the

SECTION – C (LANGUAGE THROUGH LITERATURE) 40 MARKS

Q6. Read the extracts given below and attempt ANYONE, by answering the questions that follow.

A. It was her first day at the prestigious Royal Academy of Music in London and daunting enough for any teenager fresh from a Scottish farm. But this aspiring musician faced a bigger challenge than most: (1X5=5)

(i) Who is referred to as the ‘aspiring musician’? (1 mark)

- (a) Evelyn Glennie (b) Ron Forbes (c) her friend

(ii) What was likely to daunt Evelyn? (1 mark)

- (a) Royal Academy of Music (b) London (c) her background

(iii) What do you understand by the expression: “fresh from a Scottish farm”? (1 mark)

- (a) New in the city (b) belonged to a Scottish farm (c) both(a) and (b)

(iv) What challenges she may face in her life to achieve her dream? (2 Marks)

ANSWERS:-

- (i) Evelyn Glennie
- (ii) Royal Academy of Music
- (iii) Belonged to a Scottish farm

(iv) Evelyn Glennie was passionate about music, and would not let anything stand in her way, but studying music at the prestigious Royal Academy of Music in London was a challenge for her for two reasons: in the first place she was deaf and in the second, she was brought up on a Scottish farm.

OR

B. For reasons I have never been able to understand, a sudden demand for tamarind seeds erupted in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. A day's collection would fetch me the princely sum of one anna. My brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in Dinamani. Our area, being isolated, was completely unaffected by the War. But soon India was forced to join the Allied Forces and something like a state of emergency was declared.

(i) From which lesson the above passage has been taken? (1 mark)

(a) The Little Girl (b) My Childhood (c) The Fun They Had

(ii) Abdul Kalam earned money by selling- (1 mark)

(a) Newspaper (b) tamarind seeds (c) sweets

(iii) Dinamani was a- (1 mark)

(a) Book (b) newspaper (c) magazine

(d) What reason is mentioned in the above passage, answer in 20-30 words? (2 marks)

ANSWERS:-

1. (b) My Childhood
2. (b) tamarind seeds
3. (b) newspaper

4. A sudden demand for tamarind seeds erupted in the market and Abdul Kalam ji was never been able to understand what the reason was.

Q7. Read the extracts given below and attempt ANYONE, by answering the questions that follow. (5 Marks)

**A. Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;**

i) What does 'yellow wood' mean? (1mark)

- (a) Spring (b) autumn (c) winter

ii) Why was the traveller feeling sorry? (1mark)

- a) Because he could not travel
b) Because he could not travel both the roads
c) Because he could travel

iii) From which poem the above lines have been taken? (1mark)

- (a) Wind (b) The Road Not Taken (c) Rain on the Roof

(d) What is the helplessness of the poet in the poem? (2 marks)

ANSWERS:-

- (i) (b) autumn
(ii) (b) because he could not travel both the roads
(iii) (b) The Road Not Taken
(iv) The poet was helpless as he could not travel both the roads at the same time.

OR

B. Frail crumbling houses, crumbling doors, crumbling rafters, crumbling wood, crumbling bodies, crumbling lives, crumbling hearts the wind god winnows and crushes them all.

(i) Why are the houses, doors, rafters etc. crumbling? (1mark)

(a) Because they are weak (b) because they are solid (c) because they are strong

(ii) Why has the wind been called 'god'? (1mark)

- (a) Because, like 'god', he uses his power
- (b) Remove and crush the undesirable, weak things.
- (c) Both (i) and ii)

(iii) What does the wind god do? (1mark)

- (a) Using its force winnows and crushes
- (b) Protects all
- (c) None of the above

(iv) What message is conveyed in the poem to the readers?

(2mark)

ANSWERS:-

- (i) (a) because they are weak
- (ii) (c) both (i) and ii)
- (iii) (a) using its force winnows and crushes
- (iv) The message conveyed through the poem Wind is that we should never give up when there are obstacles and hardships in life. We should face those obstacles with strong will power, like poet befriends the wind so that it could not harm the poet in any way.

Q8. Answer ANY TWO of the following questions in 40-50 words each. (3 x 4= 12)

- A. What kind of poison was the young teacher spreading in the class?
- B. What is the special distinction of Santosh Yadav as a mountaineer?
- C. Where did the writer stay in Kathmandu? Which two different places of worship did he visit and with whom?
- D. Describe Gerrard's appearance.
- E. Why did Aurangzeb ban the playing of Pungi in his royal residence?

ANSWERS:-

A. He did not like that a Muslim boy was sitting with a Hindu Brahmin boy. Thus the young teacher was spreading the poison of social inequality and communalism. He was poisoning the minds of children.

B. Santosh Yadav is the only woman in the world who has conquered Mt Everest twice. She is a woman who got this distinction rising up from a rural background.

C. The writer, Vikram Seth, stayed in a cheap room in the center of Kathmandu town. He visited the Pashupatinath temple, sacred to Hindus, and the Baudhnath stupa, the holy shrine of the Buddhists. He went with his acquaintances Mr. Shah's son and nephew.

D. Gerrard is a man of medium height and wears horn-rimmed glasses. When the play opens, he is dressed in a lounge suit and a great coat. He talks in a cultured voice and his demeanor is confident.

E. Aurangzeb banned the playing of pungi in his royal residence because he did not like its shrill unpleasant sound.

Q9. Answer ANY TWO of the following questions in 40-50 words each. (2x3=6)

- A. What is wood? What did the narrator see in the woods? Were the paths similar?
- B. Why should we not hate others?
- C. What does the poet propose to do about homes?

ANSWERS: -

- A. Wood means a forest. He saw two paths diverging and disappearing in the undergrowth. No, one had more grass and seemed less used than the other.
- B. We should not hate others because they all are our brothers.
- C. The poet proposes that they should make strong homes.

Q10. Answer ANY ONE of the following questions in 100-120 words.

(1x6= 6)

A. How was Margie's school different from the schools that existed hundreds of years ago?

ANSWER: - Margie's school was at home. She had a mechanical teacher, tele books, no other students were there in the class and work was fed in by the mechanical teacher by punch codes. Whereas, the old schools had proper buildings, many students, human teachers who gave homework and asked questions. Everyone learned the same things and books were of paper. So, it is clearly visible that Margie's school was totally different from the schools that existed hundreds of years ago.

OR

B. Compare and contrast the atmosphere in and around the Baudhnath shrine with that in the Pashupatinath Temple.

ANSWER: - In terms of atmosphere, the Buddhist shrine of Baudhnath and the Hindu temple of Pashupatinath stand in stark contrast. The calm that rules supreme in the Baudhnath temple contrasts with the raucous chaos of the Hindu Temple. In the Pashupatinath temple, a big crowd of disorganised devotees who push one another in an effort to get closer to the priest and the deity cause complete pandemonium. There aren't many people present within the Baudhnath stupa.

The diverse crowd of priests, hawkers, pilgrims, and tourists makes the Pashupatinath Temple environment noisy. The freedom of movement of animals like cows and dogs, as well as pigeons, adds to the complexity.

Even monkeys can be seen playing and fighting on the temple grounds. Some Westerners who want to visit the temple also cause confusion.

On the other hand, the Boudhanath stupa exudes a sense of calm and silence. There is neither bustle nor commotion, despite the fact that Tibetan immigrants own modest stores on the road surrounding the shrine. The author refers to the temple as “a haven of stillness” because of how peaceful it is within and around it despite being surrounded by busy streets.

Q11. Answer ANY ONE of the following questions.

(1x6= 6)

A. Compare the attitude of the child before and after his separation from the parents.

ANSWER: - In the beginning, the child was with his parents. He was very happy and excited. He wanted to buy many things like burfi, toys, garland, balloon etc. But he knew that his parents would refuse all his demands. Then, he saw a snake charmer and liked the music of his flute. He wanted to enjoy the ride of the roundabout. He was so absorbed in watching the roundabout that he got separated from his parents. But after separation the boy just wanted to be with his parents. He was not interested in any of those things which he kept longing to have from the stalls. In the absence of his parents these things did not give him any satisfaction.

OR

B. Analyse the theme of friendship and sacrifice in the story.

ANSWER: - Behrman's "great masterpiece" is not a typical painting, but a single leaf he has painted onto the tree—a leaf so realistic that both Johnsy and Sue believe it is truly the last leaf on the vine. This masterpiece saves Johnsy's life by returning her the will to live. Because he went outside in a storm to paint the leaf, Behrman catches pneumonia and dies. This sacrifice is not the only selfless act in the story: although the three protagonists have few possessions to call their own, they survive hardship by loving and caring for one another. When Johnsy first becomes ill, she turns away from human companionship, which seems to equate social isolation with illness and death. Convinced that she is dying, Johnsy wants to be alone. Without her friendships, Johnsy would have succumbed to her own melancholy and must have had died: it's Sue's attention and Behrman's act of kindness in painting the leaf that restored her to health.

Kendriya Vidyalaya Sangathan Class IX Sample Paper 3 (184 English Language and Literature)	
Time : 3 hrs.	Maximum Marks: 80 marks
General Instructions (i)All questions are important. Attempt all the questions. (ii)All the questions of any sections must be attempted in a correct order.	
This paper consists 3 Sections as Section A Reading Comprehension Section B Writing Skills / Grammar Section C Literature Skills	

	Section A Reading Comprehension	
	Read the following passage and answer the questions accordingly	1 x 20 = 20 marks
	<p>Deep within the heart of the countryside, there lies an ancient forest known only to a few. This forest, called the Enchanted Forest, is a place of mystery and wonder, with a history that dates back thousands of years. Legend has it that the forest is home to magical creatures and plants with extraordinary powers.</p> <p>One of the most intriguing aspects of the Enchanted Forest is its ability to change its appearance according to the seasons. In spring, the forest floor is carpeted with a sea of bluebells, creating a mesmerizing blue haze that stretches as far as the eye can see. Summer brings a lush canopy of green, with leaves so thick that they block out the sun, creating a cool and shady refuge for animals and visitors alike.</p>	

As autumn approaches, the forest undergoes a dramatic transformation. The leaves turn brilliant shades of red, orange, and gold, and the air is filled with the crisp scent of fallen leaves and ripe fruit. Winter, however, is the most magical season of all. The trees become coated with a glistening layer of frost, and the forest is often blanketed in a soft, silent snow. It is said that on winter nights, if you listen carefully, you can hear the whispers of ancient spirits carried on the wind.

Despite its beauty, the Enchanted Forest is also a place of caution. Many have tried to uncover its secrets, but few have succeeded. The forest is known to play tricks on those who enter, leading them in circles or making them see things that aren't really there. It is a place where time seems to stand still, and the line between reality and fantasy becomes blurred.

One story tells of a young girl named Elara who ventured into the forest in search of a rare flower to cure her ailing mother. Armed with only her courage and a small lantern, Elara braved the unknown. She faced many challenges, from navigating through thick underbrush to encountering strange and magical creatures. But Elara's determination never wavered, and she eventually found the flower she sought, proving that bravery and a pure heart can overcome even the most daunting of obstacles.

The Enchanted Forest remains a place of wonder and mystery, inviting those who are brave enough to explore its depths. Whether it is to seek adventure, find solace, or simply

	to marvel at its beauty, the forest holds a special place in the hearts of those who know of its existence.	
	Comprehension Questions	
1.	What is the name of the forest described in the passage?	1 mark
2.	What happens to the forest floor in spring?	1 mark
3.	How does the forest appear in winter?	1 mark
4.	Why did Elara venture into the forest?	1 mark
5.	What does the forest do to those who enter, according to the passage?	1 mark
6.	What challenges did Elara face during her journey? a) Fighting with magical creatures b) Navigating through thick underbrush and encountering strange creatures c) Climbing tall mountains d) Crossing a raging river	1 mark
7.	What moral can be drawn from Elara's story? a) Always bring a map when exploring. b) Bravery and a pure heart can overcome daunting obstacles. c) Magical creatures should be avoided. d) Never enter an ancient forest alone.	1 mark
8.	What does the forest look like in autumn? a) The trees are bare and covered in frost. b) The leaves turn brilliant shades of red, orange, and gold. c) The forest floor is covered with snow. d) The forest is filled with a sea of bluebells.	1 mark
9.	Why should visitors approach the Enchanted Forest with caution?	1 mark

	<p>a) It is easy to get lost as the forest plays tricks on those who enter.</p> <p>b) The forest is home to dangerous animals.</p> <p>c) The forest is filled with poisonous plants.</p> <p>d) The weather in the forest is unpredictable.</p>	
10.	<p>What season is described as the most magical in the Enchanted Forest?</p> <p>a) Spring</p> <p>b) Summer</p> <p>c) Autumn</p> <p>d) Winter</p>	1 mark
Case-based Reading Comprehension		
	<p>Plastic has become an integral part of modern life due to its versatility, durability, and low cost. However, the widespread use of plastic has led to significant environmental challenges. Understanding the impact of plastic waste is crucial for developing strategies to mitigate its effects.</p> <p>The Problem</p> <p>Plastic waste is a growing environmental concern. It is estimated that approximately 8 million tons of plastic enter the world's oceans each year. This pollution has severe consequences for marine life. Many marine animals, including turtles, seabirds, and fish, mistake plastic for food, which can lead to injury, poisoning, and death.</p> <p>Causes</p>	

	<p>Several factors contribute to the accumulation of plastic waste in the environment:</p> <ol style="list-style-type: none">1. Single-use Plastics: Items such as plastic bags, bottles, and straws are used once and then discarded.2. Improper Waste Management: Inadequate waste management systems in many parts of the world lead to plastic waste being dumped in the environment.3. Consumer Behaviour: Lack of awareness and responsibility among consumers about the proper disposal and recycling of plastic products. <p>Solutions</p> <p>Addressing the problem of plastic waste requires a multifaceted approach:</p> <ol style="list-style-type: none">1. Reduce Plastic Use: Promoting the use of alternatives to plastic and encouraging the reduction of single-use plastics.2. Improve Waste Management: Enhancing waste collection, recycling, and disposal systems to prevent plastic from entering natural environments.3. Education and Awareness: Educating the public about the environmental impact of plastic waste and promoting sustainable behaviours. <p>Case Study: The Great Pacific Garbage Patch</p> <p>The Great Pacific Garbage Patch is a large accumulation of marine debris in the North Pacific Ocean. It is estimated to be twice the size of Texas and contains millions of pieces of plastic waste. This patch has become a symbol of the global plastic pollution crisis.</p>	
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	<p>Researchers have found that the plastic in the Great Pacific Garbage Patch comes from multiple sources, including coastal countries around the Pacific Rim. Efforts to clean up this area have been challenging due to the sheer size and persistence of the debris. However, initiatives like The Ocean Clean-up project aim to develop technologies to remove plastic from the ocean on a large scale.</p>	
	Comprehension Questions	
1.	What are the main causes of plastic waste accumulation in the environment?	1 mark
2.	How does plastic waste affect marine life?	1 mark
3.	What is the Great Pacific Garbage Patch, and why is it significant?	1 mark
4.	List two solutions proposed to address the plastic waste problem	1 mark
5.	<p>What is the estimated amount of plastic entering the world's oceans each year?</p> <p>A) 1 million tons B) 5 million tons C) 8 million tons D) 10 million tonnes</p>	1 mark
6.	<p>Which of the following is NOT listed as a factor contributing to plastic waste accumulation?</p> <p>A) Single-use plastic B) Proper waste management C) Consumer behaviour D) Improper waste management</p>	1 mark
7.	How does plastic waste primarily harm marine life?	1 mark

	<p>A) By contaminating water sources</p> <p>B) By blocking sunlight</p> <p>C) By being mistaken for food</p> <p>D) By increasing water temperature</p>	
8.	<p>What is one proposed solution to reduce plastic waste?</p> <p>A) Increase the production of plastic</p> <p>B) Promote the use of alternatives to plastic</p> <p>C) Ban all plastic products</p> <p>D) Encourage the use of more single-use plastics</p>	1 mark
9.	<p>Why is educating the public about plastic waste important?</p> <p>A) It increases plastic production</p> <p>B) It raises awareness and promotes sustainable behaviors</p> <p>C) It encourages people to buy more plastic products</p> <p>D) It has no significant impact</p>	1 mark
10.	<p>What is the Great Pacific Garbage Patch?</p> <p>a) A landfill site in the Pacific Ocean</p> <p>b) A large accumulation of marine debris in the North Pacific Ocean</p> <p>c) A recycling center in the Pacific region</p> <p>d) A type of biodegradable plastic</p>	1 mark
	<p>Section B</p> <p>Writing Skills</p>	
1.	<p>Write a descriptive paragraph about your experience in 100-120 words. Use the following points to structure your paragraph.</p>	5 marks
	<p>Verbal Cues:</p> <p>1. Setting and Atmosphere:</p> <p>- Describe the location and time of day.</p>	

	<ul style="list-style-type: none"> - Mention the sounds you hear (vendors shouting, people chatting, etc.). - Describe the overall atmosphere (bustling, chaotic, vibrant, etc.). <p>2. Visual Details:</p> <ul style="list-style-type: none"> - Describe the appearance of the market stalls and the variety of goods sold. - Mention the colors, shapes, and arrangements of items. - Describe the people in the market (vendors, customers, children, etc.). <p>3. Sensory Details:</p> <ul style="list-style-type: none"> - Include the smells (fresh produce, spices, street food, etc.). - Mention the textures (smooth fruits, rough fabrics, etc.). - Describe any tastes if relevant (samples of food, etc.). 	
	Or	
	<p>Verbal Cues:</p> <p>1. Introduction and Journey:</p> <ul style="list-style-type: none"> - Introduce the natural landmark and its location. - Mention the mode of travel and the journey to reach the destination. - Describe your initial impressions upon arrival. <p>2. Descriptive Details:</p> <ul style="list-style-type: none"> - Describe the physical features of the landmark (mountains, waterfalls, forests, etc.). - Include the colors, shapes, and sizes of natural elements. - Mention the weather and how it affected the scenery. <p>3. Emotional and Sensory Experience:</p> <ul style="list-style-type: none"> - Describe your feelings and thoughts during the visit. 	5 marks

	<ul style="list-style-type: none"> - Include sensory details (sounds of nature, scents, textures, etc.). - Mention any activities you did and your overall experience 	
	<p>Solve either Question No. 2 or Question No. 3,</p> <p>Question no. 2 Short Story Writing</p> <p>Question No. 3 Diary Entry.</p> <p>Both the writing contains SAME MARKS.</p>	
	Short Story Writing	
2.	<p>Write a short story in 100-120 words beginning with the following lines. Give a suitable title of the story.</p> <p>“Mrs. Radhika Menon was returning from her workstation at 11.30 pm at night. On her way she heard a rustling sound from the bushes.....”</p>	5 marks
	Or	
	The door bell rang. Sunil opened the door. At first he could not recognise the tall and well dressed man who stood before him. Then the man spoke and all of a sudden...	
3.	Your best friend’s mother has been posted to another city for work and your friend will be moving away with his/her family by the end of the week. Write a diary entry in 100-120 words expressing your feeling about the situation	5 marks
	Or	
	Imagine you have just returned home after an exhilarating school trip to a historical site. Write a Diary Entry describing your experiences, what you learned, and how the trip impacted you. Use 100-120 words.	
	Grammar Section	
1.	She ____ (go) to school every day.	1 mark

2.	They ____ (play) soccer in the park right now.	1 mark
3.	He ____ (finish) his homework last night.	1 mark
4.	While I ____ (walk) to the store, it started to rain.	1 mark
5.	They ____ (travel) to Paris next month.	1 mark
6.	By this time tomorrow, she ____ (fly) to New York.	1 mark
7.	I ____ (visit) the new museum already.	1 mark
8.	By the time we arrived, the movie ____ (start).	1 mark
9.	By next year, he ____ (complete) his degree.	1 mark
10.	She ____ (study) for three hours.	1 mark

	Section C	
	Literature Section	
	Solve One extract out of two, from poetry	
	Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveller, long I stood And looked down one as far as I could To where it bent in the undergrowth;	
1.	In the poem, what does the phrase "two roads diverged in a yellow wood" symbolize? a) The beginning of a journey b) A choice between two paths in life c) A lost traveller d) The changing seasons	1 mark
2.	What does the poet regret in the second line of the extract? a) Not being able to travel at all b) Not being able to travel both roads c) Losing his way in the wood d) The journey being too long	1 mark

3.	How does the poet feel about making a choice between the two roads? a) Indifferent b) Joyful c) Apologetic d) Sorrowful	1 mark
4.	What does the poet do to try to decide which road to take? a) He asks for directions. b) He looks down one road as far as he can. c) He flips a coin. d) He waits for someone else to come along.	1 mark
5.	What is meant by the phrase "to where it bent in the undergrowth"? a) The road is straight and clear. b) The road disappears into dense vegetation. c) The road is covered in fallen leaves. d) The road splits into more paths.	1 mark
	Or	
	Wind, come softly. Don't break the shutters of the windows. Don't scatter the papers. Don't throw down the books on the shelf.	
1.	What is the speaker asking the wind to do in the first line? a) Come forcefully b) Come softly c) Go away d) Become stronger	1 mark
2.	What does the speaker NOT want the wind to do? a) Break the shutters of the windows	1 mark

	b) Scatter the papers c) Blow harder d) Throw down the books on the shelf	
3.	Which of the following is a consequence the speaker fears if the wind does not come softly? a) The windows will open. b) The shutters of the windows will break. c) The temperature will drop. d) The wind will become stronger.	1 mark
4.	What is implied about the wind's nature in this extract? a) It is gentle and mild. b) It is unpredictable and chaotic. c) It is always destructive. d) It is calming and soothing.	1 mark
5.	How does the speaker try to influence the wind's behaviour? a) By demanding b) By pleading c) By ignoring d) By observing	1 mark
Solve One extract out of Two		
<p>He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again.</p>		
1.	What had Margie hoped?	1 mark
2.	Who does 'He' refer to?	1 mark
3.	Who smiled at Margie and gave her an apple? A) Tommy B) Margie's mother C) The County Inspector	1 mark

	D) Margie's father	
4.	What did the person give to Margie? A) A book B) A pencil C) An apple D) A toy	1 mark
5.	What did the person do after giving Margie the apple? A) Gave her a book B) Fixed her mechanical teacher C) Took the teacher apart D) Helped her with her homework	1 mark
	Or	
	He poured his heart out into Raag Kaafi from the Red Fort to an audience which included Pandit Jawaharlal Nehru, who later gave his famous 'Tryst with Destiny' speech. Bismillah Khan has given many memorable performances both in India and abroad.	
1.	Where did Bismillah Khan perform Raag Kaafi that included Pandit Jawaharlal Nehru in the audience? A) India Gate B) Taj Mahal C) Red Fort D) Qutub Minar	1 mark
2.	Who was in the audience during Bismillah Khan's performance of Raag Kaafi at the Red Fort? A) Mahatma Gandhi B) Sardar Patel C) Pandit Jawaharlal Nehru D) Subhas Chandra Bose	1 mark

3.	What famous speech did Pandit Jawaharlal Nehru give after Bismillah Khan's performance? A) 'Give me blood and I will give you freedom' B) 'Quit India' C) 'Tryst with Destiny' D) 'The Light has Gone Out'	1 mark
4.	'He poured his heart out into Raag Kaafi.' Explain	1 mark
5.	Were Bismillah Khan's performances limited to India?	1 mark
	Four out of Five Short Answer Type Questions to be answered in 40-50 words	4x3=12 marks
1.	How did Tommy describe the old kind of school to Margie?	
2.	How did Evelyn Glennie's teachers recognize her potential despite her hearing impairment?	
3.	How did Kezia's attitude towards her father change by the end of the story?	
4.	Why is Albert Einstein often referred to as a 'citizen of the world'?	
5.	What thoughts crossed the narrator's mind when the snake coiled around his arm?	
	Two out of Three Short Answer Type Questions to be answered in 40-50 words	2 x 3 = 6 marks
1.	What was the child's reaction when he realized he was separated from his parents at the fair?	
2.	How did Toto create havoc in the narrator's household?	
3.	Why did the disciple decide to stay in the Kingdom of Fools, and what was the result?	
	One out of two Long Answer Type Questions in about 100-120 words	1 x 6 = 6 marks

4.	<p>Discuss the differences between the futuristic school system depicted in “The Fun They Had” and the traditional school system we know today. How do these differences affect the learning experiences of the students? Reflect on the pros and cons of both systems.</p> <p style="text-align: center;">Or</p> <p>Describe Evelyn Glennie’s journey to becoming a world-renowned percussionist despite her hearing impairment. What challenges did she face, and how did she overcome them? How does her story inspire others to pursue their dreams regardless of obstacles?</p>	
5.	One out of two Long Answer Type Questions in about 100-120 words	1 x 6 = 6 marks
6.	<p>In “The Last Leaf,” how does the relationship between Johnsy, Sue, and Mr. Behrman illustrate themes of friendship, sacrifice, and hope? Discuss how Mr. Behrman’s final act becomes a turning point in the story and its impact on Johnsy’s recovery.</p> <p style="text-align: center;">Or</p> <p>Analyze the transformation of Lushkoff in “The Beggar.” How does Olga’s intervention play a crucial role in changing his life? Reflect on the story’s message about compassion and the impact of genuine care on an individual’s life.</p>	

Kendriya Vidyalaya Sangathan

Sample Paper 3

Marking Scheme

Class: IX Subject: English

Maximum Marks: 80. Time : 3hrs

Section A		
Reading Comprehension		
1.	The Enchanted Forest	1 mark
2.	It is carpeted with a sea of bluebells. / The forest floor is carpeted with a sea of bluebells.	1 mark
3.	The trees become coated with frost, and the forest is often blanketed in snow.	1 mark
4.	To find a rare flower to cure her ailing mother.	1 mark
5.	It plays tricks on them, leading them in circles or making them see things that aren't really there	1 mark
6.	b) Navigating through thick underbrush and encountering strange creatures	1 mark
7.	b) Bravery and a pure heart can overcome daunting obstacles.	1 mark
8.	b) The leaves turn brilliant shades of red, orange, and gold.	1 mark
9.	a) It is easy to get lost as the forest plays tricks on those who enter.	1 mark
10.	d) Winter	1 mark
Case Based Reading Comprehension		
1.	Main causes of plastic waste accumulation: Single-use plastics, improper waste management, and consumer behaviour	1 mark

2.	Effects on marine life: Plastic waste can cause injury, poisoning, and death when marine animals mistake it for food.	1 mark
3.	The Great Pacific Garbage Patch: It is a large accumulation of plastic waste in the North Pacific Ocean, significant due to its size and the amount of debris it contains.	1 mark
4.	Two solutions: Reducing plastic use and improving waste management systems.	1 mark
5.	c) 8 million tons	1 mark
6.	b) Proper waste management	1 mark
7.	c) By being mistaken for food	1 mark
8.	b) A large accumulation of marine debris in the North Pacific Ocean	1 mark
9.	b) Promote the use of alternatives to plastic	1 mark
10.	b) It raises awareness and promotes sustainable behaviors	1 mark
	Section B Writing Skills	
1.	<p>The market was a hive of activity, nestled in the heart of the city, bustling with energy from dawn till dusk. As I approached, the cacophony of vendors calling out their wares mixed with the murmur of bargaining customers filled the air. The atmosphere was electric, charged with the vibrant pulse of commerce and community.</p> <p>Colorful stalls lined the narrow aisles, overflowing with fresh produce, vibrant spices, and an array of handcrafted goods. The bright reds, yellows, and greens of the fruits and vegetables created a visual feast, while intricately patterned fabrics hung from makeshift racks. Shoppers of all ages</p>	5 marks

	<p>moved through the crowd, some with children in tow, others deeply engaged in conversation with the sellers.</p> <p>The air was thick with the scent of ripe mangoes, freshly ground coffee, and the unmistakable aroma of street food sizzling on open grills. I could feel the smooth, polished surfaces of apples and the rough texture of burlap sacks filled with grains as I navigated through the stalls. Occasionally, a vendor offered a taste of their goods, adding a burst of flavor to the sensory tapestry of the market.</p>	
	<p>Or</p>	
<p>2.</p>	<p>Last summer, I visited the Grand Canyon, a breathtaking natural landmark located in Arizona, USA. We traveled by car, driving through endless stretches of desert before the landscape began to transform into towering cliffs and rugged terrain. As we approached the canyon, my excitement grew, and upon arrival, the sheer magnitude of the view left me speechless.</p> <p>The Grand Canyon stretched out before us In an expanse of red and orange hues, with layers of rock revealing millions of years of geological history. The canyon’s edges were sharp and jagged, while the Colorado River snaked its way through the depths below, a shimmering ribbon of blue against the arid backdrop. The sky was a clear, brilliant blue, enhancing the vibrant colors of the canyon walls.</p> <p>Standing at the edge, I felt a profound sense of awe and insignificance in the face of such natural grandeur. The sound of the wind whispering through the canyon was the only break in the silence, a gentle reminder of the power and</p>	

	<p>beauty of nature. The air was crisp and carried the earthy scent of the desert. We hiked along the rim, each step offering a new perspective and deepening my appreciation for the natural world. The experience was both humbling and exhilarating, leaving me with memories that will last a lifetime</p>	
	<p>Section B</p> <p>Writing Skills</p>	
	<p>Story Writing</p>	
1.	<p>Mrs. Radhika Menon was returning from her workstation at 11:30 pm. The night was still, with only the faint hum of distant traffic. As she walked past a park, she heard a rustling sound from the bushes. Her heart raced as she cautiously approached, her flashlight revealing a pair of scared eyes. To her surprise, it was a small, trembling puppy.</p> <p>Feeling a mix of relief and compassion, Radhika gently scooped up the pup. She decided to take it home, where she fed and comforted it. The puppy, now named Lucky, found a loving home with Mrs. Menon. What started as a tense moment turned into a heartwarming rescue, and Lucky brought unexpected joy into Radhika's life.</p>	5 marks
	<p>Or</p>	
	<p>The doorbell rang, startling Sunil from his evening chores. He opened the door cautiously, not expecting visitors at this hour. Standing before him was a tall, well-dressed man whose face seemed vaguely familiar, but Sunil couldn't quite place</p>	

	<p>him. Before he could say anything, the man spoke, his voice ringing with familiarity.</p> <p>“Sunil, it’s been years! Do you remember me?” the man exclaimed, a smile spreading across his face.</p> <p>Suddenly, recognition dawned on Sunil’s face. It was Rohit, his childhood friend whom he hadn’t seen in over a decade. Memories flooded back—of playground adventures, late-night studies, and shared secrets. They embraced warmly, catching up on lost time and exchanging stories of their lives since they last met.</p> <p>As they reminisced, Sunil realized how much he had missed Rohit’s friendship and how their bond had endured despite the years apart. It was a reunion filled with laughter, nostalgia, and promises to stay in touch this time.</p> <p>Their unexpected encounter turned into a delightful evening of catching up, reaffirming the enduring power of true friendship</p>	
	Diary Entry	
2.	<p>Diary Entry</p> <p>June 23, 2024</p> <p>Dear Diary,</p> <p>Today has been a really tough day. I found out that my best friend, Riya, is moving to another city because her mother got posted there for work. I can’t believe she’s leaving by the end of the week. We’ve been inseparable since kindergarten,</p>	5 marks

	<p>and now the thought of not seeing her every day is heartbreaking.</p> <p>I'm going to miss our after-school hangouts, the late-night study sessions, and just having her around to talk to about anything and everything. I know we can still keep in touch through calls and messages, but it won't be the same. I feel sad and a bit lost, but I hope this move brings great opportunities for Riya and her family. I'll cherish our memories and look forward to the times we can visit each other.</p> <p>Until then, I'll just have to be strong and supportive, and make the most of our remaining days together.</p> <p>[Your Name]</p>	
	<p>Or</p>	
	<p>Diary Entry June 23, 2024 Dear Diary,</p> <p>Today, I returned from an exhilarating school trip to the ancient city of Hampi. The ruins were breathtaking, and the stories behind each monument were fascinating. Our guide explained the history of the Vijayanagara Empire, and I was amazed by the architectural brilliance of the Virupaksha Temple and the stone chariot.</p> <p>Walking through the remnants of the past made me appreciate our rich heritage and the importance of preserving</p>	

	it. The trip also brought our class closer, as we shared awe and excitement at each discovery. This experience has deepened my interest in history and inspired me to learn more about our cultural legacy. It was truly unforgettable. [Your Name]	
	Grammar Section	
1.	She goes to school every day.	1 mark
2.	They are playing soccer in the park right now.	1 mark
3.	He finished his homework last night.	1 mark
4.	While I was walking to the store, it started to rain.	1 mark
5.	They will travel to Paris next month.	1 mark
6.	By this time tomorrow, she will be flying to New York.	1 mark
7.	I have visited the new museum already.	1 mark
8.	By the time we arrived, the movie had started.	1 mark
9.	By next year, he will have completed his degree.	1 mark
10.	She has been studying for three hours.	1 mark
	Section C Literature Section	
1.	b) A choice between two paths in life	1 mark
2.	b) Not being able to travel both roads	1 mark
3.	d) Sorrowful	1 mark
4.	b) He looks down one road as far as he can.	1 mark
5.	b) The road disappears into dense vegetation.	1 mark
	Or	
1.	b) Come softly	1 mark
2.	c) Blow harder	1 mark
3.	b) The shutters of the windows will break.	1 mark

4.	b) It is unpredictable and chaotic.	1 mark
5.	b) By pleading	1 mark
Solve One extract out of two, from prose		
1.	Margie had hoped that the County Inspector would not know how to resolve the issue of Margie and her teacher.	1 mark
2.	Here 'He' refers to the County Inspector.	1 mark
3.	C) The County Inspector	1 mark
4.	C) An apple	1 mark
5.	C) Took the teacher apart	1 mark
Or		
1.	C) Red Fort	1 mark
2.	C) Pandit Jawaharlal Nehru	1 mark
3.	C) 'Tryst with Destiny'	1 mark
4.	It means he played his shehnai on Raag Kaafi wholeheartedly	1 mark
5.	No, his performances were appreciated in abroad also.	1 mark
Four out of Five Short Answer Type Questions to be answered in 40-50 words		4 x 3 = 12 marks
1.	Tommy described the old kind of school as a place where all the kids went to a special building to learn together, and they had human teachers who taught them.	
2.	Evelyn's teachers recognized her potential by observing her ability to feel music through vibrations, and her percussionist teacher, Ron Forbes, encouraged her to sense music in other ways than hearing	
3.	By the end of the story, Kezia's attitude towards her father changed from fear to understanding and affection, as she realized that he was not as harsh as she had thought and cared deeply for her.	

4.	Albert Einstein is referred to as a 'citizen of the world' because of his humanitarian ideals, his contributions to science that benefitted all of humanity, and his outspoken advocacy for peace and democracy across different nations.	
5.	When the snake coiled around his arm, the narrator thought about his possible imminent death, his lack of achievements, his appearance, and how he would be remembered, experiencing a mixture of fear and resignation	
	Two out of Three Short Answer Type Questions to be answered in 40-50 words	2 x 3 = 6 marks
1.	When the child realized he was separated from his parents, he became panic-stricken and started crying loudly. He felt a deep sense of fear and helplessness as he searched desperately for his parents.	
2.	Toto created havoc in the narrator's household by tearing things apart, like the narrator's school blazer, and breaking dishes. He was mischievous and curious, leading to many incidents of destruction and chaos.	
3.	The disciple decided to stay in the Kingdom of Fools because he was attracted by the cheap food. As a result, he faced a dangerous situation when the foolish king decided to execute him for a crime he did not commit, but he was eventually saved by his guru's cleverness.	
4.	One out of two Long Answer Type Questions in about 100-120 words	1 x 6 = 6 marks
	In "The Fun They Had," the futuristic school system is highly technological, with mechanical teachers and individualized lessons delivered directly at students' homes through a computer screen. This system ensures personalized pacing	

and content tailored to each student's level. However, it lacks the social interaction and emotional connection present in traditional schools, where students learn in a communal environment with human teachers. Traditional schools offer collaborative learning, extracurricular activities, and a sense of community, which are missing in the futuristic setup. The mechanized system may lead to isolation and a lack of social skills, whereas the traditional system fosters teamwork and interpersonal relationships. Both systems have their pros and cons: the futuristic system provides customized education and convenience, but may hinder social development; the traditional system encourages holistic growth and social learning, but can be less tailored to individual needs

Or

Evelyn Glennie's journey to becoming a world-renowned percussionist is a remarkable story of determination and resilience. Born with normal hearing, she gradually lost her hearing by the age of twelve. Despite this, Evelyn was determined to pursue her passion for music. Her teachers initially discouraged her, but she found a mentor in percussionist Ron Forbes, who taught her to feel music through vibrations rather than relying on her hearing. Evelyn faced numerous challenges, including skepticism from others and the difficulty of mastering complex instruments without traditional auditory feedback. She overcame these challenges through innovative techniques, such as feeling the vibrations of different notes and using her body as a resonating chamber. Evelyn's hard work, perseverance, and creativity led her to perform at prestigious venues worldwide and earn

	<p>numerous accolades. Her story inspires others by demonstrating that physical limitations do not define one’s potential. Evelyn’s success underscores the importance of determination, adaptability, and the belief that with the right mindset, any obstacle can be transformed into an opportunity for growth and achievement</p>	
	<p>One out of two Long Answer Type Questions in about 100-120 words</p>	<p>1 x 6 = 6 marks</p>
<p>5.</p>	<p>In “The Last Leaf,” the close friendship between Johnsy and Sue is evident as Sue takes care of the ailing Johnsy, who is suffering from pneumonia and has lost the will to live. Sue’s unwavering support and care highlight the theme of friendship. Mr. Behrman, their elderly neighbor, embodies the theme of sacrifice. Although a struggling artist himself, he is deeply concerned for Johnsy and is determined to help her regain hope. Mr. Behrman’s final act of painting a realistic leaf on the wall, during a stormy night, symbolizes hope and resilience. This masterpiece gives Johnsy the psychological strength to fight her illness, as she believes the leaf’s survival against the harsh weather signifies her ability to overcome her sickness. Mr. Behrman’s sacrifice, which ultimately costs him his life, becomes the turning point in the story. His selfless act not only saves Johnsy but also transforms the way Sue and Johnsy perceive life and art. This poignant tale illustrates how acts of kindness and sacrifice can inspire hope and bring about profound changes in people’s lives.</p> <p style="text-align: center;">Or</p> <p>In “The Beggar,” Lushkoff, a former teacher turned alcoholic beggar, undergoes a significant transformation due to the compassionate intervention of Olga, the cook. Initially, Lushkoff deceives others to earn money, but his encounter with Sergei and Olga marks the beginning of his change. Sergei offers him work, but it is Olga’s persistent and caring attitude that truly influences Lushkoff. Despite her harsh exterior, Olga’s genuine concern and belief in Lushkoff’s</p>	

	<p>potential drive her to help him. She does his work for him, silently demonstrating care and hope that he can change. Over time, Lushkoff feels ashamed and motivated by Olga's efforts, leading him to give up drinking and find stable employment as a notary. The story highlights the power of compassion and the transformative impact of genuine care. Olga's unwavering support and empathy help Lushkoff reclaim his dignity and purpose. "The Beggar" conveys that acts of kindness, even when seemingly unnoticed, can profoundly influence and change an individual's life, encouraging readers to extend compassion and support to those in need</p>	
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Sample Paper 3

Blue Print

Class: IX Subject: English

Maximum Marks: 80. Time : 3 hrs

S. No.	Reading Comprehension				Writing Skills and Grammar Section				Literature				Total
	MCQ	VSA	SAA	LAA	MCQ	VSAA	SA	LA	MCQ	VSAA	SA	LA	
1.	1 x 20 = 20 Marks												20 marks
2.							1 x 5 = 5 marks	1 x 5 = 5 marks					10 marks
3.					1 x 10 = 10 marks								10 marks
4.									1 x 3 = 3 marks (Poetry)				3 marks
											1 x 2 marks =		2 marks

										2 marks (Poetry)		
									1 x 3 = 3 marks (Prose)			3 marks
										1 x 2 marks = 2 marks (Prose)		2 marks
										4x3=12 marks		12 marks
										2 x 3 = 6 marks		6 marks
											1 x 6 = 6 marks(beehive) 1 x 6 = 6 marks (moments)	12 marks

KENDRIYA VIDYALAYA SANGATHAN
(SAMPLE PAPER-4) ENGLISH LANGUAGE & LITERATURE
(Code 184) CLASS - IX

Time : 03 hours Maximum Marks : 80

General Instructions:

1. The Question Paper contains THREE sections.
2. Attempt questions based on specific instructions for each part.

Section – A : Reading Skills (20 marks)

I. Read the following text.(10 marks)

I. Every morning Ravi gives his brain an extra boost. We're not talking about drinking strong cups of coffee or playing one of those mind-training video games advertised all over Facebook. "I jump onto my stationary bike and cycle for 45 minutes to work," says Ravi. "When I go to my desk, my brain is at peak activity for a few hours." After his mental focus comes to a halt later in the day, he starts it with another short spell of cycling to be able to run errands.

2. Ride, work, ride, repeat. It's a scientifically proven system that describes some unexpected benefits of cycling. In a recent study in the Journal of Clinical and Diagnostic Research, scientists found that people scored higher on tests of memory, reasoning, and planning after 30 minutes of spinning on a stationary bike than they did before they rode the bike. They also completed the tests faster after pedalling.

3. Exercise is like fertiliser for your brain. All those hours, spent on exercising your muscles, create rich capillary beds not only in leg and hip muscles, but also in your brain. More blood vessels in your brain and muscles – mean more oxygen and nutrients to help them work. When you pedal, you also force more nerve cells to fire. The result: you double or triple the production of these cells — literally building your brain. You also release neurotransmitters (the messengers between your brain cells) so all those cells, new and old, can communicate with each other for better, faster functioning. That's a pretty profound benefit to cyclists.

4. This kind of growth is especially important with each passing birthday, because as we age, our brains shrink and those connections weaken. Exercise restores and protects the brain cells.

Neuroscientists say, “Adults who exercise display sharper memory skills, higher concentration levels, more fluid thinking, and greater problem-solving ability than those who are sedentary.”

5. Cycling also elevates your mood, relieves anxiety, increases stress resistance, and even banishes the blues. “Exercise works in the same way as psychotherapy and antidepressants in the treatment of depression, maybe better,” says Dr. Manjari. A recent study 26 years of research finds that even some exercise – as little as 20 to 30 minutes a day – can prevent depression over the long term.

6. Remember : although it’s healthy, exercise itself is a stress, especially when you’re just getting started or getting back into riding. When you first begin to exert yourself, your body releases a particular hormone to raise your heart rate, blood pressure, and blood glucose levels, says Meher Ahluwalia, PhD, a professor of integrative physiology. As you get fitter, it takes a longer, harder ride to trigger that same response.

Answer the following questions, based on the passage above.

- (i) Why does Ravi do a circuit of ‘ride’, work, ride?
 - (A) because he wants to stay focused.
 - (B) because after cycling to work, his brain is at the peak of activity level.
 - (C) Both (A) and (B)
 - (D) Neither (A) nor (B)

- (ii) What are some benefits of cycling on the brain, according to the passage? Answer in about 40 words.

- (iii) Complete the sentence appropriately:
Exercise is like fertiliser for your brain because it creates rich capillary beds that provide _____.

- (iv) Find word/phrase from the passage which means the opposite of ‘abstain’ from functioning. (Para 6)

- (v) Complete the sentence appropriately:

In a recent study, scientists found that people scored higher on tests of memory, reasoning, and planning after _____ minutes of spinning on a stationary bike.

(vi) How does exercise benefit the brain according to the passage?

Answer in about 40 words.

(vii) Based on the understanding of the passage, choose the option that lists the correct sequence of 'How is exercise itself a stress?'

1. The body releases a particular hormone.
2. As one gets fitter, it takes a longer and more rigorous exercising to trigger the same response.
3. As soon as one starts exercising, the body reacts immediately.
4. That hormone raises one's heart rate, blood pressure and blood glucose levels.

(A) 1, 2, 3, 4

(B) 1, 3, 4, 2

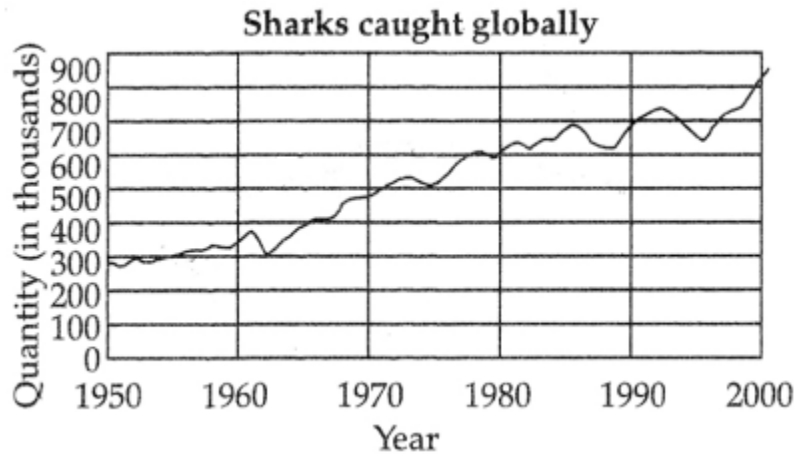
(C) 3, 1, 4, 2

(D) 4, 3, 2, 1

(viii) According to the above passage, what is the work of neurotransmitters?

II. Read the following text.(10 marks)

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



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

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

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

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

Answer the following questions, based on the passage above.

- (i) Complete the sentence appropriately.
“According to Andy Dehart, sharks leave after realising they have mistakenly bitten a human and not their intended prey because...”
- (ii) Fill in the blanks with an appropriate response.
“Andy believes that sharks possess powerful problem-solving abilities and social skills, which shows that they are not .”
- (iii) Justify the following statement: “Sharks are essential creatures in our oceans, in 40 words.
- (iv) According to the graph, how many sharks were caught in 1990?
- (v) Infer from the passage: Why does Andy advocate for the protection of sharks, in 40 words.
- (vi) In the graph given, over the period of five decades, how much increase do we find in the number of sharks caught?
(A) 4,60,000
(B) 5,60,000
(C) 2,60,000
(D) 8,60,000
- (vii) What is Andy Dehart’s main objective regarding sharks?
- (viii) Realise : Realisation :: Grow : ?
(A) Growing
(B) Growth
(C) Grown
(D) Grew

Section – B : Grammar & Writing Skills Grammar – (10 Marks)

III. Complete ANY TEN of twelve of the following tasks, as directed. (1 × 10)

(i) We _____ the Taj Mahal last year.

- (A) had visited
- (B) have visited
- (C) visit
- (D) visited

(ii) Read the following conversations and complete the passages given below:

Iris : Hi, Tom! How are you?

Tom : Life's rather tough. I desperately need a job.

Iris, on meeting Tom, asked him how he was. Tom replied that _____.

(iii) I _____ have been there if I had the address.

- (A) would
- (B) could
- (C) should
- (D) might

(iv) Identify the error in the given sentence.

	Error	Correction
I wish you will write to me more often.		

(v) My father had to _____ the whole thing from the beginning.

- (A) explain
- (B) explained
- (C) been explained
- (D) explaining

(vi) One of _____ books that I borrowed is missing. (Fill in the blank with a Determiner)

(vii) Read the following conversations and complete the passages given below:

Bharat : Is your book interesting?

Nidhi : Yes, I like it.

Bharat saw a classmate, Nidhi, reading a book. He asked her _____. Nidhi replied in positive

that she liked it.

(viii) Select the word which should be edited in the following sentence to make them grammatically correct:

I have been living in Ireland there for two years.

- (A) have been
- (B) living
- (C) there
- (D) for

(ix) Read the following conversations and complete the passages given below:

Abhishek : Did you see me score a century in my last match?

Raghav : No. Actually, I was out of station.

Abhishek wanted to know _____.

(x) _____ you be able to convince him?

- (A) Could
- (B) Will
- (C) Should
- (D) May

(xi) Read the conversation below and choose the correct option to complete the paragraph that follows:

Teacher : Can you read what is written on this page?

Student : I cannot read all the words.

The teacher asked the student _____.

- (a) if she should read what was written on that page
- (b) if she could read what was written on that page
- (c) if she would read what was written on that page
- (d) if she can read what was written on that page

(xii) Select the word which should be edited in the following sentence to make them grammatically correct: She did not want to do work today.

- (A) did not
- (B) want
- (C) do
- (D) today

IV. Creative Writing Skills (10)

Attempt ANY ONE from A and B given below. (5)

(A) I. Write a descriptive paragraph in 100-120 words of Sachin Tendulkar on the basis of the notes given below:

1973	Born on April 24 in Mumbai
1975	At the age of 2 1/2, begins hitting ball with a broomstick in his backyard.
1983	Watches World Cup cricket match on television and becomes seriously interested in the game.
1986	Scores first century in school
1988	Sets world record of 664 runs for Shardashram School at inter – school tournament with Vinod Kambli.
At 16	Selected to play against Pakistan, makes his international debut in One – Day Internationals (ODIs) and Test matches.
1990	Tours England and scores 119 in a match.
2001	Becomes first batsman to score 10,000 runs in one – day cricket.

OR

You walk home from school one afternoon to find a strange truck outside your house. You hurry inside to find more about it. Write a descriptive paragraph on what you saw, in 100 – 120 words.

[STD 9 Q.B. Page-57, Q.2]

(B) Attempt ANY ONE from A and B given below. (5)

I. You find your mother all the time busy with domestic chores. You decide to help her. Write about it in a diary entry in not more than 120 words.

OR

ii (B) Write a story in 100-120 words with the following beginning.

“It was 2001. I was about to leave the city for my village by train. I saw some policemen coming towards me. At first, I got scared seeing them, but when one of them asked me, where are you going son? I felt very good

Section – D Language And Literature (40 marks)

V. Read the given extracts and answer the questions for ANY ONE of the two, given. (5 marks)

(A) “He was a round little man with the red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn’t know how to put it together again.”

(i) Who was ‘a round little man with red face’ ?

(A) Margie’s grandfather

(B) The mechanical teacher

(C) The county inspector

(D) Tommy

(ii) The given extract shows that Margie _____

(A) hated the thing.

(B) wanted the thing replaced.

(C) had purposely ruined the thing.

(D) loved the thing.

(iii) How does the teacher appear to Margie?

(iv) What did Margie write in her diary?

(v) What kind of teachers did Margie and Tommy have?

(B) Gerrard : (pleasantly) Why, this is a surprise, Mr.---er---

Intruder : I'm glad you're pleased to see me. I don't think you'll be pleased for long. Put those paws up!

Gerrard : This is all very melodramatic, not very original, perhaps, but...

Intruder : Trying to be calm and---er---

Gerrard : 'Nonchalant' is your word, I think.

Intruder : Thanks a lot. You'll soon stop being smart. I'll make you crawl. I want to know a few things, see.

(i) What, according to Gerard, is very melodramatic?

(A) A thief's breaking into his house.

(B) The intruder's breaking into his house.

(C) A policeman's coming into his house.

(D) The intruder's sudden exit from his house.

(ii) How can you say that the intruder's behaviour is harsh?

(A) The intruder is throwing things in the cottage.

(B) The intruder is shouting very loudly.

(C) The intruder is abusing Gerard continuously.

(D) The intruder is speaking threateningly.

(iii) Why does the speaker think that the listener is trying to be smart?

(iv) Why is the speaker asking the listener 'to put those paws up'?

(v) Why did the intruder come to Gerard's house ?

VI. Read the given extracts and answer the questions for ANY ONE of the two, given. (5 marks)

(A) They, too, aware of sun and air and water,

Are fed by peaceful harvests, by war's long winter starv'd.

Their hands are ours, and in their lines, we read A labour not different from our own.

(i) How are times of peace and those of wars different?

(A) Times of peace make people idle, whereas wars make them active.

(B) In times of peace, prosperity and production are high. However, during wars, people starve

and production stops.

(C) People live happily during the times of peace as well as during those of wars.

(D) None of the above.

(ii) 'Their hands are ours'. How?

(A) They have the same type of hands as we do.

(B) They make the same use of their hands as we do.

(C) The people of other countries labour with their hands just as we do.

(D) None of the above.

(iii) What message do these lines convey for humanity?

(iv) What are all people aware of?

(v) Select the option that correctly identifies the poem and the poet.

(A) No Men are Foreign, James Kirkup

(B) No Men were Foreign, James Kirkup

(C) All Men are Foreign, James Kirkup

(D) No Men are Foreign, James Kirkup

(E) Few Men are Foreign, James Kirkup

OR

(B) "Then the matter

Of scorching and choking

in sun and air

Browning and hardening

Twisting, withering

And then it is done."

(i) Whose 'scorching' and 'choking' is the poet talking about?

- (A) The leaves of the tree
- (B) The stem of the tree
- (C) The flowers of the tree
- (D) The roots of the tree

(ii) In the poem, the process is symbolic of _____ .

- (A) removal of a bad habit
- (B) leaving behind past
- (C) reliving past
- (D) removal of wrong people

(iii) Which word in the extract is the antonym of 'full of vitality'?

(iv) How is the tree killed finally?

(v) Select the option that correctly identifies the poem and the poet.

- (A) For Killing a Tree, Gieve Patel
- (B) On Killing a Tree, Gieve Patel
- (C) Killing a Tree, Gieve Patel
- (D) To Kill a Tree, Gieve Patel

VII. Answer ANY FOUR of the following five questions, in about 40 – 50 words. (3 × 4 = 12)

(i) Why did the policeman stop the Westerners from entering the temple?

(ii) How does the poet's beloved become an inseparable part of nature?

(iii) Why does the intruder call himself 'a poor hunted at'?

(iv) What type of a social system was there in the village when Santosh was born?

(v) What important lesson did Maria learn during the first two years of her stay in the U.S., away from her mother?

VIII. Answer ANY TWO of the following three questions, in about 40 – 50 words. (3 × 2 = 6)

(i) What were the things which fascinated the child as he entered the fair?

(ii) How did Olga treat Lushkoff in the beginning? Why did she do this?

(iii) What is the moral of the story 'The Happy Prince' ?

IX. Answer ANY ONE of the following two questions, in about 100 – 120 words. (6 × 1 = 6)

(A) 'Ask not what your country can do for you, ask what you can do for your country.' What values made Santosh serve the society ?

(B) What do the two roads symbolise in the first stanza? What is the significance of choosing a road?

X. Answer ANY ONE of the following two questions, in about 100 – 120 words. (6 × 1 = 6)

(A) Describe the hardships faced by the author and his family in the story 'A House is Not a Home'.

OR

(B) Describe the first meeting between Sergei and Lushkoff. How did Sergei take pity on Lushkoff?

KENDRIYA VIDYALAYA SANGATHAN , RANCHI REGION
Marking Scheme ENGLISH LANGUAGE & LITERATURE
(Code 184) CLASS - IX

Section – A : Reading Skills (20 marks)

1. (i) (C) Both (A) and (B) (1 Marks)

(ii) Some benefits of cycling on the brain include improved memory, reasoning, and planning skills, increased production of nerve cells, better communication between brain cells, and protection against age-related brain shrinkage. More oxygen and nutrients to help the brain work.
(2 Marks)

(iii) More oxygen and nutrients to help the brain work. (1 Marks)

(IV) Exert (1 Marks)

(v) 30 minutes (1 Marks)

(vi) According to the passage, exercise benefits the brain by creating rich capillary beds, increasing blood flow and oxygen supply, promoting the growth of nerve cells, improving communication between brain cells, and protecting and restoring brain cells.

(2 Marks)

(vii) (C) 3, 1, 4, 2 (1 Marks)

(viii) They are like messengers between your brain cells. With the help of neurotransmitters, cells can communicate with each other. It makes the functioning better and faster. (2 Marks)

2. (i) “.....no shark species considers humans as part of its regular diet and they do not actively seek to attack humans.”(1 Marks)

(ii) “Andy believes that sharks possess powerful problem-solving abilities and social skills, which shows that they are not lacking in intelligence.”(1 Marks)

(iii) Sharks play a critical role in maintaining ecological balance and controlling other species in the oceans. They help regulate the populations of prey species, ensuring the health and stability of marine ecosystems. (2 Marks)

(iv) 7,00,000(1 Marks)

(v) Andy advocates for the protection of sharks because he believes they are misunderstood creatures and play a vital role in maintaining ecological balance in our oceans. He aims to educate people about sharks and change the perception that they are dangerous man-eaters. (2 Marks)

(vi) (B) 5,60,000(1 Marks)

(vii) Andy Dehart's main objective is to spread awareness about sharks, their importance in the ecosystem, and change the perception that they are dangerous, emphasising their critical role in maintaining ecological balance.(1 Marks)

(viii) (B) Growth(1 Marks)

III. SECTION B (Grammar & Writing -- 10 Marks)

(i) (D) visited

(ii) life was rather tough and he desperately needed a job

(iii) (A) would

(iv) Error – will

Correction – Would

(v) (A) explain

(vi) the

(vii) if her book was interesting

(viii) (C) there

(ix) if Raghav had seen him score a century in his previous match

(x) (B) Will

(xi) (b) if she could read what was written on that page

(xii) (C) do

IV Creative Writing Skills --10 marks

(A) OR (B) Descriptive Paragraph - 5 marks

Format (Title and Structure of paragraph) -- 1 marks

Relevance and content –2 marks

Form and expression—2 marks

OR

IV (A) OR (B)—Diary Entry / Story -- 5 marks

Format -- 1 marks

Relevance and content –2 marks

Form and expression—2 marks

VSECTION (D) – Literature—40 Marks

A (i) (C) The county inspector

(ii) (A) hated the thing.

(iii) Since Margie hated the mechanical teacher it appeared large, black and ugly to her.

(iv) On 17 May 2157, Margie wrote that that day Tommy had found a real book in the attic of his house. It was an old book with yellow, crinkly pages.

(v) Margie and Tommy had mechanical teachers, computer and telebooks.

B (i) (B) The intruder’s breaking into his house.

(ii) (D) The intruder is speaking threateningly.

(iii) The intruder feels that Gerrard is trying to be smart because instead of displaying any signs of fear, he helps the intruder complete his sentence when the former fails to find the right word – ‘nonchalant’.

(iv) The intruder asks Gerrard to put his 'paws up' to threaten and intimidate him. He wants to ensure that Gerrard is not able to use his hands for self – defence.

(v) The intruder came to Gerard's house to take his identity so that he could save himself from police.

VI. A (i) (B) In times of peace, prosperity and production are high. However, during wars, people starve and production stops.

(ii) (B) They make the same use of their hands as we do

(iii) The message of Universal Brotherhood.

(iv) Sunlight, air and water.

(v) (A) No Men are Foreign, James Kirkup

B. (i) (D) The roots of the tree

(ii) (A) removal of a bad habit

(iii) withering

(iv) when its roots are burnt by the sun.

(v) (B) On Killing a Tree, Gieve Patel

VII. (3 × 4 = 12)

(i) Only Hindu worshippers were allowed to enter the Pashupatinath temple. A group of Westerners wanted to enter the temple.

(ii) She merges with nature and becomes a part of it. She gets rolled around in the earth's course by boulders, stones, and trees while stuck beneath the earth's surface. She revolves around the daily course of the earth.

(iii) The intruder describes himself as a poor hunted rat' because he is being chased by the police and he has to keep dodging them. He has killed a cop and is trying to escape punishment by hiding like a rat being chased by a cat.

(iv) In those days the birth of a son was regarded as a blessing, but the birth of a daughter was not generally welcomed in the society

(v) Maria learnt that excellence comes at a price. Since she wished to reach the zenith in the field of tennis, she knew that she would have to make sacrifices and struggle hard. She endured the heart-wrenching separation from her mother for two years to attain excellence in tennis. Moreover, she also learnt how to put up patiently with adverse circumstances.

VIII. (i) The boy was attracted to toys, balloons and sweets in the fair. He got fascinated with the flute music being played by the snake charmer. While watching the roundabout swing he got separated from his parents.

(ii) Olga treated Lushkoff very harshly in the beginning. She rebuked him and called him a drunkard. But finally she chopped the wood for him. She behaved like that only to set him on a right path.

(iii) The moral of the story is that we must help the poor and the needy. The worst aspects of modern society can be overcome by love and charity, which have the unique ability to unite men and make them whole. The Prince set an example of this by giving his jewels to the poor. The swallow also proved to be a great example of love and sacrifice.

IX. A Santosh Yadav is the only woman in the world who has climbed Mount Everest twice. Her iron-will, physical endurance and mental toughness helped her to set a record of being the only woman to have done that. Santosh was adventurous, hard working and always open to challenges. Being an ardent lover of environment, she worked for the betterment of it. She was a true patriot who felt very proud to unfurl the Indian Tri colour flag on the map of the world. She always felt that we should never ask as to what country could do for you but see to it that what you could do for the country. She proved this by cleaning 500 kilograms of rubbish from Himalayas.

B. The two roads that the poet-traveler faces in his walk or journey are symbolic of the choices, that we have to make in our life. The journey or a simple walk itself is a metaphor for the great journey of life whether one should adopt the way of spiritualism or materialism. In this poem,

the poet, after prolonged thought, decides to take the road less travelled, road which is the road of spiritualism accepting its challenges and uncertainties. The decision is final and irreversible and it has its own consequences, may be positive or negative.

In real life also, we confront such critical situations where we face life-altering options. The decision we make is crucial. We should contemplate over the choices before and then decide our priorities. Once, we make the decision and proceed accordingly, we can never reverse it. The life takes its own course and it does not give a second chance to alter our decision and change our course of life. Hence, we should decide wisely about the choices we make.

10. (6 × 1 = 6)

A. What was stocked to keep the house nice and warm, triggered a major fire break out that turned author's house to cinders and left him and his mother devastated. The author's house caught fire and except some documents and paper of his father his mother was not able to save anything else. His mother was in danger for some time due to inhaling smoke. His beloved cat ran away and he was not able to find him. All his clothes and books of school were burnt. The next day he went to school. He was around school like a wanderer. Everything appeared to him strange. He did not know what was going to happen with him. He returned home with a broken heart. He was experiencing terrible developments in his life.

B. . (6 × 1 = 6)

The first meeting between the Sergei and Lushkoff happened in the streets when Lushkoff was dressed in very poor clothes. He was crying and requested Sergei to have pity on him. Sergei looked at him closely. Suddenly he remembered that he had seen him the previous day in Sadovya Street. Then he had told him that he was a student and was expelled not for paying his school fees.

At first, Lushkoff denied the charge but when Sergei rebuked him, he admitted that he was telling a lie. He told Sergei that he was out of work so he was begging. Sergei refused to give him alms but offers him a work at his home. Sergei helps Lushkoff by giving him the job of cutting woods for which the Sergei gives him money.

Blue Print

TYPOLOGY.	TESTING COMPETENCIES	OBJECTIVE TYPE QUESTIONS INCLUDING MCQS (1 MARKS EACH)	SHORT ANSWER QUESTIONS 30-40 WORDS (2 MARKS EACH)	LONG ANSWER QUESTIONS 100-150 WORDS EACH)	VERY LONG ANSWERS QUESTIONS (6 MARKS EACH)	TOTAL MARKS
READING COMPREHENSION	CONCEPTUAL UNDERSTANDING, DECODING, ANALYZING, INFERRING, INTERPRETING, AND VOCABULARY	12	4			20
WRITING SKILL AND GRAMMAR	CREATIVE EXPRESSION OF AN OPINION, REASONING, JUSTIFY, ILLUSTRATING, APPROPRIACY OF STYLE AND TONE, USING APPROPRIATE FORMAT AND FLUENCY, APPLYING CONVENTIONS, USING INTEGRATED	10		2		20

	STRUCTURES WITH ACCURACY AND FLUENCY					
LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT	RECALLING, REASONING, APPRECIATING, APPLYING LITERARY CONVENTIONS EXTRAPOLATING, ILLUSTRATING AND JUSTIFYING ETC. EXTRACTING RELEVANT INFORMATION, IDENTIFYING THE CENTRAL THEME AND SUBTHEMES, UNDERSTANDING THE WRITER'S MESSAGE AND WRITING FLUENTLY	10	6*3		2	40
TOTAL		32 x 1=32	4x2=8 6 x3=18 Total =26	5x 2=10	6x2= 12	80

KENDRIYA VIDYALAYA SANGATHAN, RANCHI REGION
ENGLISH LANGUAGE AND LITERATURE (CODE NO. 184)
SAMPLE PAPER-5 CLASS IX

Time Allowed : 3 hours

Maximum Marks : 80

General Instructions:

1. The Question Paper contains three sections – READING SKILLS, GRAMMAR & WRITING SKILLS and LANGUAGE THROUGH LITERATURE.
2. Attempt questions based on specific instructions for each part.

Section – A : Reading Skills (20 marks)

Question 1.

Read the following text. [10]

1. When you grow up in a place where it rains for five months a year, wise elders help you to get acquainted with the rain early. They teach you that it is ignorance to think that it is the same rain falling every day. Oh no! the rain is always doing different things at different times. There is rain that is gentle, and there is also rain that falls too hard and damages the crops. Hence, pray for the sweet rain that helps the crops to grow.
2. The monsoon in the Naga Hills goes by the native name, Khuthotei (which means the rice-growing season). It lasts from May to early or mid-October. The local residents firmly believe that Durga Puja in October announces the end to rain. After that, one might expect a couple of short winter showers, and the spring showers in March and April. Finally, comes the 'big rain' in May; proper rainstorms accompanied by heart – stopping lightning and ear-splitting thunder. I have stood out in storms looking at lightning arc across the dark skies, a light-and-sound show that can go on for hours.
3. This is the season when people use the word 'sezuo' and 'suzu' to refer to the week-long rains, when clothes don't dry and smell of mould, when fungus forms on the floor and you can't see the moon or the stars.

4. The rains are also called after flowering plants and people believe that the blossoming of those plants draws out rain. Once the monsoon sets in, field work is carried out in earnest and the work of uprooting and transplanting paddy in flooded fields is done. The months of hard labour are June, July and August. In August, as the phrogo plant begins to bloom, a rain will fall. This August rain, also called phrogo, is a sign that the time for cultivation is over. If any new grain seeds are sown, they may not sprout; even if they do sprout, they are not likely to bear grain. The rain acts as a kind of farmer's almanac.

5. The urban population of school-goers and office-goers naturally dislikes the monsoon and its accompanying problems of landslides, muddy streets and periodic infections. For non-farmers, the month of September can be depressing, when the rainfall is incessant and the awareness persists that the monsoons will last out till October. One needs to have the heart of a farmer to remain grateful for the watery days, and be able to observe from what seems to the inexperienced as a continuous downpour-many kinds of rain. Some of the commonly known rain-weeks are named after the plants that alternately bloom in August and September. The native belief is that the flowers draw out the rain.

6. Each rain period has a job to fulfil: October rain helps garlic bulbs to form, while kumunyo rain helps the rice bear grain. Without it, the ears of rice cannot form properly. End of October is the most beautiful month in the Naga Hills, as the fields turn gold and wild sunflowers bloom over the slopes, all heralding the harvest. Prayers go up for protecting the fields from storms, and the rains to retreat because the grains need to stand in the sun and ripen. The cycle nears completion a few weeks before the harvest, and the rain does retreat so thoroughly from the reaped furrows that the earth quickly turns hard. The months of rain becomes a distant memory until it starts all over again.

Answer the following questions, based on the passage above.

(i)The rains are called after flowering plants because:

- (A) heavy rains kill plants.
- (B) flowers grow in the rainy season.
- (C) it is believed that the plants bring the rain.
- (D) flowers grow all the year round.

(ii) What do the urban population of school-goers and office-goers typically dislike about the monsoon season? Answer in about 40 words.

The urban population of school-goers and office-goers typically dislikes the monsoon.

(iii) Complete the sentence appropriately:

The months of hard labour for uprooting and transplanting paddy in flooded fields are _____ when the phragmites plant begins to bloom, signaling the end of cultivation..

(iv) What is a synonym for the word “accompanying” used in the passage 5?

(v) Complete the sentence appropriately:

The months of rain become a distant memory until it starts all over again, signifying the cyclic nature of _____.

(vi) Explain the significance of the different types of rain mentioned in the passage and how they contribute to the agricultural activities in the Naga Hills region. Answer in about 40 words.

(vii) Pick up the option in which the word ‘furrow’ has not been used in the same way as in the passage.

(a) When he frowns a deep furrow forms in his brow.

(b) A ploughed field is divided into sections of equal width separated by furrows.

(c) Rapidly reaping the furrows, he fled across the field.

(d) The incessant rain filled all the furrows in the field with water.

(viii) According to the above passage, why do people who live in cities don't like rain?

Question 2.

Read the following text. [10]

1. Royal Bengal Tiger is the largest, fiercest, and powerful member of the Big Cat family in India.

Royal Bengal Tigers, also known as Indian Tiger and Bengal Tiger, constitute a large population

of the tiger family in the world. It is the National animal of India and is found mostly in India, China, Bhutan, Bangladesh, and Burma.

2.The biological name of this Big Cat is Panthera Tigris, which comes under the Felidae family under Mammalia category.

3.No two Bengal tigers look alike! Every Bengal Tigers has a unique stripe pattern. Their colour ranges from yellow to light orange, with stripes from dark brown to black. Some of the Bengal Tigers are white in colour. The tail is orange in colour with black rings. Unlike the other White Tigers that have blue eyes, Bengal Tigers have yellow irises. They live for 10 – 15 years.

4.Being fierce in nature, Royal Bengal Tigers are not much friendly in nature and live a solitary life, except in winters when they can be seen in a group of 3 or 4. Bengal tigers are fast runners and good swimmers. Tigers attack their prey in a stealth mode. They are usually spotted in swamps, mangroves, and grasslands.

5.Royal Bengal Tigers have very sharp memory; they never forget the faces. Their memory is sharper than humans and other animals.

6.We can find the largest population of Royal Bengal Tigers in India. As per the latest tiger census report 2017, there are 3,786 Royal Bengal Tigers in India. India has more than 75% of the total tiger population in the world. Along with India, neighbouring countries to India holds a somewhat decent population of Royal Bengal Tiger in the world.

The latest census of the tigers in India and neighbouring countries are shown in the table.

Name of country	Minimum	Maximum
1. Bangladesh	300	460
2. Bhutan	80	460
3. China	30	35
4. India	2,500	3,800
5. Nepal	150	250

7. To know about the latest tiger population is always government's concern, as they want to save this majestic animal from getting extinct. India has lost 97% of its Royal Bengal Tigers population in the last century. The main reason is hunting, Poaching, Urbanisation, Habitat loss

and Illegal Wildlife Trade. Poaching means to illegally trade the tiger made products like tiger skin, tiger made jewellery, etc. These skin and jewellery are sold for millions in the international market. Poaching has reduced the number of tigers to just 3,800 from 1,00,000 in the starting of the 20th century.

Answer the following questions, based on the passage above.

(i) Complete the sentence appropriately.

Royal Bengal Tigers, also known as Indian Tiger and Bengal Tiger, are the largest, fiercest, and powerful members of the Big Cat family in India. They are recognised as the _____ of India.

(ii) Fill in the blanks with an appropriate response.

Tigers attack their prey in a stealth mode, using their _____ to surprise and overpower their targets.

(iii) Justify the following statement: "Royal Bengal Tigers have a unique stripe pattern."

(iv) According to the above passage, what is the biological name of Bengal Tiger?

(v) Infer from the passage: Why do Royal Bengal Tigers live a solitary life?

(vi) When was the latest survey of tigers conducted according to the passage?

(A) 2010

(B) 2017

(C) 2019

(D) 2020

(vii) Are Royal Bengal Tigers found in every country mentioned in the passage?

(viii) Which pair of countries has approximately same number of maximum tigers?

(A) Nepal and Bangladesh

(B) Bhutan and Bangladesh

(C) China and Nepal

(D) Bangladesh and India

Section B : Grammar & Writing Skills (20 marks)

GRAMMAR (10)

Question 3.

Complete ANY TEN of twelve of the following tasks, as directed. [1 × 10]

(i) Fill in the blank by using the correct form of the word in the bracket.

He has been _____ the plants for two hours. (water)

(ii) Identify the error in the given sentence and supply the correction. Use the given format for your response.

Some guys like to fights on even playing grounds, and some guys like to cheat.

(iii) Transform the following direct speech into reported speech:

He asked, "Will you be coming?"

(iv) Which option highlights the correct change of the speech of the following sentence? The wayfarer said to me, "Do you know the way to the Asiad village?"

- (A) The wayfarer asked me if I knew the way to the Asiad village.
- (B) The wayfarer asked me if he knew the way to the Asiad village.
- (C) The wayfarer asked me that if I knew the way to the Asiad village.
- (D) The wayfarer asked me if I did know the way to the Asiad village.

(v) Fill the blank by choosing the correct option.

_____ picture was painted by Picasso. (that/those)

(vi) Identify the error and supply the correction. Use the given format for your response. Many peoples attended the funeral of the great man.

(vii) Select the option that identifies the error and supplies the correction for the following line:

Most of the boys are stood in small groups in the playgrounds.

Error Correction

(A) boyboys

(B) stood standing

(C) the a

(D) playground playgrounds

(viii) Select the correct option to complete the narration of the dialogue between Jason and Jill.

Jason : Have you ever travelled abroad?

Jill : Yes, I have. I visited Europe last year.

Jason asked Jill if/whether she had ever travelled abroad. Then Jill replied in the affirmative and also added that _____.

- (A) she has visited Europe last year
- (B) she visited Europe last year
- (C) she had been to Europe last year
- (D) she had visit Europe last year

(ix) Report the dialogue between a doctor and a patient, by completing the sentence:

Doctor : You should take this medicine every day.

Patient: Should I take it before dinner or after dinner?

Doctor : No, you should take it after breakfast.

The doctor advised the patient that he should take that medicine every day. The patient further asked if he should take it before dinner or after dinner. The doctor replied negatively and then said that _____.

(x) Fill in the blanks by choosing the correct option to complete the statement.

Since then a new housing estate _____ built and it has become very noisy.

- (A) has been
- (B) was
- (C) had
- (D) is

(xi) Select the correct option to fill in the blank for the given line to complete the statement.

I hope they _____ this road by the time we come back next summer.

- (A) shall have repaired
- (B) will have repaired
- (C) would repair
- (D) None of these

(xii) Identify the error and supply the correction. Use the given format for your response.

The shepherd took the cattles to the field.

WRITING – (10)

Question 4.

Attempt ANY ONE from A and B given below. [5]

(A)Using the hints given below write the description of Rani Laxmi Bai.

Great freedom fighter... sacrificed her life for country... born on 1st November 1835... Benaras... father- Moropant Tambe... Mother... Bhagirathi Bai... Manikarnika... fond of horse riding and shooting... married to Gangadhar Rao... became Maharani... interested in military training... defended her state from Britishers... actively participated in 1857 sacrificed her life at the age of twenty three.

OR

(B)Your school recently celebrated its 'Sports Day'. Give a brief account of celebrations in about 150-200 words.

Question. 5.

Attempt ANY ONE from A and B given below. [5]

(A)You feel that speaking in English is the need of the hour. As your parents are unable to do so, you feel a keen desire to teach them. Write in about 100-120 words a page in your diary expressing how you will execute your plan.

OR

(B)Develop a story in about 100-120 words with the following beginning. Also give a suitable title.

An old couple was living in Shobit's adjacent flat. One day, he saw some commotion in their house. He went there and found

Section C: Language Through Literature (40 marks)

Question 6.

Read the given extracts and answer the questions for ANY ONE of the two, given. [5]

(A)Suddenly there came a dull thud as if a rubber tube had fallen to ground ... surely nothing to worry about.

Even so I thought I would turn around and take a look. No sooner had I turned than a fat snake wriggled over the back of the chair and landed on my shoulder. The snake's landing on me and my turning were simultaneous. I didn't jump. I didn't tremble. I didn't cry out. There was no time to do any such thing. The snake slithered along my shoulder and coiled around my left arm above the elbow. The hood was spread out and its head was hardly three or four inches from my face!

(i) What does the word 'tremble' from the above lines mean?

(A) terrified

(B) shiver

(C) dreamt

(D) scattered

(ii) What did the snake do after landing on the doctor's shoulder?

(iii) What sound did he hear while sitting on the chair?

(A) The squeak of a rat

(B) The hiss of a snake

(C) The dull thud of something falling to the ground

(D) The sound of somebody coming into the room

(iv) What happened when the narrator turned around to see what had fallen there?

(v) What was the distance of the snake's head from his face?

OR

(B) I was one of many children – a short boy with rather undistinguished looks, born to tall and handsome parents. 'I lived in our ancestral house, which was built in the middle of the nineteenth century. It was a fairly large pucca house, made of limestone and brick, on the Mosque Street in Rameshwaram. My austere father used to avoid all inessential comforts and luxuries. However, all necessities were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very secure childhood, both materially and emotionally.

(i) Where was Kalam born?

(A) at island town of Rameshwaram in Madras State

(B) in Tamil Nadu

(C) in Karnataka

(D) in Chennai

(ii) In what sense was Kalam's childhood secure?.

(iii) Who gave emotional and material security to Kalam?

(A) his society people

(B) his friends

(C) his teachers

(D) his parents

(iv) Who used to avoid all inessential comforts and luxuries?

(v) What is an antonym for 'insecure' given in the passage?

Question 7.

Read an extract and answer the questions for ANY ONE of the two, given.

(A) Away, away in the Northland,

Where the hours of the day are few,

And the nights are so long in winter

That they cannot sleep them through;

Where they harness the swift reindeer

To the sledges, when it snows;

And the children look like bear's cubs

In their funny, furry clothes.

(i) Where did the story of this poem occur?

(A) Switzerland

(B) Scotland

(C) Northland

(D) Netherland

(ii) How do the children wearing furry clothes look?

(iii) Why can't people sleep the winter nights through in Northland?

(iv) Name the poet of this poem

(v) What is the rhyming scheme of the given stanza?

OR

(B) They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starved.

Their hands are ours, and in their lines, we read

A labour not different from our own.

(i) What are all the men aware of?

(ii) What is the rhyme scheme of the poem?

(A) aabb

(B) abcd

(C) aabc

(D) no rhyme scheme, it is free verse

(iii) What are all men fed by?

(A) peaceful harvest

(B) painful days

(C) walk on the same earth

(D) none of these

(iv) What do you mean 'war's long winter'?

(v) Name the poet of this poem.

Question 8.

Answer ANY FOUR of the following five questions in about 40 – 50 words. $3 \times 4 = 12$

(i) 'I said it with bullets.' What is the speaker's reason for saying this?

(ii) Give a brief description of Kathmandu Bazaar.

(iii) Is the poet, Coates Kinney, able to enjoy the rain or he reminisces at the lost time?

(iv) What motivated Maria to keep going?

(v) What characteristics did Abdul Kalam inherit from his parents?

Question 9.

Answer ANY TWO of the following three questions in about 40 – 50 words. $(3 \times 2 = 6)$

- (i) Why does Sue rush down to meet Mr. Behrman?
- (ii) Describe the statue of the Happy Prince as described in the beginning of the story?.
- (iii) How was the kingdom of fools different from any other place?

Question 10.

Answer ANY ONE of the following two questions in about 100 – 120 words. (6 × 1 = 6)

(A) Justify the title of the story 'The Snake and the Mirror'.

OR

(B) What is the theme of the poem 'The Road Not Taken'?

Question 11.

Answer ANY ONE of the following two questions in about 100 – 120 words. (6 × 1 = 6)

(A) Write a brief character sketch of Iswaran..

OR (B) "Guru was a wise man" – how does the story The Kingdom of fools reflect it?

KENDRIYA VIDYALAYA SANGATHAN, RANCHI REGION

MARKING SCHEME

ENGLISH LANGUAGE & LITERATURE CLASS - IX

Section – A : Reading Skills (20 marks)

Question 1.

- (i)(C) it is believed that the plants bring the rain
- (ii) The urban population of school goers and office goers typically dislike the monsoon season due to problems such as landslides, muddy streets, and periodic infections
- (iii) June, July, and August
- (iv) Coexistent
- (v) the monsoon season

(vi) The different types of rain mentioned in the passage, such as the rain in May, phrogo rain in August, and khuthotei rain, play important roles in crop cultivation and farming practices. They mark specific stages of the monsoon season and have distinct impacts on the growth and development of crops

(vii)(a) When he frowns a deep furrow forms in his brow.

(viii) because it brings mud and sickness with it.

Question 2.

(i) Royal Bengal Tigers, also known as Indian Tiger and Bengal Tiger, are the largest, fiercest, and powerful members of the Big Cat family in India. They are recognised as the National animal of India.

(ii) Tigers attack their prey in a stealth mode, using their strength, agility, and sharp claws to surprise and overpower their targets.

(iii) The statement can be justified by stating that every Bengal Tiger has a distinct stripe pattern, ranging from dark brown to black, making each individual tiger easily distinguishable based on their unique markings.

(iv) Panthera Tigris

(v) Royal Bengal Tigers are inferred to live a solitary life based on the information that they are not known for being friendly in nature and are typically spotted alone, except during winters when they may be seen in small groups of 3 or 4.

(vi)(B) 2017

(vii) No, Royal Bengal Tigers are not found in every country mentioned in the passage. While they are primarily found in India, they are also present in China, Bhutan, Bangladesh and Burma. However, their presence in each of these countries may vary in terms of population and distribution

(viii)(B) Bhutan and Bangladesh

Section B : Grammar & Writing Skills (20 marks)

Question 3.

(i) Watering

(ii) Error Correction

Fightsfight

(iii)He asked if/whether I would be coming

(iv)(A)The wayfarer asked me if I knew the way to the Asiad village.

(v)That

(vi)Error Correction

Peoples People

(vii)Error Correction

Boy Boys

(viii)Error Correction

Stood standing

(ix)He should take it after breakfast

(x)(A)Has been

(xi)(A)Will have repaired

(xii)Error Correction

Cattle cattle

WRITING – (10)

Question 4.

(i)(A) OR (B) Descriptive Paragraph - 5 marks

Format (Title and Structure of paragraph) -- 1 marks

Relevance and content –2 marks

Form and expression—2 marks

Question 5.(A) OR (B)—Diary Entry / Story -- 5 marks

Format -- 1 marks

Relevance and content –2 marks

Form and expression—2 marks

Section C: Language Through Literature (40 marks)

Question 6.Answer:

(A)(i)(B) shiver

(ii)coiled around his left arm above the elbow

(iii)(C) The dull thud of something falling to the ground

(iv)its head was hardly three or four inches from his face

B (i)(A) at island town of Rameshwaram in Madras State

(ii)He was getting all the necessities of life like food, clothes, study, Parents' love and support, Good society.

(iii)(D) his parents

(iv)Kalam's father

(v)secure

Question 7.

(i)

(C) Northland

(ii)They look like bear's cubs

(iii)because the nights are too long there.

(iv)Phoebe Cary

(v)abcb

(i)All the men are aware of sun, air and water, the bounties of nature

(ii)(D) no rhyme scheme, it is free verse

(iii)(A) peaceful harvest

(iv)painful days

(v)James Kirrup

Question 8

(i)Gerrard said these words to convey that he had fired a bullet in return. Gerrard said these words because the intruder wanted to kill him to use his identity and escape from the police.

Gerrard wanted to mislead the intruder. He wanted to show that he himself was a criminal.

(ii)Kathmandu Bazaar has narrow and busy streets, shops selling cosmetics, film rolls, chocolate, utensils, postcards, etc. It is a vivid, religious and mercenary city, where hawkers, cows, flute sellers, fruit sellers, every colour is present

(iii)The general atmosphere of the poem is very sombre. There is darkness around but rain compensates it with the spirit of peace for the lonely night. The poet realises how much joy and pleasure of sleep he can attain when his head presses against his pillow to conclude the long day into a good night's rest.

(iv) Maria's determination, mental toughness and her hunger for success to prove herself to the world motivated her to keep going. Her spirit of competitiveness always inspired her to keep moving ahead. She considered it her utmost responsibility to excel despite hardships and severe demands

(v)Abdul Kalam inherited honesty and self-discipline from his father and faith in goodness and kindness from his mother. Like his parents even he respected all religions.

Question 9.

(i)Sue rushes down to meet Mr. Behrman, an old painter to pour out her worries regarding Johnsy. She tells him about Johnsy's strange fancy. She is convinced within herself that she would die when the last leaf falls.

(ii)In the beginning of the story, the statue was fixed on a tall column, full of thin leaves of gold on the body, and had two sapphires for eyes. It had a large red ruby fixed on the hilt of the sword.

(iii)Everything was different at the kingdom of fools. The night was considered as day and day as night. Not only the human beings even the animals stayed awake at night. Anything and everything could be bought for a Duddu

Question 10.

(A)The story revolves around the narrator, the snake and the mirror. The narrator hears some familiar sounds – a dull thud and a snake lands on his shoulder. The doctor is terrified and sits there like a stone. He suddenly feels the presence of the creator of the world and the presence of death four inches away. In this moment of death, he realises the presence of God and grows humble about his views. The snake looks into the mirror, moves towards it as it wants to enjoy a close reflection in the mirror. Thus, the title is justified as the story revolves around the snake and the mirror.

(B)The poem 'The Road Not Taken' offers a profound perception into the process of decision making. The traveller at the crossroads of the diverging roads is symbolic of an individual at a decisive moment in his life's journey. His decision or choice of future action, which road he should adopt either spiritualism or materialism, is of utmost significance since the decision decides his destiny. The poet, Robert Frost, through this poem asserts the importance of the right decision at the right time.

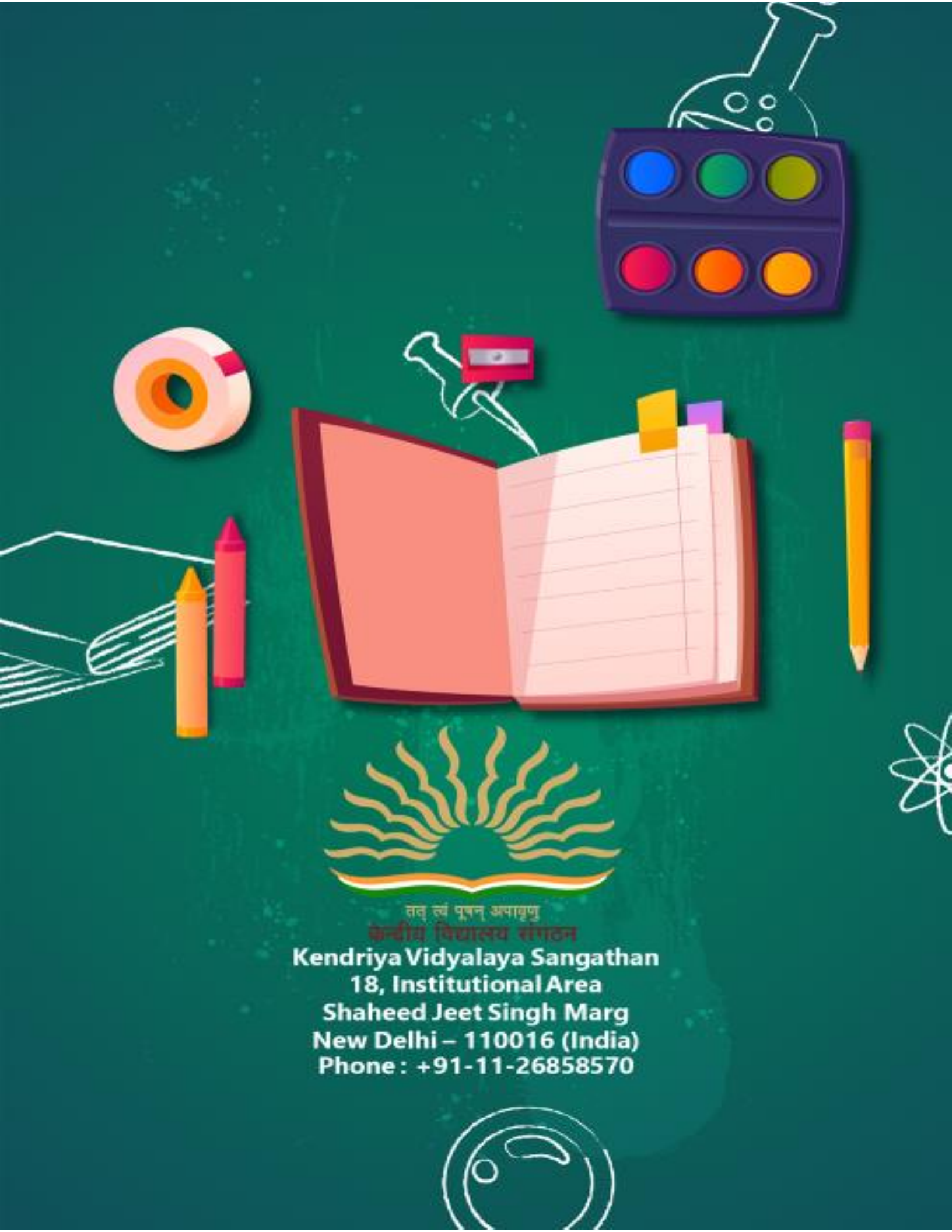
In life, we have to make our choices; sometimes we have to make these choices without the full understanding of the State of affairs. Even then, we should arrive at decision only after carefully considering all the available options. We may regret our choice or we may be excited about our choice, but the choice at the crucial moment will determine and change the path of our life. Hence, the poem stresses the need for deep and critical analysis of the situation before we arrive at a life-transforming decision

Question 11.

(A) Iswaran, Mahendra's servant, was very devoted to him. He was not only a very well trained and wonderful cook, but also a good story teller. He was an honest man and used to do his work with utmost devotion and skill. He was fond of reading thrillers and his narrations were influenced with those styles. He had to give up his job due to a practical joke played on Mahendra, his master. Life was not possible for Mahendra without him, as he was his asset, and he started living totally isolated.

(B)The Kingdom of Fools clearly reflects that the Guru was a wise man as he advised his disciple not to stay in that kingdom. As the disciple thought that the future is uncertain, he did not pay any heed to his Guru and stayed on. When he was imprisoned by the King's men, he realised the significance of his Guru's words and repented on his decision of not following his Guru's advice. So, it is proved that Guru was really very wise. And it was because of his wisdom, the disciple was saved and they were made king and prime minister of the kingdom respectively.

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