

# SECTION-A READING

## READING COMPREHENSION

**Read the following passages carefully and answer the questions given below them.**

### **Passage 1**

Once upon a time, there lived a queen in the city of Benaras. Her name was Khema and she was the wife of King Bahuputtaka. One night, the Queen had a dream of a beautiful golden goose that spoke with great wisdom, almost as if he was a sage. She told her husband that she desperately wanted to see a bird just like the one in her dream. So the King asked his ministers to find out all that they could about a bird such as this. He was told that such a bird did exist but was extremely rare and difficult to find. They advised him to build a beautiful lake on the outskirts of Benaras so that he may attract such a rare and lovely creature to reside there. In this way, the queen might have her wish. Towards the north, on Mount Cittakuta, there lived about ninety thousand wild geese headed by a beautiful golden goose called King Dhatarattha. He got to hear of this exquisite lake surrounded by water lilies and lotuses floating on the surface. The King had invited all the birds to come and live on it; promising that none of them would ever be harmed. Corn was scattered on a daily basis in order to attract the birds. So a couple of geese went up to their King, the golden goose and told him that they were quite tired of living up on the mountains and would like to see this wonderful lake where they had been promised food and protection. The king agreed to their request and took the flock down towards Benaras. Meanwhile, at the lake King Bahuputtaka had placed hunters all around in order to capture any golden goose that happened to pass by. So the next morning, when the headhunter saw this flock of geese approaching he was very excited to see their golden leader. He immediately went about setting up a snare amongst the water lilies and lotuses, as he knew that the leader would definitely be the first to alight. The whole flock came flying down in one mighty swoop and as expected it was the King's foot that touched the water first. He was ensnared and could not escape. Seeing this, the other geese flew into a panic. But none had the courage to try to free their king and so flew back to Mount Cittacuta for safety. All except one. He was the chief captain, Sumukha. King Dhatarattha entreated him to fly to safety too, as he would surely be captured if he stayed by

his side. But Sumukha replied that he would never desert his master in the face of danger and would either try to save him or die by his side. At this point the hunter approached and as Sumukha saw him he decided to appeal to his compassion. The hunter asked the golden goose how come he had not noticed the trap that was set. The golden goose replied that when one's time was up it was no use to struggle against what was fated and one must just accept it. The huntsman was very impressed with his grace and wisdom. He then turned to Sumukha and asked why he had not filed with the other birds even though he was free to do so. Sumukha answered that the golden goose was his King, best friend and master and that he could never desert him even at the cost of his own life. Hearing this, the hunter realized that these were a couple of rare birds of great nobility. He didn't care much for his own King's reward and decided to do the right thing and set them free. He told Sumukha that as he was ready to die for his King he would set them both free to fly wherever they wished.

**Questions:**

i Why were the geese keen on visiting the lake in Benaras?

- (a) They were invited personally by King Bahuputtaka
- (b) They were tired of their told lake
- (c) They were amused by the water lilies and lotuses
- (d) The lake was not very far from the mountains
- (e) To lake was to be a source of good food and protection

ii Why did the king approach the ministers?

- (a) In order to find out the best location for the lake
- (b) In order to find out if a golden goose existed
- (c) To enquire about his wife's dreams
- (d) To devise a plan to capture all rare bird species
- (e) To enquire about the best hunter in the locality

iii Why did the headhunter release the King, golden goose?

- (a) He was impressed by his wisdom and nobility
- (b) The geese were a rare species of birds
- (c) The golden goose, King Dhatarattha promised him a handsome reward
- (d) The hunter sympathised with a golden goose
- (e) The hunter did not want the chief captain to lose a friend

iv What was the king's intention behind building a lake?

- (a) To attract all rare species of living animals and birds
- (b) To beautify the city of Benaras
- (c) He did not want to go against the wishes of his wife
- (d) He wanted to capture the golden goose
- (e) He enjoyed bird watching and wanted to create a natural habitat for them

v Why did the flock of geese panic and retreat to Mount Cittacuta?

- (a) Their King took the wrong route to the lake and they lost their way
- (b) Their King, the golden goose, was captured
- (c) Their chief captain, Sumukha betrayed the King
- (d) They spotted many hunters by the lake
- (e) None of these

vi What advice did the ministers give to the king?

- (a) That no such golden goose existed and he was only wasting his time searching for one
- (b) To create an artificial golden goose, for the queen
- (c) To build a lake in order to attract the golden goose
- (d) To open a sanctuary of rare birds for the queen
- (e) To have a beautiful garden surrounded by flowers and trees

vii Which of the following statements would best describe the qualities of Sumukha?

(1) Betrayer of the flock (2) The Selfless Goose (3) Loyal towards the king (4) The native and ignorant goose

- (a) Only (1) (b) Only (2)
- (c) Only (3) and (4) (d) Only (1) and (4)
- (e) Only (2) and (3)

Instructions: Choose the word which is most nearly the same in meaning to the word asked.

viii. Exquisite

- (a) Expensive (b) Delicate (c) Elaborate
- (d) Wonderful (e) Efficient

ix. Snare

- (a) Trap (b) Alarm (c) Plan
- (d) Arrangement (e) Efficient

x. Desert

- (a) Displease (b) Encourage (c) Instigate
- (d) Escort (e) Abandon

### Passage 2

Akbar was the son of humble parents. His father was a schoolmaster. There was never very much money in the house, so he didn't enjoy any luxuries. All he wanted was to learn more and more. Books were not easily available then as they were handwritten and very expensive. Akbar read all the books he could lay his hands on. In due course, he mastered Arabic, Persian, Philosophy and Astronomy and dreamt of getting a position at court. But for this, one had to really excel in some field. Also one needed a patron close enough to the Emperor to recommend a

newcomer. It was a few months before he could find a patron and a few more months before he could find a suitable opportunity to recommend him to the Emperor who asked what he had learnt and what work he could do. On hearing the same, he said, —We are pleased to give the young man a chance. Let him take charge of the royal poultry house!|| When he heard the news Akbar was heartbroken. He, a scholar, capable of debating with the most learned men, was asked to look after chicking hens! All the same, he got down to work with great determination. His only concern was hens. He saw to it that they were well fed and had clean water, that their living quarters were clean and if a fowl took ill that it was separated from the others and given proper treatment. Meanwhile, the Emperor had forgotten about the scholar he had packed off to mind the hens. But one day while his Finance Minister was reading out the palace accounts to tell the Emperor how much money had been spent on the royal household, he mentioned such a low figure that the Emperor sat up. —Have most of the hens died?he asked. —No, your Majesty|| was the reply —The hens are not only alive but are plump and fit.|| "Send for the scholar,|| the Emperor demanded. When Akbar came to the palace, the Emperor demanded —Aren't you feeding them properly?|| —I am, sire, only the food is different — I'm feeding them what cannot be used in the royal kitchen, vegetable peels and dough used to seal the vessels while cooking for your Majesty. The hens not only enjoy it but it is also very good for them. —Good work, we hereby promote you to the rank of royal librarian. Akbar was bitterly disappointed. He had spent the first thirty years of his life gaining knowledge. How he wished to gain that knowledge and help people. Instead, as head of the royal library he would be seeing only books and no people. But he buckled down to organizing the library. A year later the Emperor came to visit the library. He was surprised to find each book covered with a packet of silk, velvet or brocade. There were hundreds of books and not one without a cover. —You have used expensive material to cover the books but have not charged us. Surely you are not spending your own money? Akbar bowed low, —Your Majesty, these covers did not cost anything. Everyday dozens of people come to the court with humble grievances on sheets of paper which are folded and placed inside a bag of the most expensive material that they can afford. I have used them. The emperor was very pleased and gave him a bigger responsibility.

**Questions:**

i. Which of the following can be said about Akbar's family?

(1) They were poor and uneducated.

(2) They discouraged him from becoming courtier.

(3) He was ashamed of them and did not introduce them at Court.

(a) None

(b) Only (1)

(c) 2 and 3

(d) Only 3

(e) All of these

ii. Which of the following is TRUE in the context of the passage?

(1) Akbar was aged when he was finally made a courtier.

(2) Akbar excelled at whatever job the Emperor assigned him.

(3) The Emperor did not value a person's education but his family background.

(a) All of these

(b) Only 2

(c) 1 and 2

(d) 2 and 3

(e) Only 1

iii. How many years of Akbar's life was spent gaining knowledge?

(a) 50

(b) 20

(c) 10

(d) 30

(e) None of these

iv. Choose the word which is OPPOSITE in meaning to the word BITTERLY as used in the passage

(a) Sweetly

(b) Angrily

(c) Sourly

(d) Freezing

(e) Gladly

v. How did Akbar handle his appointment as royal librarian?

(a) He was angry and was waiting for an opportunity to tell the king so

(b) He was thrilled since he loved books.

(c) He was disappointed but put his best efforts into the job

(d) He considered it a good opportunity to learn more

(e) He was very happy since he preferred reading to interacting with people.

vi. How did Akbar manage the cover for books?

(a) He used the used-sheets of papers

(b) He spent his own money for this.

(c) He borrowed covers for books

(d) He was not aware of it.

(e) None of the above

vii. Why did the Emperor send Akbar when he was in charge of poultry?

(a) To test Akbar's knowledge of poultry.

(b) To see if Akbar was worthy of higher responsibility.

(c) To understand why the poultry was thriving despite reduced expenditure on them.

(d) To scold him for feeding the poultry leftovers instead of healthy food.

(e) To demand an explanation for the poultry being overweight and unfit.

viii. What lesson can be learnt from the story?

(a) Patience and hard work will help one achieve success.

(b) Pursuit of riches and wealth is all that matters

(c) One should use any means of possibility to attain a promotion.

(d) One should be satisfied with whatever job one gets and not much more.

(e) It is very difficult to get something in life without bribing.

ix. Choose the word which is most nearly the SAME in meaning as the word LOW as used in the passage.

- (a) Small (b) Gentle (c) Unhappy  
(d) Short (e) Soft

x. Choose the word which is most nearly the SAME in meaning as the word CLOSE as used in the passage.

- (a) Shut (b) End (c) Neighbouring  
(d) Dear (e) Careful

### **Passage 3**

Oscar Wilde once remarked, "Most people are other people. Their thoughts are someone else's opinions, their lives a mimicry, their passions a quotation." As he so wryly observed, their lives a mimicry, their passions a quotation." The vast majority of us are not who we have been pretending to be, and the lives we've been living until now are molded according to rules and values that are not our own. Most of humanity is stuck in someone else's discarded chewing gum and, is yet to break free. Unless you have been brave enough to forsake this trap, here is your likely portent: your religious convictions are those of your parents or community and your political allegiances conform to the party system that society offers. These are desirable choices that hold societies together. They make you who you are, you might argue. True, but only if you might argue. True, but only if you are content with admiring the wrapping and never looking inside the box. If you dared to look you'd discover how these basic thoughts originate in a fundamental belief formed during the first years of your life. Children usually bend their perceptions and interpretations of reality to match those who care for them. They find ways to please in order to receive attention. As they grow up, the issues may change, but the initial patterns of conformity remain ingrained in them. The price for surrendering to consensus is steep. It is nothing less than the loss of individuality. You disengage from the grandness of creation and implode into the holographic illusions humans have come to call reality. You become one of Oscar Wilde's other people thinking someone else's opinions and assuming they are your own. This condition is virtually universal. It is also the underlying cause of the world as we know it. People cling so tightly to their personal and social identities that they are blinded to anything that does not validate them. The way out is easier than anyone might imagine. However, very few summon the courage, for it requires

them to leave the comfort of their own world and walk alone, unaided by the crutch of dogma. Most people would rather get caught up in the business of earning a living, raising a family unwillingly or helping their community, than deal with the unsettling immensity of all that. Yet it seems that all humans are meant to take this epic journey of discovery at some point in their series of lives on this planet.

**Questions:**

- i. In spite of the dismal scenario depicted in the passage, the writer talks of his epic journey of discovery. This discovery pertains to the
  - (a) longing for immortality
  - (b) Yearning for utopia
  - (c) quest for excellence
  - (d) search for reality
- ii. The expression 'holographic illusions' means
  - (a) sense of bewilderment
  - (b) shady dealings
  - (c) self-created phantasm
  - (d) artificial images
- iii. In the context of the passage, children adjust their ideas of reality, so that they
  - (a) are in conformity with their beloved ones
  - (b) can modify them according to the need of the situations
  - (c) may not be considered arrogant
  - (d) can use them to their advantage
- iv. Which of these is not true in the context of the passage?
  - (a) We generally imitate others in everything
  - (b) People are happy to take on others' roles
  - (c) We speak in other people's voices most of the time
  - (d) People are genuine in expressing their feelings
- v. In the context of the passage, 'wryly' means
  - (a) repulsively
  - (b) hesitatingly
  - (c) disapprovingly
  - (d) unwillingly
- vi. In the context of the passage, how can humanity get stuck in someone else's discarded chewing gum?
  - (a) By using discarded things
  - (b) By appreciating others' ideas
  - (c) By giving preference to others' views over one's own views.
  - (d) By choosing a product which is sponsored by some great personality
- vii. What does the expression 'lives a mimicry, passions a quotation' mean?
  - (a) Lives an imitation, feelings a borrowing

- (b) Lives a sham, feelings a deception
- (c) Lives a parody, feelings a repetition
- (d) Lives a duplication, feelings a recitation

viii. 'Unless you have been brave enough to forsake this trap' implies that one has to be

- (a) very pretentious to discard one's convictions
- (b) coaxed to come out of the clutches of tradition.
- (c) quite serious to give up the old values
- (d) daring enough to break free from the stranglehold of others' views

ix. To which of the following does the picture presented in the passages, not conform?

- (a) Adopt a dogmatic approach towards life
- (b) Subscribe to others' views
- (c) Profess borrowed conviction
- (d) Cast themselves according to their own ways

x. The writer of this passage envisages a world where people will

- (a) desire to make these choices which hold the societies together
- (b) profess implicit allegiance to social institutions
- (c) have the courage to chart their independent course of action
- (d) take pride in an unquestioned loyalty to old values

#### **Passage 4**

The task which Gandhiji had taken in hand was not only the achievement of political freedom but also the establishment of a social order based on truth and non-violence, unity and peace, equality and universal brotherhood, and maximum freedom for all. This unfinished part of his experiment was perhaps even more difficult to achieve than the achievement of political freedom. Political struggle involved fight against a foreign power and all one could do was either join it or wish it success and give it his moral support. In establishing the social order of this pattern, there was a lively possibility of a conflict arising between groups and classes, of our own people. Experience shows that man values his possessions even more than his life because in the former he sees the means for perpetuation and survival of his descendants even after his body is reduced to ashes. A new order cannot be established without radically chaining the mind and attitude of men towards property and at some stage or the other, the 'haves' have to yield place to



the 'have-nots'. We have seen, in our time, attempts to achieve a kind of egalitarian society and the picture of it after it was achieved. But this was done, by a large amount, through the use of physical force. In the ultimate analysis, it is difficult if not impossible, to say that the instinct to possess has been rooted out or that it will not reappear in an even worse form under a different guise. It may even be that, like a gas kept confined within containers under great pressure, or water held by a big dam, once a barrier breaks, the reaction will one day sweep back with a violence equal in extent and intensity to what was used to establish and maintain the outward egalitarian form. This enforced egalitarianism contains, in its bosom, the seed of its own destruction. The root cause of class conflict is possessiveness or the acquisitive instinct. So long as the ideal that is to be achieved is one of securing the maximum material satisfaction, possessiveness can neither be suppressed nor eliminated but will grow on what it feeds. Nor will it cease to be such – it is possessiveness, still, whether it is confined to only a few or is shared by many. If egalitarianism is to endure, it has to be based not on the possession of the maximum material goods which cannot be shared by others or can be enjoyed only at the expense of others. This calls for substitution of spiritual values for purely material ones. The paradise of material satisfaction that is sometimes equated with progress these days neither spells peace nor progress. Mahatma Gandhi has shown us how the acquisitive instinct inherent in man could be transmuted by the adoption of the ideal of trusteeship by those who 'have' for the benefit of all those who 'have not' so that, instead of leading to exploitation and conflict it would become a means and incentive, for the amelioration and progress of society, respectively.

**Questions:**

i. The unfinished task of Mahatma Gandhi was

- (a) fighting against the foreign power
- (b) establishment of a peacefully coexistent non-violent society
- (c) achievement of political freedom
- (d) None of these

ii. Select the best option to complete the sentence. Gandhi aimed at \_\_\_\_\_

- (a) establishing a non-violent society
- (b) universal brotherhood
- (c) achieving political freedom
- (d) all of these

iii. According to the passage, people ultimately overturn the form of a social order.

- (a) which is based on conciliation and rapprochement
- (b) which is not congenial to the spiritual values of the people
- (c) which is based on coercion and oppression
- (d) which does not satisfy their basic needs.

iv. According to the passage, which of the following statements is not true?

- (a) It is difficult to change the mindset of people towards property.
- (b) In an egalitarian society, material satisfaction can be enjoyed only at the expense of others.
- (c) A social order based on truth and non-violence alone can help the achievement of maximum freedom for all
- (d) In establishing the social order of Gandhiji's pattern, the possibility of a conflict between different classes hardly exists.

v. In the context of the passage, what is meant by adoption of the ideal of trusteeship?

- (a) The privileged class voluntarily renounces the possessive instinct
- (b) Substitution of spiritual values by material values by those who live in the paradise of material satisfaction.
- (c) To equate peace and progress to material satisfaction.
- (d) 'haves' to adopt the ideal for the benefit of the society.

vi. Choose the most appropriate title for the passage.

- (a) The social order of Gandhi's vision
- (b) The renunciation of the possessive instinct
- (c) Material values vs. Spiritual values
- (d) Class conflicts in an egalitarian society

vii. Answer the following questions in the context of the passage. Why does man value his possessions more than his life?

- (a) To get recognition in society
- (b) To preserve his name even after death through his possessions.
- (c) He has the instinct of possession. (d) Possessions are essential to lead a comfortable life.

viii. Egalitarianism means

- (a) violence
- (b) inequality

(c) suppression

(d) social and political equality

ix. In the context of the passage, which of the following statements is false?

(a) Satisfaction of material needs cannot earn peace and progress.

(b) Conflicts between groups and classes are bound to arise.

(c) The instinct of possession causes conflicts.

(d) The instinct of possession can be rooted out completely.

x. In the passage, the metaphor of 'paradise' has been given for \_\_\_\_\_

(a) fulfilling spiritual needs

(b) renunciation of material goods.

(c) taking care of material needs

(d) acquisitive instinct.

### Passage 5

In November 1918, Dr. Ambedkar joined Sydenham College as a professor of political economics and worked there for two years. With his little savings, some help from the Maharaja of Kolhapur, and with a loan of five thousand rupees from his friend, Naval Bhathena, he left for England in 1920 to complete his studies in Law and Economics. He resumed his studies at the London School of Economics and kept his terms at Gray's Institute of Law. He turned his attention to the London Museum where the relics of the saintly and scientific thoughts are preserved, where the ruins of the antique world are displayed and where Karl Marx, Mazzini, Lenin and Savarkar had dug for knowledge and digested it. In the Museum, he pored over books from morning till evening. Time was an important factor with him. To save both money and time, he would go without lunch. After this, the second round of reading begins at his residence. The endless reading would go on till early morning. He told his roommate that his poverty and lack of time required him to finish his studies as early as possible.

During these studies in London for his academic eminence, he had not forgotten the real aim in his life. He could not for a minute forget the dumb faces of the untouchables in India. He took up this matter with the Secretary of State for India and also held discussion with Mr. Vithalbai Patel in London. Neither could he forget the alien political realities of the nation. In a paper read before the Students Union and also in his famous thesis, "The Problem of the Rupees", he exposed the hollowness of the British policies in India, which caused a stir in the academic world of London and Ambedkar was suspected to be an Indian Revolutionary.

### Questions:

i. Where did Dr. Ambedkar teach?

- (a) London School of Economics. (b) Sydenham College  
 (c) London Museum (d) Gray's Institute of Law
- ii. Dr Ambedkar was a teacher of  
 (a) Political Economics (b) Law  
 (c) Literature (d) Political Science
- iii. Who amongst the following was Dr Ambedkar's benefactor?  
 (a) Raja of Kathiawar (b) Queen of England  
 (c) Raja of Kolhapur (d) Lord Gray
- iv. Name Dr Ambedkar's friend who helped him to go to England.  
 (a) Nawal kishore (b) Karl Marx  
 (c) Lenin (d) Naval Bhathena.
- v. Why did Dr Ambedkar try to finish his studies as early as possible?  
 (a) Due to illness (b) For lack of resources and time  
 (c) due to adverse climate (d) Due to nostalgia
- vi. What was Dr. Ambedkar's real aim in life?  
 (a) Upliftment of the downtrodden caste. (b) Upliftment of his family  
 (c) Academic eminence (d) Successful career as a lawyer.
- Vii .What was the core slogan raised by Dr. Ambedkar?  
 (a) Self-awareness amongst the oppressed. (b) Open revolt  
 (c) Pacification of the untouchables. (d) Revolt of the oppressors
- viii. Where did Dr. Ambedkar spend most of his time in London?  
 (a) Courtrooms (b) India House  
 (c) Royal House (d) London Museum
- ix. How many years did Dr. Ambedkar expose in his thesis?  
 (a) 1 year (b) 2 years  
 (c) 3 years (d) 4 years
- x. What did Dr. Ambedkar expose in his thesis?  
 (a) Marginality of the rulers (b) Infallibility of the British Rule  
 (c) Universal laws of brotherhood (d) Hollowness of the English policies in India.

## Passage 6

The great sage once had a group of disciples. They were all very bright and eager students and the sage had all the reasons to be proud of them. One day the sage realized that he had imparted enough knowledge to his disciples. Now they were all very learned. There was only one thing the sage had not taught them, and that was the special verse that could bring the dead back to life. The sage knew that such knowledge was too wonderful and could prove to be a dangerous thing in the hands of someone who was not very wise. The sage pondered over this for a long time. But he also knew that if he did not pass on this secret verse, it could die with him. So, at last he called his cleverest disciple aside and said, —I am going to teach you a very special verse. If you chant this you can bring to life a dead person or animal. Use only when you need it to and never misuse, or test your powers vainly. He then called all the disciples together and said, —I am sending you all into the forest for forty days. Go together and come back together. Each one of you has to guide one another and do good things. So the disciples started out together into the forest. They were all united. But the clever disciple who knew the verse wanted to show he was better than the others, as they walked into the forest, they came across a dead tiger on the way. It was huge and looked wickedly fierce even when dead. The clever disciple stopped and said to the others, —Now I am going to show you what our teacher had taught me alone. He has taught me how to bring life back into the dead. The others would not believe him and he said, —I would prove it to you by bringing this tiger back to life.|| But the other disciples said, —Do not do anything to prove your knowledge vainly. Moreover, if you put life into this tiger, it will only turn on us and kill us all. This will not be a wise thing to do. But the clever disciple had decided to prove himself and prepared to recite the verse. But before he did so, the other disciples scrambled up to the topmost branch of a big tree nearby. The disciple then recited the magical verse. The tiger slowly began to breathe, —It's working, cried the disciple in excitement and joy. The tiger opened its eyes and saw him jumping and shouting in front of him. Roaring loudly, the tiger pounced on the poor disciple and killed him. The other disciples on the tree watched helplessly as the tiger threw down the dead body of the disciple and went away into the forest. After some time the disciples came down, took the body and went to the sage. The sage looked at them and said, —Now you see what can happen if you don't use your learning wisely. Let this be a lesson for you. With that, the sage uttered the magic verse and brought the dead disciple back to life. The sage then taught the verse to all his disciples and sent them into the world to do well. He was sure that after such a lesson, they would be wiser and use their knowledge learning only for doing good.

**Questions:**

- i. What did the sage say to his disciple while teaching his secret verse?

- (a) Not to share it with others.
- (b) Not to practice it on animals
- (c) Not to use it to prove his superiority
- (d) Never to misuse the power of the secret verse.

ii. Why was the sage proud of his disciples?

- (a) Because they never misused their knowledge.
- (b) Because they were very friendly with each other.
- (c) Because they were very obedient
- (d) Because they were very brilliant

iii. Why did all the disciples except one, climb up to the highest branches of the tree?

- (a) Because they did not know the secret verse.
- (b) Because they wanted to watch the scene of the tiger coming to life, from a distance.
- (c) Because they felt their lives were in danger.
- (d) Because they did not approve of the behavior of one of their fellows

iv. Why were the disciples sent to the forest by the sage?

- (a) He wanted them to be eliminated
- (b) So that the disciple could show them the magic of the secret verse.
- (c) He did not want to teach them anything more.
- (d) To teach them the lesson not to use their learning unsafely.

v. What is the message conveyed in the passage?

- (a) A teacher must pass on all his knowledge to others before he dies.
- (b) Knowledge and learning should never be misused.
- (c) Teachers should impart equal knowledge to all their disciples.
- (d) None of these.

vi. Why did the sage decide to pass on his secret verse to his disciple?

- (a) So that the cleverest disciple could revive the tiger.
- (b) We wanted to see if the cleverest disciple abided by his instructions.
- (c) He did not want the verse to die with him.
- (d) So that the cleverest disciple could take his place.

vii. Why did the clever disciple recite the verse to the dead tiger?

- (a) To carry out the instructions of the sage.
- (b) To flaunt the power of the verse to the other disciples.
- (c) So that the tiger may come back to life.
- (d) So that he could test the power of the verse.

viii. How did the other disciples react when the clever disciple decided to bring the tiger back to life?

- (a) They tried to deter him from doing so
- (b) They remained indifferent

(c) They were quite surprised (d) They felt quite happy

ix. Who is referred to as wicked and fierce by the author?

(a) All the disciples

(b) The tiger

(c) The sage

(d) the clever disciple

x. In the context of the passage, which statement is false?

(a) The sage was prejudiced against the clever disciple.

(b) The sage wanted the disciples to use their learning only for doing good.

(c) The sage brought the clever disciple back to life.

(d) The sage taught the secret verse to all his disciples.

### **Passage 7**

The choices we make on a daily basis—wearing a seatbelt, lifting heavy objects correctly or purposely staying out of any dangerous situation—can either ensure our safety or bring about potentially harmful circumstances.

You and I need to make a decision that we are going to get our lives in order. Exercising self-control, self-discipline and establishing boundaries and borders in our lives are some of the most important things we can do. A life without discipline is one that's filled with carelessness. We can think it's kind of exciting to live life on the edge. We like the image of "Yeah! That's me! Living on the edge! Woo-hoo!" It's become a popular way to look at life. But if you see, even highways have lines, which provide margins for our safety while we're driving. If we go over one side, we'll go into the ditch. If we cross over the line in the middle, we could get killed. And we like those lines because they help to keep us safe. Sometimes we don't even realize how lines help to keep us safe.

I'm not proud of this, but for the first 20 years of my life at work, I ignored my limits. I felt horrible, physically, most of the time. I used to tell myself "I know I have limits and that I've reached them, but I'm going to ignore them and see if or how long I can get by with it." I ran to doctors, trying to make myself feel better through pills, vitamins, natural stuff and anything I could get my hands on. Some of the doctors would tell me, "It's just stress." That just made me mad. I thought stress meant you don't like what you do or can't handle life, and I love what I do. But I kept pushing myself, traveling, doing speaking engagements and so on— simply exhausting myself. Finally, I understood I was living an unsustainable life and needed to make some changes in my outlook and lifestyle.

You and I don't have to be like everyone else or keep up with anyone else. Each of us needs to be exactly the way we are, and we don't have to apologize for it. We're not all alike and we need to find a comfort zone in which we can enjoy our lives instead of making ourselves sick with an overload of stress and pressure.

### **Questions:**

i) which of the characteristics are apt about the writer in the following context: "I know I have limits and that I've reached them, but I'm going to ignore them and see if or how long I can get by with it."?

- (a) Negligent
- (b) Indecisive
- (c) Spontaneous
- (d) Purposeless

ii The reason why living on the edge has become popular, is because of the

- (a) Constant need for something different.
- (b) Population being much younger.
- (c) Exhausting effort to make changes.
- (d) Strong tendency to stay within our limits.

iii The phrase "potentially harmful circumstances" refers to circumstances that can

- (a) Certainly be dangerous.
- (b) Be fairly dangerous.
- (c) Be possibly dangerous.
- (d) Seldom be dangerous.

iv The author explains the importance of discipline and boundaries in our lives using the example of

- (a) Road accidents.
- (b) Traffic rules.
- (c) Lines on the highway.
- (d) Safe driving.

v The author attempts to \_\_\_\_\_ the readers through this write-up.

- (a) Rebuke
- (b) Question
- (c) Offer aid to
- (d) Offer advice to

vi Which of the following is the 'noun' form of the word 'unsustainable'?

- (a) unsustain
- (b) sustain
- (c) unsustainability
- (d) unsustained

vii What does the author mean when he says, "to get our lives in order"?

- (a) To resume our lives.
- (b) To organize our lives.
- (c) To rebuild our lives.
- (d) To control our lives.

viii Noun form of 'dangerous'.

- (a) Danger
- (b) endanger
- (c) dangerous
- (d) none of these

ix What had the narrator finally understood?

X What do people need to find according to the narrator?



Cataract is the major cause of blindness, which is also caused by damage to the cornea. It occurs more often in old age. As one starts growing old, the lens of the eye hardens, loses its transparency and becomes opaque. It obstructs the light rays from entering the eye. The onset of cataract blurs the vision. Sometimes, the cataract patient sees multiple images instead of a single object image. Because of the gradual development of cataract, the afflicted person loses his/her vision and the world becomes dark to him/her. The development of cataract is a complex process. However, the following factors can be attributed to its formation. Cataract generally develops in old age but sometimes, children are born with cataract because of hereditary defect. Eye injuries too, can cause cataracts.

People exposed to sun rays for longer periods develop cataract earlier than others. Researchers opine that the smoke inhaled while smoking carries substances internally damaging the eyes.

Ultraviolet radiation, invisible to the human eye, is linked to skin cancer. The victim loses vision and the world becomes dark to him.

**Questions:**

i What is the major cause of blindness?

- (a) pollution
- (b) mobile phones
- (c) cataract
- (d) None of these

ii Why does the lens of the eye become opaque in old age?

- (a) it loses its transparency
- (b) it becomes dirty
- (c) it becomes old
- (d) All of these

iii How does cataract affect its victim ultimately?

- (a) Leads to partial loss of vision
- (b) leads to complete loss of vision
- (c) both of these
- (d) None of these

iv How does one detect cataract in early stages ?

- (a) Vision becomes clear
- (b) vision becomes blurred
- (c) see multiple images
- (d) both b and c.

v Find the word from Para 1 that means 'that through which light cannot enter'.

- (a) transparent
- (b) opaque
- (c) semitransparent
- (d) none of these

vi Noun form of patient.

- (a) patient
- (b) patience
- (c) passionate
- (d) None of these

vii Type of cancer caused by ultraviolet radiation is.....

- (a) blood cancer
- (b) breast cancer
- (c) skin cancer
- (d) lung cancer

viii The onset of cataract.....the vision.

- (a) blurs
- (b) distracts

(c) diffracts (d) protracts

ix when does cataract generally occur?

x How is smoking responsible for the development of cataract?

### Passage 9

Then all the windows of the grey wooden house (Miss Hilton used to live here. She expired last week), were thrown open, a thing I had never seen before.

At the end of the day a sign was nailed on the mango tree: FOR SALE.

Nobody in the street knew Miss Hilton. While she lived, her front gate was always locked and no one ever saw her leave or saw anybody go in. So, even if you wanted to, you couldn't feel sorry and say that you missed Miss Hilton.

When I think of her house I see just two colours, Grey and green. The green of the mango tree, the grey of the house and the grey of the high iron fence that prevented you from getting at the mangoes.

If your cricket ball fell in Miss Hilton's courtyard you never got it back. It wasn't the mango season when Miss Hilton died. But we got back about ten or twelve of our cricket balls.

The house was sold and we were prepared to dislike the new owners even before they came. I think we were a little worried. Already we had one resident of the street who kept on complaining about us to our parents. He complained that we played cricket on the pavement; and if we were not playing cricket, he complained that we were making too much noise anyway.

One afternoon when I came back from school Pal said, "Is a man and a woman. She pretty, but he ugly like hell." I didn't see much. The front gate was open, but the windows were shut again. I heard a dog barking in an angry way.

One thing was settled pretty quickly. Whoever these people were they would never be the sort of people to complain that we were making noise and disturbing their sleep.

A lot of noise came from the house that night. The radio was going at full volume until midnight when the radio station closed down. The dog was barking and the man was shouting. I didn't hear the woman

### Questions:

i Nobody went into Miss Hilton's house because her front door was always.....

- (a) locked (b) settled  
(c) open (d) None of these

ii Her house had only two colours-----

- (a) Black and white (b) red and green  
(c) grey and green (d) purple and green

iii The high iron fence did not let the boys get \_\_\_\_\_ .

- (a) at the mangoes (b) at the guavas

- (c) at the bananas (d) at the oranges  
 iv they never got it back if their \_\_\_\_\_ fell into her courtyard.  
 (a) Cricket ball (b) tennis ball  
 (c) volleyball (d) badminton shuttle  
 v The boys were ready to dislike the \_\_\_\_\_ .  
 (a) new children (b) new owners  
 (c) new neighbours (d) none of these  
 vi One resident of the street always \_\_\_\_\_ about them.  
 (a) Talked (b) complained  
 (c) discussed (d) none of these  
 vii The noun form of settle is-----  
 (a) Settling (b) settled  
 (c) settlement (d) settlement  
 viii The adjective form of 'station'----  
 (a) Stationed (b) stationary  
 (c) stand (d) stational  
 ix How were the new owners of Miss Hilton's house?  
 x Whose house was put on sale?

### Passage 10

Caged behind thick, glass the most famous dancer in the world can easily be missed in the National Museum, Delhi. The Dancing Girl of Mohenjo – Daro is that rare artifact that even school children are familiar with. Our school textbooks also communicate a wealth of our 5000 years heritage of art. You have to be alert to her existence there, amid terracotta animals to rediscover this bronze image.

2. Most of us have seen her only in photographs or sketches; therefore the impact of actually holding her is magnified a million times over. One discovers that the dancing girl has no feet. She is Wall, a little over 10 cm tall, the length of a human palm, but she surprises us with the power of great art, the ability to communicate across centuries.

3. A series of bangles of shell or ivory or thin metal clothes her left upper arm all the way down to her fingers. A necklace with three pendants bunched together and a few bangles above the elbow and wrist on the right-hand display almost modern art.

She speaks of the undaunted, ever hopeful human spirit. She reminds us that it is important to visit museums in our country to experience the impact that a work of art leaves on our senses, to find among all the riches one particular vision of beauty that speaks to us alone.

### Questions:

i The Dancing Girl belongs to:

- (a) Mohenjo-daro
- (b) Greek culture
- (c) Homo sapiens
- (d) Tibet

ii In the museum she's kept among:

- (a) dancing figures
- (b) bronze statues
- (c) terracotta animals
- (d) books

iii Which information is not given in the passage?

- (a) the girl is caged behind the glass
- (b) she is a rare artefact
- (c) school books communicate the wealth of our heritage
- (d) she cannot be rediscovered

iv. Great AK has power because;

- (a) it appeals to us despite a passage of time
- (b) its small and can be understood
- (c) it is seen in pictures and sketches
- (d) its magnified a million times

v. The jewelry she wears consists of -----

- (a) Bangles of shell
- (b) necklace
- (c) anklets
- (d) all these

vi. She reminds us of-----

- (a) Our culture
- (b) our past
- (c) our traditions
- (d) why museums of our country are exciting

vii. Synonym of the word 'among' in para 1

- (a) Amid
- (b) between
- (c) rediscover
- (d) communicate

viii. Antonym of the word magnify is---

- (a) Amplify
- (b) enhance
- (c) verify
- (d) compress

ix. What is the size of the dancing girl?

x. What does the dancing girl speak of?

**Note Making**

**Read the following passage carefully and make notes on them also give a suitable title to them.**

**1.** Destruction of forests has a major impact on the productivity of our croplands. This happens in two ways. Soil erosion increases manifold and the soil literally gets washed away, leading to an accentuated cycle of floods and droughts. But equally important is the impact of the shortage of firewood on the productivity of croplands. When firewood becomes scarce, people begin to burn cow dung and crop wastes. In many places cow dung and crop wastes are now the major sources of cooking energy. Thus, slowly every part of the plant gets used and nothing goes back to the soil. Over a period of time this nutrient drain affects crop productivity. Add to this the technology of the Green Revolution, the technology of growing high yielding varieties on a limited diet of chemical fertilizers like nitrogen, phosphates and potash. The total biomass production goes up and so does the drain of the nutrients from the soil.

**2.** Women's education in India is one of the foremost concerns of the Government of India as well as of the society at large. It is due to the fact that at the present time, the educated women play a very significant role in overall development and progress of the country. Women hold a prominent position in Indian society and all over the world. However, since the prehistoric times women were denied opportunities and had to suffer for the hegemonic masculine ideology. This unjustifiable and unwarrantable oppression had resulted into a movement that was fought to achieve the equal status of women all over the world. Women's education in India is the consequence of such progress and this led to the tremendous improvement of women's condition throughout the world. Nevertheless eradication of female illiteracy is considered as a major concern today. In the present era, Indian society has established a number of institutions for the educational development of women and girls. These educational institutions aim for immense help and are concerned with the development of women. In modern society, women in India have come a long way. Indian women are at par with men in all kinds of tasks like reaching the moon, conquering Mount Everest, and participating in all fields. All this is possible just because of education and the profound impact it has had on women.

**3.** Life is not a bed of roses, but a bed of thorns. It is full of dangers and difficulties. In the race of life, we should not be afraid of the risk which is but natural. Success in any work in life goes to those persons who welcome risk. Science would not have

made such wonderful achievements if our scientists had not risked their lives and comforts. The more difficult the work is, the harder our efforts should be to perform it. Life is not smooth sailing. Petty difficulties frighten a weak heart, who is not prepared to take a risk. But brave hearts achieve fame and honour because they enjoy taking risks. In short, risk brings success and works miracles.

4. Conversation is indeed the most easily teachable of all arts. All you need to do in order to become a good conversationalist is to find a subject that interests you and your listeners. There are, for example, numberless hobbies to talk about. But the important thing is that you must talk about other fellow's hobby rather than your own. Therein lies the secret of your popularity. Talk to your friends about the things that interest them, and you will get a reputation for good fellowship, charming wit, and a brilliant mind. There is nothing that pleases people so much as your interest in their interest. It is just as important to know what subjects to avoid and what subjects to select for good conversation. If you don't want to be set down as a wet blanket or a bore, be careful to avoid certain unpleasant subjects. Avoid talking about yourself, unless you are asked to do so. People are interested in their own problems, not in yours. Sickness or death bores everybody. The only one who willingly listens to such talk is the doctor, but he gets paid for it.

5. In the world have we made health an end in itself? We have forgotten that health is really a means to enable a person to do his work and does it well. A lot of modern medicine is concerned with promotion of good health. Many patients as well as many physicians pay very little attention to health; but very much attention to health makes some people imagine that they are ill. Our great concern with health is shown by the medical columns in newspaper, the health articles in popular magazines and the popularity of the television programme and all those books on medicine we talk about health all the time. Yet for the most the only result is more people with imaginary illnesses. The healthy man should not be wasting any time talking about health, he should be using health for work, the work he does and the work that good health makes possible.

6. Although speech is the most advanced form of communication, there are many ways of communicating without using speech. Signals, signs, symbols and gestures may be found in every known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention, as for example, the dots and dashes of a telegraph circuit. Coded to refer to speech, the potential for communication is very great. Less adaptable to the codification of words, signs also

contain meaning in and of themselves. A stop sign, for example, conveys meaning quickly and conveniently. Symbols are more difficult to describe than either signals or signs because of their intricate relationship with the receiver's cultural perceptions. In some cultures, applauding in a theatre provides performers with an auditory symbol of approval. Gestures such as waving and handshaking also communicate certain cultural messages. Although signals, signs, symbols and gestures are very useful, they do have a major disadvantage. They usually do not allow ideas to be shared without the sender being directly adjacent to the receiver. As a result, means of communication intended to be used for long distances and extended periods are based upon speech. Radio, television and the telephone are only a few of such means.

**7.** Fat comes in two types; Omega-3 which is found in marine life and Omega-6 which is concentrated in vegetable oils. The first is good, the other is plain rotten. The best source of Omega-3 is preferably sea-fish. But frying it in Omega-6 rich vegetable oil kills all its goodness. Ageing brains have low levels of thiamin, which is concentrated in wheat germ and bran, nuts, meat and cereals. Better brain-food comes from liver, milk and almonds, which are rich in riboflavin and extremely good for memory. Carotene, available in deep green leafy vegetables and fruits, is also good for geriatric brains. So is a high iron diet; it can make old brains gallop hyperactively like young ones. Iron comes from greens; liver shell-fish, red meat and soyabeans. Seas-food, very high in iron, is an excellent diet supplement. The New England Journal of Medicine reported in its May, 1985 issue that 30 grams of fish a day could result in a dramatic drop in the chances of acquiring cardiovascular diseases. Sea fish, particularly shell-fish, crabs, mackerel and sardines, are more effective than riverine fish because the latter is more vulnerable to chemical effluents.

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**10.** In the world have we made health an end in itself? We have forgotten that health is really a means to enable a person to do his work and does it well. A lot of modern medicine is concerned with promotion of good health. Many patients as well as many physicians pay very little attention to health; but very much attention to health makes some people imagine that they are ill. Our great concern with health is shown by the medical columns in newspaper, the health articles in popular magazines and the popularity of the television programme and all those books on medicine we talk about health all the time. Yet for the most the only result is more people with imaginary illnesses. The healthy man should not be wasting any time talking about health, he should be using health for work, the work he does and the work that good health makes possible.

## **SECTION B (WRITING)**

### **Poster Making/advertisement/notice**

**1.** You are the secretary of "Society for Prevention of Cruelty to Animals". Prepare an attractive poster appealing the people to be kind to animals.





**2. With the help of the following inputs produce a write up on Value of Games.**

- a. Necessary for life
- b. Removes monotony
- c. Make our body healthy
- d. Learning good habits
- e. Develop quality and brotherhood

**3. You have witnessed an accident. Write a report for a newspaper about the accident using the following details; (in about 120 words)**

- a. Where, when and how did the accident happen,
- b. people, vehicle involved, loss of life and property
- c. The scene of accident,
- d. details of casualties-deaths, injured ,hospitalized

**5. You are Kunal, as a responsible citizen you have organized a campaign on 'Say No to Polythene Bags' in your locality. Write a report using the following inputs. (in about 120 words)**

- a. campaign in our locality
- b. disastrous effects of polythene
- c. chokes the sewage system
- d. to make public aware of its harm
- e. to make locality polythene free

**6. Last Monday you went to the hospital to see your friend who was admitted there. Using the following input produce a small write up on 'A visit to a hospital' (in about 120 words)**

- a. registration counter
- b. people in front of doctors room
- c. surgical ward
- d. nurses attending
- e. medical ward-patients lying on their beds

**5. Write an article on 'Man, Computer and Mobile' for your school magazine using the following inputs.( in about 120 words)**

- a. So many technical devices
- b. computer: a great invention
- c. stores large data
- d. a reliable device
- e. mobile: a basic necessity
- f wonderful various purposes
- g. internet: a home of knowledge

**7. Write a short paragraph on any one of the following topics in about 120 words.**

A- The Problem of Unemployment

B-Value of Games and Sports

C- Pollution Problem: A Great Challenge

D- COVID-19 : its impact on our life

E- Harmful Effects of Junk food

F- Online Education: Boon or Bane

G- Importance of English

### **Letter writing**

#### **Informal letters**

1 You are Praveen Mahajan, residing at 23 Janki Nagar Indore. Write a letter to friend Jaideep describing him about your preparation for the upcoming Board examinations.

2 You are Mohan Verma living at 121 Sharda Colony Jabalpur. Write a letter to your father about your hostel life as you have joined the hostel recently.

3 Write a letter to your friend Amar giving him tips to prepare for JEE mains exams.

4 You are Amit Nema, living at 123-Gagan Hostel Ratlam. Write a letter to your father describing him about a picnic spot you have visited last Sunday.

5 Write a letter to your friend Sujata inviting her to spend the summer vacation at your place Bhopal.

## Formal Letters

- (A) Write a letter to M/s Deepali stationery mart, New market, Ratlam asking them to send their rates and terms of supply of stationery items
- (B) Write a letter to the collector of your district about the lack of facilities and malfunctioning of the government hospital of your area.
- (C) Write a letter to the collector of your district about the nuisance of loudspeakers in your area requesting him to impose a ban on the use of loudspeakers.
- (D) Write an application to the principal of your school requesting him to issue a School Leaving Certificate/Transfer Certificate. You are Mohan student of class XII Govt. Higher Secondary School, Dindori.
- (E) Write an application to the Principal requesting him to issue you a character certificate as you have to submit it in the office of Collector for your selection in the revenue department.
- (F) You are Aditya Pandey, residing at 53, Vikas Nagar, Ujjain. Write a letter to the Postmaster complaining against the Postman of your area.

## SECTION B (GRAMMAR)

### (Fill in the blanks)

#### DETERMINERS

#### A. Complete the following sentences using 'some/any'.

1. I am going to buy.....clothes.
2. There is not.....orange juice in the fridge.
3. Has he got.....friends?
4. Can I have..... soup, please?
5. Come and see me.....time you want.
6. Don't make .....noise. He wants to get.....sleep.
7. I am thirsty. Can I have.....water, please?
8. Would you like.....tea?
9. George and Alice haven't got..... children.
10. They have hardly..... Knowledge of English
11. My mother has not purchased ..... apples.
12. He crossed the frontier without.....difficulty.

- 13.They bought.....books.
- 14.Are there.....letters for me?
- 15.He has given me.....money to start my business.

**B. Complete the following sentences using 'much/many'.**

1. I made a good.....friends.
2. There is not.....water in the lake this year.
3. Have you read.....English poems?
4. The boys made ..... noise in the class.
5. Does he do.....work daily?
6. How.....times did you meet him?
7. How.....time do you take to reach your school?
8. I don't know how.....things he has stolen.
9. He had too.....work to do.
- 10.How.....sugar do you take in your tea?
- 11.My brother doesn't take..... interest in games.
- 12.We do not spend..... money on books.
- 13.How.....languages do you know?
- 14.....words are missing in this paragraph.
- 15.He did not make.....mistakes.
- 16.He may take as.....pens as he likes.

**C. Complete the following sentences using 'each/every'.**

1. There were four books on the table. .... Book was a different colour.
2. Mohan loves reading. He has read ..... book in the library.
3. He goes for a walk ..... day.
4. There is a bus..... ten minutes.
5. Study ..... sentence carefully.
6. Every sentence must have a verb.
7. In a football match, ..... team has 11 players.
8. I was away ten days and it rained ..... day.
9. It rained ..... day during my holidays.
- 10.There were six shirts on the shelf. ....shirt was a different colour.
- 11.The Olympic Games are held..... four years.
- 12.There are two girls here and .....girl has a beautiful pen.
- 13.In a game of tennis there are two or four players. ....player has a racket.

14. The trees have been planted on .....side of the road.
15. The sun rises in the east.....day.
16. I tried to phone her two or three times, but..... time there was no reply.
17. He comes to me .....five days.
18. He has two sons. ....son has a bike.
19. He goes to church .....Sunday.

**D. Complete the following sentences using 'either/neither'.**

1. There are two restaurants here. We can't go to ..... restaurant because..... restaurant is very good.
2. Mohan has given me two books but I have not read..... book.
3. Mohan has given me two books but I have read.....book.
4. Come on Tuesday or Thursday. .... day is ok.
5. .... accusation is true. He is sure to be acquitted.
6. He can write with ..... hand.
7. There were trees on.....side of the road.
8. .... twin was invited to the party so they did not go there.
9. He may join.....party but he found.. .....party acceptable.
10. There were flowers on.....side of the river.
11. He could not meet me on Monday or Tuesday because I was at school on .....day.

**E. Complete the following sentences using 'all/whole/both'.**

1. ....exercises are not equally easy to do.
2. The .....world wept at Gandhiji's death.
3. ....his legs have been injured in the accident.
4. He spent .....the money.
5. He paid his .....attention to his studies.
6. He can play badminton with .....the hands.
7. Please take the .....loaf of bread.
8. ....my friends help me.
9. We spent .....day on the beach.
10. We spent the .....day on the beach.

**F. Complete the following sentences using 'few/a few/the few/little/a little/the little**

1. He is not popular. He has..... Friends.
2. I enjoy my life here. I have ..... friends and we meet quite often.
3. He wants to spend ..... days that are left to him in solitude.
4. We must be quick. There is..... Time.
5. Let's go and have a drink. We have got ..... time before the train leaves.
6. He spent.....money that was left in his purse.
7. I have got .....questions to ask.
8. I don't think Rohit would be a good teacher. He has got.....patience.
9. Listen carefully. I'm going to give you .....advice.
10. This city is not a very interesting place to visit, so.....tourists come here.
11. ....public gardens that we have are not maintained properly.
12. ....milk that he had has turned sour.
13. We must hurry up. We have got only.....time.
14. The village was very small. There were only.....houses.
15. Would you like.....milk in your coffee?
- 16.10- Do you mind if I ask you.....questions?

**MODALS**

**Fill in the blanks using the appropriate modal given in the bracket.**

1. He is the chief guest. He .....to be here on time. (can, should, must, ought)
2. ....you lend me a few hundred dollars? (could, may, must)
3. It is dangerous to go out alone at night. You .....never do it. (could, should, shall)
4. If you start in the morning, you .....reach there by evening. (will, would, could)
5. They sell the best pizza in town. You.....definitely try it. (should, would , could)
6. If it rains, we .....get wet. (would, could, will)
7. If she spoke a little French, she .....find a better job. (will, can, could )

8. He .....be an introvert during his university days. (should, would, used to)
9. ....you like to come with me? (could, would, should)
- 10.....you solve this puzzle? ( can, may, will)
- 11.Although she tried, she .....solve the problem. (could not, cannot, will not)
- 12.My grandmother is ninety. She .....still read without glasses. ( can, will, could)
- 13.You .....regret this. (shall, will, can)
- 14.I .....go no matter what. (will, shall, can, would)
- 15.....you mind moving a bit? ( will, would, should)
- 16.You .....not repeat this. (shall, may, might)
- 17.You .....pay for this. (shall should, would)
- 18..... I call the doctor? (should, would, will)
- 19.All students .....submit their assignments by Friday. ( would, should , could)
- 20.If I knew his name, I .....tell you. (will, would, should)
- 21.How .....you call me names? ( will, dare, must)
- 22.I ..... sing better when I was younger. (should, would, could)
- 23.You .....not play with fire. ( should, must, need)
- 24.I think it .....rain today. ( may, must, can't)
- 25.Work hard lest you .....fail. ( would, could, should)
- 26.....God bless you with a grand success. ( can, could, may)
- 27.....her soul rest in peace. (would, could, may)
- 28.He played well so that he .....win the game. (will, may, might, would)
- 29.Ram earns money so that he .....buy a bike. ( will, may, might, could)
- 30.We .....follow the rules of the road to avoid accidents. (must, should, ought )
- 31..... I do that sum for you? (shall, will, can, may)
- 32.He said that he .....come the next day. ( will, would, may)
- 33.Mohan asked me if I .....help him. ( can, could, may)
- 34.Sita asks him what he .....do for her. (can, shall, may)



## **Answer key to fillers (Determiners)**

### **Some/any**

1- some 2- any 3- any 4- some 5- any 6- any, some 7- some 8- some 9- any 10- any 11- any 12- any 13- some 14- any 15- some

### **Much/many**

1- many 2- much 3- many 4- much 5- much 6- many 7- much 8- many 9- much 10- much 11- much 12- much 13- many 14- many 15- many 16- many

### **Each/every**

1- each 2- every 3- every 4- every 5- each 6- every 7- each 8- each 9- every 10- each 11- every 12- each 13- each 14- each 15- every 16- each 17- every 18- each 19- every

### **either/neither**

1- either, neither 2- either 3- neither 4- either 5- neither 6- either 7- either 8- neither 9- either, neither 10- either 11- neither

### **both/all/whole**

1- all 2- whole 3- both 4- all 5- whole 6- both 7- whole 8- all 9- all 10- whole

### **Few/little**

1- few 2- a few 3- the few 4- little 5- a little 6- the little 7- a few 8- little 9- a little 10- few 11- the few 12- the little 13- a little 14- a few 15- a little 16- a few

### **Modals**

1- must, 2- could, 3- should, 4- will, 5- should, 6- will, 7- could, 8- used to, 9- would, 10- can, 11- could not, 12- can, 13- shall, 14- will, 15- would, 16- shall, 17- shall, 18- should, 19- should, 20- would, 21- dare, 22- could, 23- must,

24- may, 25- should, 26- may, 27- may, 28- might, 19- may, 30- must, 31- shall, 32- would, 33- could, 34- can

**Do as directed.**

### **CLAUSES**

**Combine the following pairs of sentences to make a compound sentence using one of the conjunctions given in the bracket.**

1. Let me come in. I will break down the door. (but, else, and)
2. She may call a physician. She may consult a Vaidya. ( either.....or, but, otherwise)
3. You can't get stamps today. The post office is closed. (and, still, so)
4. He ran fast. He could not catch the ball. ( otherwise, or, but)
5. She worked pretty hard. She failed in the examination.( yet, and, therefore)
6. He drinks wine daily. He gambles in the club. ( but, else, not only .....but also)
7. They did not look at him. They did not talk to him. ( not only..... but also, neither.....nor, or)
8. You can take a pen. You can take a book. ( either.....or, but, else)
9. Hire a taxi. You can't catch the train. ( and, but, otherwise)
10. He came late. He was not allowed to enter the hall. ( and , but, therefore, else)
11. She washed clothes. She ironed them. (and, but, else)

**Combine the pair of sentences into a complex sentence having an adverbial clause of reason/cause.**

1. You are honest. I will help you.
2. He was ill. He could not come.
3. I did not buy the house. I did not like its location.
4. He had to go. His wife was not feeling well.
5. I was tired. I could not play in that match.
6. He did not study well. He failed.
7. He succeeded. He laboured hard.
8. There was no rain this year. The paddy crops dried up.

**Combine the pair of sentences into a complex sentence having an adverbial clause of contrast.**

1. Our team played extremely well. They could not win the match.
2. I shall come. It rains.
3. I would not do this illegal thing. You paid me.
4. I knocked the door. Nobody opened it.
5. I rang the bell. No one came out.
6. You don't like him. You can still be polite.
7. He has been very unfortunate. He is always cheerful.

**Combine the pair of sentences into a complex sentence having an adverbial clause of manner.**

1. You have treated me in a certain way. I will treat you in the same way.
2. Men may sow much or little. They will reap accordingly.
3. I did it. The way you told me.
4. Do this. The way you are directed.
5. You may do this work. The way you please.

**Combine the pair of sentences into a complex sentence having an adverbial clause of time.**

1. There is life. There is hope.
2. There is unity in our country. We will remain strong.
3. The train reaches the station. The passengers rush towards the compartments.
4. The thieves saw the police. They ran away.
5. The peon rang the bell. Students go to their classes.
6. Many years have passed. India became free.
7. He has lived with his father. He arrived in this city.

**Combine the pair of sentences into a complex sentence having an adverbial clause of purpose.**

1. He works hard. He may pass.
2. He plays well. He wants to win the match.
3. He ran fast. He aimed at catching the bus.
4. His mother starved herself. She wanted to feed her son well.
5. Work hard. You might fail.
6. Walk fast. You might be late.
7. Obey the orders. You might be punished for not obeying them.

**Combine the pair of sentences into a complex sentence having an adverbial clause of condition.**

1. You speak the truth. You will be pardoned.
2. You work hard. You can get success.
3. It does not rain. The crops will ruin.
4. I had a calculator. I would give it to you for your examination.
5. Someone tried to blackmail me. I would inform the police.
6. He had tried to leave the country. He would have been stopped at the frontier.
7. He had worked hard. He would have passed.
8. He didn't visit Agra. He didn't see the Taj.
9. You do not work hard. You cannot get success.
10. It had not rained. She would not have stayed home.

**Combine the pair of sentences into a complex sentence having an adverbial clause of result/consequence.**

1. He was very weak. He could not walk.
2. Mohan ran very fast. He won the prize.
3. I am busy. I can't go to the cinema.
4. That conductor was experienced. He could not mind harsh words.
5. He is a very intelligent boy. He can pass the exam easily.
6. Mohan is a very brave boy. He cannot be frightened.
7. The box was very heavy. She could not lift it.

**Combine the pair of sentences into a complex sentence having an adjective/relative clause.**

1. The place was a railway station. We first met there.
2. I saw the Taj. It is in Agra.
3. The boy is my friend. His father is the Principal of this school.
4. The man is coming to tea. You met him yesterday.
5. The man is his uncle. The man came to see the teacher.
6. This is the man. The man stole your watch.
7. I know the man. You saw him at the station.
8. The match was very thrilling. We saw the match yesterday.
9. This is the school. My father teaches here.

**Combine the pair of sentences into a complex sentence having a noun clause.**

1. He is honest. I do not doubt it.
2. He will come today. I am sure of it.
3. You have acted wrongly. I believe so.
4. A lazy man injures no one but himself. This is not true.
5. Someone has been making a great noise. I should like to know the person.
6. The messenger told us something about that matter. I heard it.
7. I don't know. Who is she?
8. I can't say. Is he ill?
9. Tell me. Where is he?
10. I don't know this. Where does he live?
11. The news is this. India has won the match.
12. Somebody called me. I don't know who.
13. Can you tell me? How have you come?

**Combine the pair of sentences using a non-finite clause.**

1. He lied in the bed. He was reading a novel.
2. He sat in the tree. He was cutting off a branch.
3. He opened the box. He took out a gun.
4. He heard the news. He felt very happy.
5. He reached home. He had a bath.

6. The sun rose. The fog disappeared.
7. He was defeated. He fled away.
8. They were beaten up. They began to cry.
9. I was asked. I replied.
10. He studied well. He failed.
11. He called them loudly. They gave no answer.
12. He is healthy. He is intelligent also.
13. He was late. He was punished.
14. The king entered the court. He was followed by the courtiers.
15. We saw the children. They were playing in the garden.

**Do as directed.**

1. As soon as he knew my result, he informed me. ( Rewrite the sentence using 'no sooner.....than')
2. No sooner does the peon ring the bell than the students go to their classes. ( Rewrite the sentence using 'as soon as')
3. As soon as the guard waved the green flag, the train started moving off. ( Rewrite the sentence using 'hardly .....when')
4. I had to take a taxi so that I might reach there in time. ( Rewrite the sentence using 'to')
5. We eat so that we may live. ( Rewrite the sentence using 'to')
6. If he does not have time, he will not help you. ( Rewrite the sentence using 'unless')
7. If it rains, we will not play. ( Rewrite the sentence using 'unless')
8. If you hire a taxi, you can catch the train. ( Rewrite the sentence using 'unless')
9. Unless you speak the truth, you will not be pardoned. ( Rewrite the sentence using 'if')
10. Unless I have money, I cannot buy this car. ( Rewrite the sentence using 'if')
11. He was so drunk that he could not drive home. ( Rewrite the sentence using 'too.....to')
12. Suresh is too deaf to hear the thunder. ( Rewrite the sentence using so.....that')
13. The tea is too hot for him to drink. ( Rewrite the sentence using 'so.....that')

14. The light was so dim that we could not read by it. ( Rewrite the sentence using 'too.....to')
15. The tree was too high to climb up. ( Rewrite the sentence using 'so.....that')
16. No other boy is as intelligent as Mohan in this school. ( Rewrite the sentence using 'comparative degree')
17. Rose is more beautiful than any other flower in this garden. ( Rewrite the sentence using 'positive degree')
18. Few men are as great as M. K. Gandhi in India. ( Rewrite the sentence using 'superlative degree')

**Identify the underlined clauses in the following sentence and tell if they are adverbial clauses/ adjective clauses/noun clauses.**

1. I know where he lives.
2. I know the place where he lives.
3. You may go where you like.
4. Where there is will, there is a way.
5. I know the man who is wearing a blue shirt.
6. I don't know who made this mistake.
7. The news that he has been arrested is true.
8. He is so weak that he cannot walk anymore.
9. He asked me if I was going to Delhi that day.
10. Give attention to what he says.

## **TEXT BOOKS**

### **Extract from Flamingo - Prose section**

**Read the following extract and answer the questions that follow.**

#### **Extract-1**

Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understand why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.





- ii. What did the blacksmith say to Franz?
- a. to read the bulletin-board                      b. to complete his homework  
c. to hurry to school                                  d. to not go so fast
- iii. What has M Hamel's 'little garden' been referred to in this extract?
- a. his home    b. his school  
c. his country    d. his garden
- iv. Which of these means 'apprentice'?
- a. mentor    b. amateur  
c. engineer    d. writer
- v. What was the motive of the blacksmith Watcher?
- a. To ridicule Franz  
b. To boost the morale of Franz  
c. To dominate little Franz  
d. To make him realize the importance of his mother tongue

#### **Extract-4**

"My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new Master comes tomorrow. This is your last French lesson. I want you to be very attentive." What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town hall! My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up.

#### **Questions .**

- i. Which of these orders has come from Berlin?
- a. closure of school                                  b. no French to be taught  
c. rustication of Franz                              d. transfer to M. Hamel
- ii Why does M. Hamel want the students to be attentive?
- a. because the order has come from Berlin  
b. because it is his last French lesson  
c. because he is about to tell important questions for their exam because the government officer is on a visit

iii. Which of these seemed 'old friends' to Franz?

- a. M. Hamel
- b. the blackboard
- c. his classmates
- d. his books

iv. "What a thunderclap these words were to me!"

Which of these expresses the meaning of the underlined word in the above line?

- a. loud and clear
- b. startling and unexpected
- c. pleasant and welcome
- d. encouraging and full of zeal

v. Which of these moods did Franz express when he was told that it was his last French lesson?

- a. inspired and cheerful
- b. repenting and sorrowful
- c. optimistic and serious
- d. romantic and humorous

### Extract-5

"Why do you do this?" I ask Saheb whom I encounter every morning scrounging for gold in the garbage dumps of my neighbourhood. Saheb left his home long ago. Set amidst the green fields of Dhaka, his home is not even a distant memory. There were many storms that swept away their fields and homes, his mother tells him. That's why they left, looking for gold in the big city where he now lives. "I have nothing else to do," he mutters, looking away. "Go to school," I say glibly, realizing immediately how hollow the advice must sound. "There is no school in my neighbourhood. When they build one, I will go."

### Questions-

i. Who is 'I' in the above lines?

- (a) Anees Jung
- (b) Jack Finney
- (c) Alphonse Daudet
- (d) Collin Dexte

ii. Which chapter has this extract been taken from?

- (a) Lost Spring
- (b) The Last Lesson
- (c) Deep Water
- (d) The Rattrap

iii. What does the word 'Amidst' mean?

- (a) In the middle of
- (b) In the corner of
- (c) In the right side of
- (d) In the left side of

iv. Why does the word 'Glibly' mean

- (a) Superficially
- (b) Intrinsically
- (c) confidently
- (d) None of these

### Extract-6

"If I start a school, will you come?" I ask, half-joking. "Yes," he says, smiling broadly. A few days later I see him running up to me. "Is your school ready?" "It takes longer to build a school," I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world. After months of knowing him, I ask him his name. "Saheb-e-Alam," he announces. He does not know what it means. If he knew its meaning-lord of the universe - he would have a hard time believing it.

### Questions-

i. Why does the narrator feel embarrassed?

- (a) For making a fake promise      (b) For making a promise that she can keep  
(c) For making a real promise      (d) For not making any promise

ii. Which literary device is there in sahib's name?

- (a) Satire                                      (b) Irony  
(c) Paradox                                      (d) Hyperbole

iii. What does phrase 'Abound in' mean?

- (a) Pullulate with                              (b) Teem in  
(c) Exist in large quantity                      (d) all of these

iv. Find out the synonym of the word 'Bleak' from the following.

- (a) Black    (b) Dim  
(c) Hopeless                                      (d) All of these

### Extract-7

It had happened when I was ten or eleven years old. I had decided to learn to swim. There was a pool at the Y.M.C.A. in Yakima that offered exactly the opportunity. The Yakima River was treacherous. Mother continually warned against it, and kept fresh in my mind the details of each drowning in the river. But the Y.M.C.A. pool was safe. It was only two or three feet deep at the shallow end; and while it was nine feet deep at the other, the drop was gradual. I got a pair of water wings and went to the pool. I hated to walk naked into it and show my skinny legs. But I subdued my pride and did it.

### Questions-

i. Who is 'I' in the above lines?

- (a) President Roosevelt                              (b) The instructor  
(c) William Douglas                                      (d) Alphonse Daudet

ii. What does the word 'Treacherous' mean?

- (a) Dangerous                                      (b) Safe

(c) Punitive (d) All of these

iii. How was YMCA pool safer?

- (a) For it had instructors
- (b) For it had life guards
- (c) For it had shallow water to learn swimming
- (d) All of these

iv. What does the speaker mean by 'I subdued my pride'?

- (a) A. Put pride down by force (b) B. Brought pride out of control
- (c) raised his pride (d) all of these

### Extract-8

From the beginning, however, I had an aversion to the water when I was in it. This started when I was three or four years old and father took me to the beach in California. He and I stood together in the surf. I hung on to him, yet the waves knocked me down and swept over me. I was buried in water. My breath was gone. I was frightened. Father laughed, but there was terror in my heart at the overpowering force of the waves. My introduction to the Y.M.C.A. Swimming pool revived unpleasant memories and stirred childish fears. But in a little while I gathered confidence.

### Questions-

i. Who is the author of Deep Water?

- (a) John Updike (b) Gertrude Simmons
- (c) William Blake (d) None of these

ii. What does the word 'Revived' mean?

- (a) Given fresh life (b) Restored to consciousness
- (c) Resuscitated (d) All of these

iii. What does the speaker mean by 'I was buried in water'?

- (a) That he was drenched (b) that he was drowned
- (c) That he lost his breath in the pool (d) All of these

iv. Why did he go to Y.M.C.A pool?

- (a) Because it was safer (b) Because it was riskier
- (c) Because it had personal instructor (d) All of these

### Extract -9

When Frank Buchman's Moral Rearmament Army, some two hundred strong, visited Madras sometime in 1952, they could not, have found a warmer host in India than the Gemini Studios. Someone called the group an international circus. They weren't very good on the trapeze and their acquaintance with animals was only at the dinner table, but they presented two plays in a most professional manner. Their 'Jotham Valley' and 'The Forgotten Factor' ran several shows in Madras and along with the other citizens of the city, the Gemini family of six hundred saw the plays over and over again. The message of the plays were usually plain and simple homilies, but the sets and costumes were first-rate.

### Questions-

i. What is the full form of M. R. A.?

- (a) Main River Area                      (b) Moral Rearmament Army                      (c) Main Road Access

ii. When did MRA visit Madras?

- (a) 1952                      (b) 1962                      (c) 1942

iii. What things attracted the audience in the plays staged by MRA?

- (a) their make-up                      (b) their sets and costumes                      (c) their dialogues

iv. How many people were there in the Gemini family?

- (a) 400                      (b) 500                      (c) 600

v. Madras is known as --- in present time.

- (a) Chennai                      (b) Chenab                      (c) Chelsy

### Extract -11

In all instances of frustration, you will always find the anger directed towards a single person openly or covertly and this man of the make-up department was convinced that all his woes, ignominy and neglect were due to Kothamanglam Subbu. Subbu was the No. 2 at Gemini Studios. He couldn't have had a more encouraging opening in films than our grown-up make-up boy had.

### Questions-

i. The boy in the make-up department was jealous of---

- (a) Subbu                      (b) Greta Garbo                      (c) Asokamitran

ii. Who was No. 2 at the studios?

- (a) Robert Clive                      (b) Rati Agnihotri                      (c) Kothamangalam  
Subbu

iii. Who was frustrated?

- (a) A boy of make-up department                      (b) Subbu                      (c) Gemini Studios

iv. Who is the author of 'Poets and pancakes'?

- (a) William Douglas                      (b) b-Louis Fischer                      (c) Asokamitran

v. What is adjective form of anger?

- (a) angry                      (b) anger                      (c) agree

### **Extract-12**

Lewis Carroll , the creator of Alice in Wonderland, was said to have had 'a just horror of the interviewer and he never consented to be interviewed- It was his horror of being lionized which made him thus repel would be acquaintances, interviewers, and the persistent petitioners for his autograph and he would afterwards relate the stories of his success in silencing all such people with much satisfaction and amusement.

### **Questions-**

i. 'Alice in Wonderland' is created by -----

- (a) Lewis Carroll                      (b) Rudyard Kipling                      (c) V. S. Naipaul

ii. Lewis Carroll's opined that interviews and auto graph create—

- (a) wonder                      (b) terror                      (c) horror

lii. Who has expressed on the interviewers negatively?

- (a) Rudyard Kipling                      (b) Lewis Carroll                      (c) Christopher

iv. The above extract has taken from—

- (a)-The Last Lesson                      (b)-Lost Spring                      (c)-The  
Interview

v. Who is the author of the lesson

- (a) Alphonse Daudet                      (b) Christopher Silvester                      (c) Asokamitran

### **Extract-13**

Since its invention a little over 130 years ago, the Interview has become a commonplace of journalism. Today, almost everybody who is literate will have read an interview at some point in their lives, while from the other point of view, several thousand celebrities have been interviewed over the years, some of them



(b) working in interstices of time

(c) working at home

iv. What will the universe become if the empty space is eliminated?

(a) as big as a fist

(b) as big as a thumb

(c) as big as a finger

**Extract -15**

Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings. The delicate-seeming bow and the crooked back. The evening has already blacked in the windows and the small room was steady from the stone and cluttered with the heavy-breathing man in his vest at the table and the dirty washing piled up in the corner. Sophie felt a tightening in her throat. She went to look for her brother Geoff.

**Questions:**

(i) How did Sophie feel to see the bow which fastened her apron strings?

(a) She felt amazed

(b) she felt ashamed

(c) she felt wondered

(d) none of these.

(ii) What was the condition of the small room?

(a) It was well lighted

(b) it was dark there

(c) It was steamy

(d) All of these

(iii) What did Sophie do when she felt tightening in her throat?

(a) She drank some water

(b) She felt dizzy

(c) She went out to look for her brother Geoff

(d) She stayed in the room

(iv) Name the writer of this chapter.

(a) Christopher Silvester

(b) Ashokamitran

**Extract -16**

"It was nothing like that, Geoff- It was me spoke first. When I saw who it was, I said, "Excuse me, but aren't you Danny Casey?" And he looked sort of surprised. And he said, "Yes, that's right." And I knew it must be him because he had the accent, you know, like when they interviewed him on the television. So I asked him for an autograph for little Derek, but neither of us had any paper or a pen. So then we just talked a bit. About the clothes in Royce's window. He seemed lonely. After all, it's a long way from the west of Ireland. And then, just as he was going, he said, If I would care to meet him next week he would give me an autograph then. Of course, I said I would."

**Questions:**

i. Who looked sort of surprised and why?

(a) Sophie

(b) Jansie



- (c) Geoff (d) Danny Casey.
- ii. How did Sophie confirm that he was Danny Casey?
- (a) By his accent (b) by his face  
(c) by his voice (d) None of these
- iii. What did Sophie ask Danny Casey?
- (a) For a meeting with him (b) for his autograph  
(d) for his photograph (d) All these
- iv. While going, what did Danny Casey ask her?
- (a) A meeting with her (b) her photograph  
(d) her contact no (d) none of these

### Extract-17

After dark she walked by the canal, along a sheltered path lighted only by the glare of the lamps from the wharf across the water, and the unceasing drone of the city was muffled and distant. It was a place she had often played in when she was a child. There was a wooden bench beneath a solitary elm where lovers sometimes came. She sat down to wait. It was the perfect place; she had always thought so, for a meeting of this kind. For those who wished not to be observed. She knew he would approve.

### Questions:

- i. After dark, where did she walk along?
- (a) highway (b) a congested street  
(b) (c) a sheltered path (d) a canal
- ii. Why that place was suitable for meeting?
- (a) The city was noisy (b) There was a crowd in the city  
(c) The city was muffled and distant (d) All of these
- iii. Where did she sit?
- (a) In a room (b) on a bench  
(c) under a shade (d) kept standing there in sunshine
- iv. Why it was a perfect place?
- (a) It was close to her house (b) It was a peaceful place to sit  
(c) Nobody could observe them there (d) All of these

### Extract-18

The old man was just as generous with his confidences as with his porridge and tobacco. The guest was informed at once that in his days of prosperity his host had been a crofter at Ramsjo Ironworks and had worked on the land. Now that he was

no longer able to do day labour, it was his cow which supported him. Yes, that bossy was extraordinary. She could give milk for the creamery every day, and last month he had received all of thirty kronor in payment. The stranger must have seemed incredulous, for the old man got up and went to the window, took down a leather pouch which hung on a nail in the very window frame, and picked out three wrinkled ten-kronor bills. These he held up before the eyes of his guest, nodding knowingly, and then stuffed them back into the pouch.

**Questions:**

1. What was the profession of the host?  
(a) milkman                      (b) ironsmith  
(c) crofter                        (d) shopkeeper
2. Which of these has similar meaning to the word 'incredulous'?  
(a) simple                        (b) doubtful  
(c) naive                         (d) innocent
3. What did the crofter do with the milk?  
(a) consumed himself    (b) sold to neighbours  
(c) supplied to dairy     (d) stored for cheese making
4. From which lesson the above extract has been taken?  
(a) Indigo                        (b) The Third Level  
(c) The Enemy                (d) The Rattrap
5. Porridge is –  
(a) food                        (b) bird            (c) game                      (d) all of these

**Extract from Flamingo – Poetry**

**Read the following extracts and answer the questions given below by choosing the correct option.**

**Exrtact-1**

Driving from my parent's  
Home to Cochin last Friday  
Morning, I saw my mother,  
Beside me,  
Doze, open mouthed, her face  
Ashen like that  
Of a corpse and realized with pain  
That she was as old as she  
Looked but soon  
Put that thought away  
And looked out at young trees sprinting...

**Questions:**

- i. Which of these best applies to the given extract?
  - a. a conversation
  - b. a piece of advice
  - c. a recollection
  - d. an argument
- ii. Which of these literary devices has been used in the line 'her face ashen like that of a corpse'?
  - a. personification
  - b. alliteration
  - c. simile
  - d. metaphor
- iii. Which of these is the tone of the poet in the given extract?
  - a. happy and romantic
  - b. gloomy and fearful
  - c. cheerful and humorous
  - d. angry and frustrated
- iv. Which of these figures of speech has been used in the line 'the young trees sprinting'?
  - a. personification
  - b. metaphor
  - c. simile
  - d. alliteration
- v. Find out the word from the extract that means 'dead body'.

**Exrtact-2**

But after the airport's  
security check, standing a few yards  
away, I looked again at her, wan, pale

as a late winter's moon.  
And felt that old  
Familiar ache, my childhood's fear  
But all I said was see you soon, Amma,  
All I did was smile and smile and smile.....

**Questions:**

- i. Why did the poet look at her mother again?
  - a. to see if she was sleeping
  - b. to check if she was well
  - c. to bid her good bye
  - d. to say something to her
- ii. Which of these has the poet compare mother's face to?
  - a. full moon brightness
  - b. late winter's moon
  - c. young children
  - d. young tree
- iii. Which of these was the reason of mother's pale face?
  - a. mother's old age
  - b. mother's depleting energy
  - c. mother's illness
  - d. both (a) and (b)
- iv. What was the poet's childhood fear?
  - a. mother's illness
  - b. mother growing old
  - c. losing her mother forever
  - d. shifting to a new city
- v. Why did the poet say, "See you soon, Amma?"
  - a. bidding farewell
  - b. being hopeful to meet mother again
  - c. to comfort her mother
  - d. none of these
- vi. Why did the poet smile again and again?
  - a. pretending to smile
  - b. trying to hide her fear from mother
  - c. to distract her mother
  - d. both (a) and (b)

### Exrtact-3

Now we will count to twelve  
And we will all keep still.  
For once on the face of the Earth  
Let's not speak in any language,  
Let's stop for one second,  
And not move our arms so much

#### Questions:

- i. The poem from which has the above text been taken is .....
  - a. My Mother at SixtySix
  - b. An Elementary School Classroom School in a Slum
  - c. Keeping Quiet by Pablo Neruda
  - d. Thing A Beauty
- ii. Who is the poet of Keeping Quiet?
  - a. Kamala Das
  - b. Stephen Spender
  - c. Pablo Neruda
  - d. John Keats
- iii. What does the poet want others to do?
  - a. To keep quiet and introspect
  - b. To make noise and find fault
  - c. To spread wars all around
  - d. None of these
- iv. Why should we keep quiet according to the poet?
  - a. For attaining peace
  - b. for maintaining brotherhood
  - c. for silence
  - d. All of these

### Extract 4

And such too is the grandeur of the dooms  
We have imagined for the mighty dead;  
All lovely tales that we have heard or read;  
An endless fountain of immortal drink,  
Pouring unto us from heaven's brink

#### Questions:

- i. Name the poem and the poet of the above text.
- ii. What is the effect of this 'immortal drink' on us?
  - a. gives immortality
  - b. gives immense joy and pleasure
  - c. gives wealth
  - d. gives power



### Extract 7

It is in the news that all these pitiful kin  
Are to be bought out and mercifully gathered in  
To live in villages, next to the theatre and the store,  
Where they won't have to think for themselves  
Anymore,  
While greedy good-doers, beneficent beasts of prey,

#### Questions:

- i. Who are the greedy Doers?
  - a. the government
  - b. old people
  - c. The rural people
  - d. The polished city folk
- ii. Who are beasts of prey in the poem?
  - a. the government officials
  - b. Rural folk
  - c. The city folk
  - d. All the above
- iii. What promise was the government making to relocate the villagers?
  - a. to give them all the luxuries
  - b. to show them movies
  - c. their all needs will be looked after
  - d. all the above

### Extract 8

When Aunt is dead, her terrified hands will lie  
Still ringed with ordeals she was mastered by.  
The tigers in the panel that she made  
Will go on prancing, and unafraid.

#### Questions:

- i. The above extract has been taken from—
  - a. Keeping Quiet
  - b. Aunt Jennifer's Tigers
  - c. A Roadside Stand
- ii. Who will go on prancing?
  - a. aunt
  - b. panel
  - c. tigers
- iii. The word 'terrified' means—
  - a. frightened
  - b. excited
  - c. tired

### Extract 9

Aunt Jennifer's tigers prance across a screen,  
Bright topaz denizens of a world of green.  
They do not fear the men beneath the tree;  
They pace in sleek chivalric certainty.

**Questions:**

- i. The poem "Aunt Jennifer's Tigers" is written by—  
a. Kamala Das                      b. Robert Frost                      c. Adrienne Rich
- ii. "a world of green" means—  
a. farm                      b. field                      c. forest
- iii. Who do not fear the men?  
a. Aunt Jennifer                      b. tigers                      c. denies

**Extract from Vistas**

**Read the following extracts and answer the questions given below by choosing the correct option.**

**Extract-1**

Yes, I've taken the obvious step: I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central Station, and he said it was a waking dream wish fulfillment. He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station.

**Questions:**

- i. Why did the narrator go to a psychiatrist?  
a. Because he went through an experience no one else did.  
b. Because he wanted to know why he was unhappy.  
c. Because he was depressed.  
d. Because he wanted to meet him.
- ii. What is 'Waking dream wish fulfillment;' according to the psychiatrist?  
a. Charley's finding of a third level at the station  
b. Charley's realization of his wish to visit Galesburg Illinois  
c. Charley's escaping into his daydreaming everyday  
d. Charley's post stamp collecting habit



- iii. What was the third level?
- a. A third platform on the station
  - b. A third storey on the station
  - c. A level in the game that Charley had been playing
  - d. None of the above
- iv. What does the psychiatrist explain to Charley?
- a. That the modern world is not an ideal one
  - b. That the modern world has many mysteries
  - c. That the third level is just a movie
  - d. That it was the result of stress and anxiety of his mind

### **Extract-2**

Everyone stood transfixed in stupefaction. They looked wildly at each other and blinked. "O wise prophets! It was I who spoke." This time there were no grounds for doubt. It was the infant born just ten days ago who had enunciated the words so clearly. The chief astrologer took off his spectacles and gazed intently at the baby. "All those who are born will one day have to die. We don't need your predictions to know that. There would be some sense in it if you could tell us the manner of that death," the royal infant uttered these words in his little squeaky voice.

### **Questions-**

- i. Who is 'I' in these lines?
- a. The Tiger King
  - b. the prophet
  - c. The tiger king's father
  - d. The Tiger King's wife
- ii. Who spoke at the age of 10 days?
- a. The Tiger King
  - b. Dr.Sadao
  - c. Evans
  - d. Jack
- iii. What did the royal infant want to know?
- a. The exact manner of his marriage
  - b. The exact manner of his death
  - c. The exact manner of his sitting on his throne
  - d. The exact manner of his life
- iv. Find out the synonym of 'utter' from the following-
- a. to speak
  - b. to express
  - c. to let out
  - d. All of these

### Extract-3

Crown prince Jung Jung Bahadur grew taller and stronger day by day. No other miracle marked his childhood days apart from the event already described. The boy drank the milk of an English cow, was brought up by an English nanny, tutored in English by an Englishman, saw nothing but English films — exactly as the crown princes of all the other Indian states did. When he came of age at twenty, the State, which had been with the Court of Wards until then, came into his hands.

### Questions-

- i. How was the Tiger King brought up?
  - a. By royally
  - b. By penury
  - c. Beggarly
  - d. None of these
- ii. What is nanny?
  - a. Nurse
  - b. Nursemaid
  - c. Custodian of a child
  - d. None of these
- iii. At what age was he handed in throne
  - a. 10 Years
  - b. 15 Years
  - c. 10 Years
  - d. 20 Years
- iv. What is court of wards?
  - a. A legal body created by East India Company
  - b. An illegal body created by East India Comy
  - c. A neutral body created by East India Company
  - d. None of these

### Extract-4

Early this year, I found myself aboard a Russian research vessel the Akademik Shokalskiy heading towards the coldest, driest, windiest continent in the world: Antarctica. My journey began 13.09 degrees north of the Equator in Madras, and involved crossing nine time zones, six checkpoints, three bodies of water, and at least as many ecospheres.

### Questions-

- i. Name the chapter.
  - a. Evans Tries an O Level
  - b. Memories of Childhood
  - c. The Tiger King
  - d. Journey to the End of the Earth
- ii. Who is 'I' in the above lines?

- a. Tishani Doshi
- c. Pearl S Buck

- b. Kalki
- d. William Saroyan

iii. What was Akademik Shokalskiy ?

- a. A Boat
- c. A Watercraft

- b. A Canoe
- d. All of these

iv. Where was the narrator travelling to?

- a. Amsterdam
- c. Australia

- b. Antarctica
- d. America

### **Extract-5**

Later on, when it's a bit cooler, I'll get the ladder and a stick, and pull down those crab apples. They're ripe for it. I make jelly. It's a good time of year, September. Look at them---orange and golden. That's magic fruit. I often say. But it's best picked and made into jelly. You could give me a hand.

### **Questions-**

i. From which lesson the extract has been taken?

- a. The Third Level                      b. The Enemy                      c. On The Face of it.

ii. Who has spoken these words?

- a. Mr. Lamb                              b. Derry                              c. Mother

iii. What will be made of the crab apple?

- a. juice                                      b. jelly                                      c. sweets

iv. What is orange and golds?

- a. mango                                      b. banana                                      c. apple

### **Extract 6**

You think....'Here a boy'. You look at me and then you see my face and you think. "That's bad. That's a terrible thing. That's the ugliest thing I ever saw." You think, 'Poor boy.' But I'm not. Not poor. Underneath, you are afraid. Anybody would be. I am. I look in the mirror, and see it. I'm afraid of me.

### **Questions-**

i. Who is the boy in the above extract?

- a. Lamb                                      b. Derry                                      c. None

ii. What does 'the ugliest thing' refer to?

- a. face of the Derry                      b. face of Mr. Lamb                      c. face of the mirror

iii. What does the boy feel when he look in the mirror?

- a. excited                                      b. happy                                      c. afraid

iv. The above words are spoken to....

a. Derry

b. Lamb

c. Mother

**Extract -7**

Early this year, I found myself aboard a Russian research vessel — the Akademik Shokalskiy — heading towards the coldest, driest, windiest continent in the world: Antarctica. My journey began 13.09 degrees north of the Equator in Madras, and involved crossing nine time zones, six checkpoints, three bodies of water, and at least as many ecospheres. By the time I actually set foot on the Antarctic continent I had been travelling over 100 hours in a combination of a car, an aeroplane and a ship; so, my first emotion on facing Antarctica's expansive white landscape and the uninterrupted blue horizon was a relief, followed up with an immediate and profound wonder. Wonder at its immensity, its isolation, but mainly at how there could ever have been a time when India and Antarctica were part of the same landmass.

**Questions-**

i. What were the writer's feelings on reaching the continent?

a. of relief and amazement

b. tired and fatigued

c. sad

d. none

ii. The word 'isolation' means-

a. separation

b. society

c. company

d. connection

iii. What kind of atmosphere does Antarctica have?

a. coldest

b. driest

c. windiest

d. All these

iv. Find out the word from the above passage which means 'part of the Earth's environment in which living organisms are found'.

**Extract -8**

The injured man was an American. As his cap fell off, they saw his wet, yellow – coloured hair which had not been cut for a long time. He was young, his face had such marks which indicated that he had been tortured. He had a rough, unkempt yellow – coloured beard. As he had fainted, he did not know of the presence of Sadao and Hana.

Now Sadao remembered the wound, and with his expert fingers he began to search for it. Blood flowed freshly at his touch. On the right side of his lower back Sadao saw that a gun wound had been reopened. The flesh was blackened with powder. Sometime, not many days ago, the man had been shot and had not been tended. It was bad chance that the rock had struck the wound.

### Questions-

- i. Who was the injured man?
- a. British                                      b. American                                      c. Japanese                                      d. Indian
- ii. How did the man get injured?
- a. by gun                                      b. by stones                                      c. by sword                                      d. none
- iii. Who was Sadao?
- a. a soldier                                      b. a fisherman
- c. a doctor                                      d. a farmer
- iv. The face of the injured man indicated-
- a. that he was in pain                      b. that he was tortured
- c. that he was old                              d. that he was handsome

### Short Answer Questions- Flamingo (Prose)

**Instructions- Answer the following questions in about 30 words.**

#### The Last Lesson

1. What was Franz expected to be prepared with for school that day?
2. What did Franz notice that was unusual about the school that day?
3. What had been put up on the bulletin-board?
4. What changes did the order from Berlin cause on school that day?
5. How did Franz's feelings about M Hamel and school change?
6. Why did Franz not want to go to school that day?
7. What tempted Franz to stay away from school?
8. What was unusual about M Hamel's dress on his last day in the school?
9. Why the order from Berlin is called a thunderclap by Franz?
10. Why were the villagers sitting in the classroom?
11. Who did M Hamel blame for the students' poor performance in study?
12. How did M Hamel praise the French language?
13. What words M Hamel write on the blackboard before leaving the last class?  
What did they mean?
14. What was the fear in little Franz's mind when he started for school in the morning?
15. What did Franz see while he was going to school?
16. Why was Franz not scolded for reaching the school late that day?

17. How did M Hamel dress himself on his last day at school?
18. What information did M Hamel give to his students in his last class?

### **The Lost Spring**

1. What does the writer mean when she says, 'Saheb is no longer his own master'?
2. How is Mukesh different from the other bangle makers of Firozabad?
3. What does the title, 'Lost Spring' convey?
4. Who is Mukesh? What is his dream?
5. Is Saheb happy working at the tea stall? Why/ Why not?
6. Mention any two problems faced by the bangle sellers.
7. Why did Saheb's parents leave Dhaka and migrate to India?
8. What is Mukesh's dream? Do you think he will be able to fulfil his dream? Why? Why not?
9. What does Saheb look for in the garbage 1 dumps?
10. Why was Saheb unhappy while working at the tea-stall

### **Deep Water**

1. What is the "misadventure" that William Douglas speaks about?
2. What were the series of emotions and fears that Douglas experienced when he was thrown into the pool? What plans did he make to come to the surface?
3. How did this experience affect him?
4. Why was Douglas determined to get over his fear of water?
5. How did the instructor "build a swimmer" out of Douglas?
6. How did Douglas make sure that he conquered the old terror?
7. What sort of terror seized Douglas as he went down the water with a yellow glow? How could he feel that he was still alive?
8. Why did William Douglas develop aversion to the water when he was three or four years old?
9. What misadventure did William Douglas experience at the YMCA pool?
10. Why did Douglas go to Lake Wentworth in New Hampshire?
11. Which factors led Douglas to decide in favour of YMCA pool?
12. What did Douglas learn from his experience at the YMCA pool?

### **The Rattrap**

1. From where did the peddler get the idea of the world being a rattrap?
2. Why was he amused by this idea?
3. Did the peddler expect the kind of hospitality which he received from the crofter?
4. Why was the crofter so talkative and friendly with the peddler?

5. Why did he show the thirty kronor to the peddler?
6. Did the peddler respect the confidence reposed in him by the crofter?
7. What made the peddler think that he had indeed fallen into rattrap?
8. Why did the iron master speak kindly to the peddler and invite him home?
9. Why did the peddler deny his invitation?
10. What caused the peddler to accept Edla Willmansson's invitation?
11. What doubts did Edla have about the peddler?
12. When did the iron master realise his mistake?
13. What did the peddler say in his defence when the iron master had mistaken him for someone else?
14. Why did Edla still entertain the peddler even after knowing the truth about him?
15. Why was Edla happy to see the gift left by the peddler?
16. Why did the peddler sign himself as Captain Von Stahle?

### **Indigo**

1. Why did the servants think Gandhi to be another peasant?
2. What did the British landlords want the pigeons to pay as rent?
3. What would be the impact of synthetic Indigo on the prices of natural Indigo?
4. Why did Gandhi agree to a settlement of 25 percent refund to the farmers?
5. How did this episode change the plight of the peasants?
6. How was Gandhi able to influence lawyers?
7. Why did Gandhi consider the Champaran episode to be a turning point in his life?
8. Why did Gandhi chide the lawyers of Muzaffarpur?

### **Poets and Pancakes**

1. Why is Pancakes related to Gemini Studios?
2. What does Pancakes refer to?
3. What work did the 'office boy' do in the Gemini Studios?
4. Who was Subbu's principal?
5. Who was the English visitor to the studios?
6. Who was the boss of Gemini Studios?
7. How was the make-up of the crowd done?
8. Who was Subbu?
9. Where was Gemini Studios located?
10. What did the story department of the studio comprise of?
11. What was the general dress in that Gemini Studios?
12. Who was the poet that visited the Gemini Studios?
13. What was the special talent that Subbu possessed?
14. Did the people at Gemini Studios have any particular political affiliations?

15. What does 'The God that Failed' refer to?

### **The Interview**

1. How does V. S. Naipaul comment on interview?
2. What is the belief in some primitive cultures about being photographed?
3. What does Caroline write in her diary on 14 October 1892?
4. What are interstices?
5. How many copies of the novel 'The Name of The Rose' have been sold?
6. What is semiotics?
7. Who has written the novel 'The Name of The Rose'?
8. How do some celebrities despise the interview?
9. Give the name of the two celebrities whom H. G. Wells interviewed?
10. Why was Roland Barthes frustrated?
11. How does Eco find time to write so much?
12. Who were the celebrities that disliked interviews?
13. What do celebrities think about interviews?
14. What was believed in primitive culture?
15. For how many copies Umberto Eco was given advance?
16. What do you understand by 'thumbprints on his windpipe'?
17. What are some of the positive views on interviews?
18. How does Denis Brian express about interview?
19. What did The English novelist and academic David Lodge comment about Umberto Eco?
20. Do you think Umberto Eco likes being interviewed? Give reasons for your opinion.
21. What type of novel is 'The Name of The Rose'?
22. What did Rudyard Kipling say about interviews?
23. What puzzled the journalists and the publishers?
24. Why Eco was popular?
25. Why did Kipling dislike being interviewed?

### **Going Places**

1. Where was it most likely that the two girls would find work after school?
2. What were the options that Sophie was dreaming of?
3. Why did Sophie wriggle when Geoff told her father that she had met Danny Casey?
4. Did Sophie's father believe in her story of meeting Danny Casey?
5. Which country did Danny Casey play for?
6. Why didn't Sophie want Janie to know about her story with Danny?



7. Did Sophie meet Danny Casey?
8. Which was the only occasion when she got to see Danny Casey in person?
9. Why did Sophie long for her brother's affection?
10. Who was Danny Casey? How was he adored by Sophie's family?
11. Why did Sophie choose to walk by the canal? What did she do there?
12. Why did Sophie not want Jansie to know about her meeting with Danny Casey?
13. What did Sophie want to keep as a secret from her father and why?
14. Why is Sophie attracted towards Danny Casey?
15. Why is Jansie so critical of Sophie?
16. What is wrong with Janise's outlook on life?

### **Short Answer Questions- Flamingo (Poetry)**

#### **My Mother at Sixty-Six**

1. What is the kind of pain and ache that the poet feels?
2. Why are the young trees described as 'sprinting'?
3. Why has the poet brought in the image of the merry children 'spilling out of their homes'?
4. Why has the mother been compared to the 'late winter's moon'?
5. What do the parting words of the poet and her smile signify?
6. What were the poet's feelings at the airport? How did she hide them?
7. How does the poet try to put away the thoughts of her ageing mother while driving to Kochi airport?

#### **Keeping Quiet**

1. Do you think the poet advocates total inactivity and death?
2. What is the 'sadness' that the poet refers to in the poem?
3. What symbol from Nature does the poet invoke to say that there can be life under apparent stillness?
4. How would keeping quiet affect the life in and around the sea?
5. 'Life is what it is about; How is keeping quiet related to life?
6. Why does one feel 'a sudden strangeness' on counting to twelve and keeping quiet?
7. How will 'keeping quiet' protect our environment?
8. What does the poet want us to tell?
9. What does the poet mean by saying 'victory with no survivors'?
10. What are the different types of wars mentioned in the poem?  
or
11. What is Neruda's attitude towards these wars?

### **A Thing of Beauty**

1. What pleasure does a beautiful thing give us?
2. Are beautiful things worth treasuring?
3. What image does the poet use to describe the beautiful bounty of the earth?
4. Why is 'grandeur' associated with the 'mighty dead'?
5. How long do we experience things of beauty?
6. List the things that cause suffering and pain.

### **A Road Side Stand**

1. Why does the poet call the car selfish?
2. What was the plea of the folk who had put up the roadside stand?
3. Have you ever stopped at a roadside stand? What have you observed there?
4. What is the 'childish longing' that the poet refers to? Why is it 'vain'?
5. Which lines tell us about the insufferable pain that the poet feels at the thought of the plight of the rural poor?
6. What was the request made by the rural people who had put up the roadside stand?
7. What did the sign offer?
8. Why did the farmers curse wealthy city people?
9. Why has a new shed been put up at the road side stand?
10. How did the good-doers want to help the poor village people?
11. What is meant by polished traffic?
12. Why was the road side stand in a miserable condition?
13. What did the country people complain?
14. What is the demand of the roadside stand?
15. What attitude does the polished traffic show?
16. What is sold by the roadside sellers?

### **Aunt Jennifer's Tiger**

1. How do 'denizens' and 'chivalric' add to our understanding of the tiger's attitude?
2. Of what or of whom is Aunt Jennifer terrified with?
3. Why are the tigers called Aunt Jennifer's tigers?
4. What does wedding band stand for?
5. What is the result of fluttering?
6. Why are the tigers not afraid of men?
7. What does the tiger symbolize in the poem?
8. How are Aunt Jennifer's tigers described?
9. What is Aunt Jennifer doing with her wool?
10. What is Aunt Jennifer's state of mind?

## Short Answer Questions (Vistas)

### The Third Level

1. What does 'The Third Level' refer to?
2. Would Charley ever go back to the ticket-counter on the third level to buy tickets to Galesburg for himself and his wife?
3. How did Charley reach the third level of the Grand Central Station?
4. Why doesn't Charley consider 'stamp collecting habit' a way of escapism?
5. What things at the third level of the Grand Central Station made Charley ascertain that he had reached the 1894 world?
6. Why did Charley run away from the third level?
7. What is referred to as 'a temporary refuge from reality'? Why?
8. How did the narrator's psychiatrist friend react to the former's experience about the third level?

### The Tiger King

1. What were the different names given to the King of Pratibandapuram?
2. How did the Tiger King acquire his name?
3. When he was only ten days old, a prediction was made about the future of the Tiger King. What was ironic about it?
4. Why did the Maharaja decide to get married?
5. When was the Tiger King stand in danger of losing his kingdom?
6. How did the Tiger King manage to retain his kingdom?
7. Why did the Maharaja ban tiger hunting in his state?
8. What sort of hunt did the Maharaja offer to organise for the high-ranking British officer? What trait of the officer does it reveal?
9. How did the king 'kill' the tiger?
10. Why did the king order the dewan to double the tax?
11. Why was the dewan not in favour of doubling the tax? What did the king then ordered him to do?
12. How was the royal infant brought up?
13. Why did one of the hunters kill the hundredth tiger?
14. Why did the dewan arrange the hundredth? Tiger for the king?
15. What happened to the tiger provided by the dewan?
15. What present did the king brought for his son on his third birthday? How much did he pay for it?
16. How did the Tiger King meet his death?
17. Why was the Maharaja sunk in gloom even after having killed seventy tigers?
18. How did the royal infant grew up?
19. What did the Maharaja do to find the required number of tigers to kill?.

## **Journey to the End of the Earth**

1. How do geological phenomena help us to know about the history of humankind?
2. What are the indications for the future of humankind?
3. 'The world's geological history is trapped in Antarctica'. How is the study of this region useful to us?
4. What are Geoff Green's reasons for including high school students in the Students on Ice Expedition?
5. 'Take care of the small things and the big things will take care of themselves.'
6. What is the relevance of the statement in the context of the Antarctica environment?
7. Why is Antarctica the place to go to understand the Earth's present, past and future?
8. What emotions did the author experience when she reached Antarctica at last?
9. How would you describe Gondwana?
10. What is that thing that can happen in a million years and would be mind-boggling?
11. In what respect, Tisane Dashi's encounter with Antarctica is a chilling prospect?
12. What is the visual experience in Antarctica?
13. How, according to the author, has mankind etched its dominance over nature?
14. How has Antarctica sustained itself and managed to remain pristine?
15. How is global temperature increasing? What are the immediate fears due to it?
16. How is Antarctica a crucial element in the debate of climate change?
17. What are the reasons for the success of the Students on Ice programme?
18. What is that beauty of balance that a trip to Antarctica unfolded to the author?

## **The Enemy**

1. Who was Dr. Sadao?
2. Why was Dr. Sadao kept in Japan and not sent abroad with the troops?
3. Where did doctor Sadao and Hana meet?
4. In what condition did Dr. Sadao and Hana find the white man at the seashore?
5. What did Dr. Sadao and his wife do with the man?
6. What was the reaction of the servants when they were told about the wounded white man?
7. How did Dr. Sadao help Tom, the white man to escape?

## **On The Face of it**

1. Who is Mr. Lamb? Where does he live?
2. How does Derry get into his garden?
3. How does Derry get his face burnt?
4. How does Mr. Lamb get the leg of Tin?
5. What does Mr. Lamb do in his garden?
6. How does some kids call Mr. Lamb?
7. When does the leg of tin hurt Mr. Lamb?
8. Why does Mr. Lamb leave the gate of his house always open?
9. Why is Derry worried all the time?

### **Memories of Childhood**

1. What did she notice about the Indian girls in the school?
2. What was Zitkaka-sa's idea regarding short-shingled hair?
3. Why was the girls tied to the chair in 'Memories of Childhood'?
4. When did the narrator experience untouchability?
5. Why did the narrator feel terribly sad and provoked?
6. What advice did Annan offer Bama?
7. What do you know about Bama?
8. What type of child was Bama?
9. What was Bama interested as a child?
10. What was the elder doing that amused Bama?
11. What did her elder brother say about the way the elder was carrying the packet?
12. Why did Zitkala-sa resist the shingling of her hair?
13. How did Annan's advice to his sister Bama impact her?
14. What were the indignities that Zitkala-sa had to suffer for being from a marginalized community?
15. Why did Zitkala-sa begin to cry when others started eating at the dining table?

### **Long Answer Questions: Flamingo (Prose)**

**Instructions- Answer the following questions in about 75 words.**

### **The Last Lesson**

1. How did the order from Berlin change the atmosphere in the school?
2. What did Mr. Hamel, Franz and the villagers regret for during the last lesson?
3. Justify the title of the story 'The Last Lesson'.

### **The Lost Spring**

1. Give a brief account of life and activities of the people like Saheb-e-Alam settled in Seemapuri.
2. How is Mukesh's attitude towards his situation different from that of Saheb? Why?
3. Who was Mukesh? What did he want to do in his life and what did he not want to follow?
4. Children like Saheb often go for private jobs in very small age. Is this their final destiny? How can such situation be overcome?
5. What did the narrator notice in the locality where Mukesh lived? What was the condition of bangle makers?
6. Every other house in Firozabad is engaged in glass industry. Even then the makers remain in miserable condition. What are the reasons? Explain with the suggestions to overcome this situation.
7. Who was Saheb? What was the plight that compelled him to wander in the streets of Delhi for rag picking?
8. What is the vicious circle of middlemen? How are they trapped since the time of their forefathers? Can they get organised? If not, why? Explain.
9. 'Lost Spring' explains the grinding poverty and traditions that condemn thousands of people to a life of abject poverty. Do you agree? Why/Why not?
10. The bangle makers of Firozabad make beautiful bangles and make everyone happy but they live and die in squalor. Elaborate.

### **Deep Water**

1. How does Douglas make clear to the reader the sense of panic that gripped him as he almost drowned? Describe the details that have made the description vivid.
2. How did Douglas overcome his fear of water?
3. When Douglas realised that he was sinking, how did he plan to save himself?
4. What did Douglas experience as he went down to the bottom of the pool for the first time?
5. How did William Douglas's aversion to water begin?
6. Why did William Douglas use the YMCA pool and not Yakima River to learn swimming?

7. What happened when 'a big bruiser of a boy' tossed Douglas into the YMCA pool? How did Douglas plan to come out?
8. Which two incidents in Douglas' early life made him scared of water?
9. Why did Douglas prefer to go to YMCA swimming pool to learn swimming?
10. What did Douglas feel and do when he was pushed into the swimming pool?

### **The Rattrap**

1. How does the peddler interpret the acts of kindness and hospitality shown by the crofter, the iron master, and his daughter?
2. Describe the instances in the story that show that the character of the iron master is different from that of his daughter in many ways?
3. What made the peddler finally change his ways?
4. How does the metaphor of the rattrap serve to highlight the human predicament?
5. The story focuses on human loneliness and the need to bond with others. Elaborate this statement.

### **Indigo**

1. Why is Rajkumar Shukla described as being resolute?
2. What was the attitude of the average Indian in smaller localities towards advocates of 'Home Rule'?
3. What was Gandhi's politics intertwined with?
4. Discuss the qualities of a good leader with reference to Gandhi's role in Champaran movement.
5. How do we know that ordinary people also contributed to the freedom movement of India?

### **Poets and Pancakes**

1. What is the example of the national integration that the author refers to?
2. Subbu is described as a many-sided genius. List four of his special abilities.
3. Why was the moral Rearmament Army welcomed at the studios?
4. Name one example to show that Gemini Studios was influenced by the plays staged by MRA?
5. What made the lawyers stand out from the others at Gemini Studios?
6. Why was the office boy frustrated? Who did he show his anger on?
7. How did the author discover who the English visitor to the studios was?
8. What does the writer mean by 'the fiery misert' of those subjected to make-up?
9. Why was the author appear to be doing nothing at the studios?
10. What caused the lack of communication between the Englishman and the people at Gemini Studios?
11. Why was the legal adviser referred to as the opposite by others?

12. Why is the Englishman's visit referred to as unexplained mystery?
13. Why was Kothamangalam Subbu considered No. 2 in Gemini Studios?
14. How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?
15. What do you understand about the author's literary inclinations from the account?

### **The Interview**

1. What do you understand by 'thumbprints on his windpipe'?
2. What are some of the positive views on interviews?
3. How does Denis Brian express about interview?
4. What did The English novelist and academic David Lodge comment about Umberto Eco?
5. Do you think Umberto Eco likes being interviewed? Give reasons for your opinion.
6. What type of novel is 'The Name of The Rose'?
7. What did Rudyard Kipling say about interviews?
8. What puzzled the journalists and the publishers?
9. Why did Kipling dislike being interviewed?
10. What is the reason for the huge success of the novel 'The Name of The Rose'?
11. Write a note on writing style of Umberto Eco?
12. What did one of the professors say about Eco's Doctoral dissertation?
13. What was distinctive about Eco's academic writing style?
14. Express your opinion on 'Interviews'

### **Going Places**

1. How would you describe the character and temperament of Sophie's father?
2. Why does Jansie discourage her to have such dreams?
3. What are the indicators of her family's financial status?
4. Why did Sophie like her brother Geoff more than any other person? From her perspective, what did he symbolize?
5. Sophie and Jansie were classmates and friends. What were the differences between them that show up in the story?
6. What impression do you form of Sophie on reading the story "Going Places"?
7. What socio-economic background does Sophie belong to?
8. Sophie's dream and disappointments are all in her mind. Discuss.
9. It is natural for teenagers to have unrealistic dreams. What would you say are the benefits and disadvantages of such fantasizing?
10. What was Sophie's dream? How was it unrealistic?
11. How was Jansie different from Sophie? How were Sophie and Jansie different?
12. Differentiate between Sophie and Janise's attitude towards life.



13. Attempt a character sketch of Sophie in your own words.
14. How is Sophie a daydreamer?
15. How Sophie's father is a good guardian?

### **Long Answer Questions: Flamingo (Poetry)**

#### **My Mother at Sixty-Six**

1. Write the central idea of the poem 'My Mother at Sixty-Six'.

#### **Keeping Quiet**

1. Write the central idea of the poem "Keeping Quiet"

#### **A Thing of Beauty**

1. What makes human beings love life in spite of troubles and sufferings?
2. Explain the gist of the poem 'A Thing of Beauty'.

#### **A Roadside Stand**

1. What will be a great relief to the poet? How can the problems of the rural people be solved?
2. The economic well-being of a country depends on a balanced development of the villages and the cities. Explain.

#### **Aunt Jennifer's Tiger**

1. Why do you think Aunt Jennifer's hands are 'fluttering through her wool'? Why is she finding the needle so hard to pull?
2. What is suggested by the image 'massive weight of Uncle's wedding band'?
3. What are the 'ordeals' Aunt Jennifer is surrounded by? Why is it significant that the poet uses the word 'ringed'?
4. How does Aunt Jennifer express her bitterness and anger against males?
5. What are the difficulties that Aunt Jennifer faced in her life?
6. Interpret the symbols found in 'Aunt Jennifer's Tigers'?
7. Do you sympathize with Aunt Jennifer? What is the attitude of the speaker towards Aunt Jennifer?

### **Long Answer Questions: Vistas**

#### **The Third Level**

1. The third level was a medium of escape for Charley". Explain the statement in the light of the story 'The Third Level'.
2. Do you think that the third level was a medium of escape for Charley? Why?
3. "The modern world is full of insecurity, fear, war, worry and stress." What are the ways in which we attempt to overcome them?
4. Briefly describe Charley's strange experience in the third level.
5. Justify the title of the story 'The Third Level'.

### **The Tiger King**

1. How did the Tiger King stand in danger of losing his kingdom? How was he able to avoid the danger? Explain.
2. What rumour was rife in Pratibandapuram about the crown prince Jung Jung Bahadur?
3. The astrologers predicted about the king, "The child will grow up to become the warrior of warriors, hero of heroes, and champion of champions." Do you think this prediction was right?
4. The astrologer's prediction about the death of the Tiger King came to be true. Do you agree with this statement?
5. What values of life does the story "Tiger King" give us?
6. How can you say that the dewan was a comical character?
7. Who was the Tiger King? Why did he get that name?
8. What happened to the astrologer? Do you think the prophecy was indisputably disproved?
9. The story is a satire on the conceit of those in power. How does the author employ the literary device of dramatic irony in the story?

### **Journey to The End Of The Earth**

1. What is the significance of the title 'Journey to the End of the Earth'?
2. The author says, 'It was nothing short of a revelation: everything does connect. 'What does it mean?  
By whom and with what objective was Students on Ice programme started?  
How far has it achieved its goals?
3. What makes Antarctica an ideal subject of study?
4. The author states that her Antarctic experience was full of epiphanies, but the best occurred just short of the Antarctic Circle of 65-55 degrees south?  
Explain.
5. Why does the author conclude the chapter by saying that a lot can happen in a million years, but what a difference a day makes?
6. What are phytoplanktons? What is their importance?

7. Why does the author feel that the prognosis for the human beings is not healthy?
8. Why is it necessary to remain fully equipped while walking on ice?

### **The Enemy**

1. Describe the difficulties faced by Dr. Sadao and his wife Hana when he tried to help the enemy soldier?
2. How would you explain the reluctance of the soldier to leave the shelter of the doctor's home?
3. Write a character sketch of Dr. Sadao.

### **On The Face of it**

1. What is it that draws Derry towards Mr. Lamb in spite of himself?
2. Mr. Lamb is lonely and disappointed. How do you
3. How should one behave with the physically challenged persons?
4. What explanations does Derry offer for coming into the garden?
5. How do people react and try to console those suffering from some physical impairment?
6. Why does Mr. Lamb leave his garden open?
7. Handsome is as handsome does. Explain.
8. How did meeting with Mr. Lamb become a turning point in Derry's life?
9. Do you agree that Derry was reluctant to meet people? If yes .why

### **Memories of Childhood**

1. How did Zitkala-sa feel when her long heavy hair was cut
2. "Eating by the formula was the hardest trial in that first day." says Zitkala-sa what does she mean by eating by formula?
3. How did Zitkala-sa react on various sounds coming continuously when the long bell rang for breakfast?
4. The distance from the narrator's school to her home could be covered in ten minutes. Why did she then cover it usually in half an hour to an hour? What were the things that stopped her?
5. How did the narrator find her new place?
6. It may take a long time for oppression to be resisted, but the seeds of rebellion are sowed early in life. Do you agree that injustice in any form cannot escape being noticed even by children?
7. Bama's experience is that of a victim of the caste system. What kind of discrimination does Zitkala-Sa's experience depict? What are their responses to their respective situations?

8. Discrimination on any ground is unfair. Express your views on it.
9. Why did Bama Stroll in the marketplace instead of hurrying back home?  
Describe the sights she enjoyed seeing there.
10. Untouchability is not a crime, it is inhuman too. Why and how did Bama decided to fight against it?
11. What are the differences between Zitkala-sa and Bama?
12. What do you know about Zitkala-sa?
13. Is Bama a rebellion? Elaborate.
14. What are the differences in the two memories of childhood?