



***Question Bank***

***Class 12 English Core***

## Foreword

With a view to support teachers in the endeavour to move away from a culture of rote learning and impact pedagogy in the classroom, CBSE is delighted to share this Resource for Teachers in English Core for Class XII. Exemplar questions from each chapter of both the books have been prepared. These exemplar questions are for the question number 3,4,5,10,11,12, and 13 of the Sample Question Paper 2020-21 and have been numbered accordingly.

This resource will equip teachers and learners to become familiar with the new patterns and understand, acquire and practice the requisite skills and competencies listed in the curriculum. It will also serve as a guideline for teachers to prepare a question bank individually and collaboratively.

As you will observe, the questions in the document are not based on mere recall or rudimentary comprehension. Rather, they have been designed to foster in students the skill to think critically and creatively with a focus on inferential abilities.

It is important to note that the larger intent of this resource is providing to teachers an indicative framework to conceptualise and practice analysis-based learning and problem solving. It is hoped that the questions herein will also enable teachers to reflect on their teaching practices, and promote a movement away from 'teaching to the test' towards a focus on the process of discovery, openness, imaginative engagement and activity-based learning in ways that they bring the text to the child, as much as the child to the text.

It is our belief that the potential of the English Core curriculum, to stimulate learners and teachers, can be glimpsed in this Resource. We hope that teachers will welcome this document as a reminder of this potential, and find in it a ready resource not only to equip their students, but to jumpstart their own thinking and engagement processes.

**Q3 Multiple Choice Questions based on an extract**

**A.** *Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood 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.*

**i** Why does the narrator refer to M. Hamel as 'Poor man!'?

a) He empathizes with M. Hamel as he had to leave the village.  
 b) He believes that M. Hamel's "fine Sunday clothes" clearly reflected that he was not rich.  
 c) He feels sorry for M. Hamel as it was his last French lesson.  
 d) He thinks that M. Hamel's patriotism and sense of duty resulted in his poverty.

**ii** Which of the following idioms might describe the villagers' act of attending the last lesson most accurately?

a) 'Too good to miss'  
 b) 'Too little, too late'  
 c) 'Too many cooks spoil the broth'  
 d) 'Too cool for school'

**iii** Choose the option that might raise a question about M. Hamel's "faithful service".

a) When Franz came late, M. Hamel told him that he was about to begin class without him.  
 b) Franz mentioned how cranky M. Hamel was and his "great ruler rapping on the table".  
 c) M. Hamel often sent students to water his flowers, and gave a holiday when he wanted to go fishing.  
 d) M. Hamel permitted villagers put their children "to work on a farm or at the mills" for some extra money.

**iv** Choose the option that most appropriately fills in the blanks, for the following description of the given extract.

The villagers and their children sat in class, forging with their old master a (i) \_\_\_\_\_ togetherness. In that moment, the class room stood (ii) \_\_\_\_\_. It was France itself, and the last French lesson a desperate hope to (iii) \_\_\_\_\_ to the remnants of what they had known and taken for granted. Their own (iv) \_\_\_\_\_.

- a) (i) graceful; (ii) still; (iii) hang on; (iv) country  
 b) (i) bygone; (ii) up; (iii) keep on; (iv) education

	<p>c) (i) beautiful; (ii) mesmerised; (iii) carry on; (iv) unity  d) (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity</p>
<b>B.</b>	<p><i>M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar book and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy!</i></p>
<b>i</b>	<p>Which of the following can be attributed to M. Hamel’s declaration about the French language?</p> <p>a) subject expertise  b) nostalgic pride  c) factual accuracy  d) patriotic magnification</p>
<b>ii</b>	<p>Read the quotes given below.  Choose the option that might best describe M. Hamel’s viewpoint.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>(i) Those who know nothing of foreign languages know nothing of their own.  – Johann Wolfgang von Goethe</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>(ii) Language is the road map of a culture. It tells you where its people come from and where they are going.      – Rita Mae Brown</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>(iii) A poor man is like a foreigner in his own country.  – Ali Ibn Abi Talib</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>(iv) The greatest propaganda in the world is our mother tongue, that is what we learn as children, and which we learn unconsciously. That shapes our perceptions for life.      – Marshal McLuhan</p> </div> </div> <p>a) Option (i)  b) Option (ii)  c) Option (iii)  d) Option (iv)</p>
<b>iii</b>	<p><i>“I was amazed to see how well I understood it.”</i>  Select the option that does NOT explain why Franz found the grammar lesson “easy”.</p> <p>a) Franz was paying careful attention in class this time.  b) M. Hamel was being extremely patient and calm in his teaching.  c) Franz was inspired and had found a new meaning and purpose to learning.</p>

	d) Franz had realized that French was the clearest and most logical language.						
<b>iv</b>	Franz was able to understand the grammar lesson easily because he was a) receptive. b) appreciative. c) introspective. d) competitive.						
<b>Q 5.</b>	<b>Stand-alone MCQs</b>						
<b>i</b>	Franz saw a huge crowd assembled in front of the bulletin board, but did not stop. How would you evaluate his reaction? a) Franz was too little to care about the news of lost battles. b) Nobody in Franz's family was in the army, so it did not matter. c) Bad news had become very normal, so he went about his task. d) It was too crowded for Franz to find out what news was up on the board.						
<b>ii</b>	There was usually great bustle and noise when school began, but it was all very quiet. Which of the following describes Franz' emotions most accurately? a) shock and awe b) disappointment and anxiety c) confusion and distress d) curiosity and uncertainty						
<b>iii</b>	<i>"I never saw him look so tall"</i> . Which of the following best captures M. Hamel on the last day of school? a) cranky, miserable, dedicated, resigned b) patient, dignified, emotional, courageous c) calm, nostalgic, disappointed, patriotic d) proud, reproachful, persistent, heroic						
<b>iv</b>	Look at the table below. Column A provides instances from the story 'The Last Lesson'. Column B provides titles of some famous English language poems. Choose the option that correctly match items of Column A with Column B.						
	<table border="1"> <thead> <tr> <th>Column A</th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>1. M. Hamel distributed new copies that looked like little French flags, and ended the class with an emphatic "Vive La France!".</td> <td>(i) 'Remorse is memory awake' (Emily Dickinson)</td> </tr> <tr> <td>2. Hauser sat at the end of the class, thumbing his primer, desperately</td> <td>(ii) 'A House called Tomorrow' (Alberto Rios)</td> </tr> </tbody> </table>	Column A	Column B	1. M. Hamel distributed new copies that looked like little French flags, and ended the class with an emphatic "Vive La France!".	(i) 'Remorse is memory awake' (Emily Dickinson)	2. Hauser sat at the end of the class, thumbing his primer, desperately	(ii) 'A House called Tomorrow' (Alberto Rios)
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1. M. Hamel distributed new copies that looked like little French flags, and ended the class with an emphatic "Vive La France!".	(i) 'Remorse is memory awake' (Emily Dickinson)						
2. Hauser sat at the end of the class, thumbing his primer, desperately	(ii) 'A House called Tomorrow' (Alberto Rios)						

	trying to learn with the children, even as he cried.	
	3. M. Hamel shared how Alsace always put off learning, and how its people always thought they had plenty of time.	(iii) 'For Whom the Bell Tolls' (John Donne)
	4. Class ended when the church-clock struck twelve. And then the Angelus. Simultaneously, Prussian trumpets sounded under the school windows.	(iv) 'Do Not Go gentle into that Good night' (Dylan Thomas)
	<p>a) 1 – (i); 2 – (ii); 3 – (iii); 4 – (iv)  b) 1 – (ii); 2 – (iii); 3 – (iv); 4 – (i)  c) 1 – (iii); 2 – (iv); 3 – (i); 4 – (ii)  d) 1 – (iv); 2 – (i); 3 – (ii); 4 – (iii)</p>	
<b>Q10</b>	<b>Answer in 30-40 words</b>	
<b>i</b>	If this had been M. Hamel's first lesson, how do you think the school experience of the students might have been impacted?	
<b>ii</b>	<p>Little Franz is the narrator of the story. The name 'Franz' means 'from France'.</p> <p>In what way does the story being told as a first-person narrative of Franz impact your reading and understanding of the story?  Provide at least one evidence from the text to support your opinion.</p>	
<b>iii</b>	<p>At the end of his last lesson, M. Hamel decides to leave a little note for each of his students for them to find the next day at their desks. Based on your reading of the story, what might his note to Franz read?</p> <p>You may begin like this:</p> <p><i>Dear Franz,</i>  <i>I know you have always preferred to run in the open fields ...</i></p>	
<b>Q12</b>	<b>Answer in 120-150 words</b>	
<b>i</b>	<p>Though tempted by the bright day, Franz stated that he had "the strength to resist, and hurried off to school." As the story progresses, the reader realizes that Franz, M. Hamel and the villagers would perhaps need "the strength to resist" much larger forces.</p> <p>Discuss how the story provides strategies for resistance and protection of one's identity and community through its events and characters.  Provide relevant textual details to support your argument.</p>	
<b>ii</b>	On the day of the last lesson, Franz felt that the "whole school was strange".	

Throughout the story, the reader encounters Franz' account of how school usually was, and what it was like on the last day of class with M. Hamel. This contrast comes across through events, and the actions and viewpoints of various characters.

- In what way can the story be seen as a comment on schooling in general?
- Does Franz' description of school life resonate with your own experience?
- Do you think the story might also provide advice on what good education entails?

Substantiate your argument with relevant instances from the text.

### **Answer key for MCQs**

Q3

A i – c ; ii – b ; iii – c ; iv – d

B i – d ; ii – b ; iii – d ; iv – a

Q5

i – c ; ii – b ; iii – b ; iv – d

Q3	Multiple Choice Questions based on an extract.
<b>A</b>	<p><i>“I will learn to drive a car,” he answers, looking straight into my eyes. His dream looms like a mirage amidst the dust of streets that fill his town Firozabad, famous for its bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India’s glass-blowing industry where families have spent generations working around furnaces, wielding glass, making bangles for all the women in the land it seems. Mukesh’s family is among them. None of them know that it is illegal for children like him to work in the glass furnaces with high temperatures, in dingy cells without air and light; that the law, if enforced, could get him and all those 20,000 children out of the hot furnaces where they slog their daylight hours, often losing the brightness of their eyes. Mukesh’s eyes beam as he volunteers to take me home, which he proudly says is being rebuilt.</i></p>
<b>i</b>	<p>The simile ‘dream looms like a mirage amidst the dust of streets’ indicates that his dream was</p> <ol style="list-style-type: none"> <li>a reality, yet seemed distant.</li> <li>lost in the sea of dust.</li> <li>illusory and indistinct.</li> <li>hanging in the dusty air.</li> </ol>
<b>ii</b>	<p>‘I will learn to drive a car,’ he answers, looking straight into my eyes. This sentence highlights Mukesh was</p> <ol style="list-style-type: none"> <li>determined</li> <li>fearless</li> <li>hopeful</li> <li>valiant</li> <li>ambitious</li> <li>stern</li> </ol> <ol style="list-style-type: none"> <li>1 &amp; 5</li> <li>2 &amp; 4</li> <li>2 &amp; 5</li> <li>3 &amp; 6</li> </ol>
<b>iii</b>	<p>Which of the following statements is NOT TRUE with reference to the extract?</p> <ol style="list-style-type: none"> <li>Children work in badly lit and poorly ventilated furnaces.</li> <li>The children are unaware that it is forbidden by law to work in the furnaces.</li> <li>Children toil in the furnaces for hours which affects their eyesight.</li> <li>Firozabad has emerged as a nascent producer of bangles in the country.</li> </ol>
<b>iv</b>	<p>Every other family in Firozabad is engaged in making bangles indicates that</p>



	<p>a) bangle making is the only industry that flourishes in Firozabad.  b) the entire population of Firozabad is involved in bangle making.  c) majority of the population in Firozabad is involved in bangle making.  d) bangle making is the most loved occupation in Firozabad.</p>
<b>B</b>	<p><i>She still has bangles on her wrist, but no light in her eyes. "Ek waqt ser bhar khana bhi nahin khaya." she says, in a voice drained of joy. She has not enjoyed even one full meal in her entire lifetime-that's what she has reaped! Her husband, an old man with a flowing beard says, "I know nothing except bangles. All I have done is make a house for the family to live in."</i>  <i>Hearing him one wonders if he has achieved what many have failed in their lifetime. He has a roof over his head!</i>  <i>The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every home. The young men echo the lament of the elders. Little has moved with time, it seems in Firozabad, years of mind-numbing toil have killed all initiative and the ability to dream.</i></p>
<b>i</b>	<p>'She still has bangles on her wrist, but no light in her eyes.' This implies that</p> <p>a) she is married but has lost the charm in her eyes.  b) she is a married woman who has lost her grace and beauty.  c) though she is married, her eyes are devoid of happiness.  d) she is a married woman who has lost her eyesight.</p>
<b>ii</b>	<p>'He has a roof over his head!' The tone of the author is</p> <p>a) pessimistic.  b) empathetic.  c) sympathetic.  d) optimistic.</p>
<b>iii</b>	<p>Choose the term which best matches the statement '<i>The young men echo the lament of their elders.</i>'</p> <p>a) acceptance  b) reflection  c) reiteration  d) doubtfulness</p>
<b>iv</b>	<p>'<i>Years of mind-numbing toil have killed all initiative and the ability to dream.</i>'  <i>This shows that</i></p> <p>a) the bangle makers are exhausted yet they are enterprising and have dreams.  b) the drudgery of work has destroyed their willingness to improve their lot.  c) the daily grind has stolen the dreams of the bangle makers and made them dull.  d) the bangle makers have been working so hard that there's no time to dream.</p>

<b>Q 5</b>	<b>Stand Alone MCQs</b>
<b>i</b>	<p>'But promises like mine abound in every corner of his bleak world'. This suggests that</p> <p>a) there is no dearth of promises which remain unfulfilled.  b) there is a scarcity of people promising things for betterment.  c) people make a lot of promises which are often fulfilled.  d) promises made, live up to the expectations of people.</p>
<b>ii</b>	<p>From this chapter, it is evident that the author has an attitude of</p> <p>a) sympathy.  b) apathy.  c) empathy.  d) bewilderment.</p>
<b>iii</b>	<p>'That's why they left, looking for gold in the big city.' Here 'gold' indicates</p> <p>a) misfortune of circumstances.  b) ample wealth.  c) means of survival.  d) a sign of luxury.</p>
<b>iv</b>	<p>Choose the statement that is NOT TRUE about ragpickers in Seemapuri.</p> <p>a) Children are equally involved in rag picking as their parents.  b) The ragpickers settle down in a place permanently.  c) Rag picking has accomplished itself as a skill and form of art.  d) Ragpickers live in unsteady shanties on the outskirts of Delhi.</p>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	Why do you think Mukesh is content to dream of cars and doesn't dream of flying a plane?
<b>ii</b>	Do you believe that 'God-given lineage can be broken'? Support your position with a rationale.
<b>iii</b>	How do you think the author's life might have been impacted after her interactions with the children and their families mentioned in 'Lost Spring'?
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	How does the story, 'Lost Spring' highlight the apathy of society and those in power to end the vicious cycle of poverty? Support your answer with textual evidence.
<b>ii</b>	Certain traditions and lineage, condemn thousands of children to a life of abject poverty and choke their aspirations.

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|--|--|
|  | <ul style="list-style-type: none"><li>• Do you agree? Explain.</li><li>• How can we change this? Suggest some ways to tackle this issue.</li></ul> |
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<b>Answer key for MCQs</b>	
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Q3

A. i – c); ii - a); iii – d); iv – c)

B i – c); ii – d); iii – c); iv – b)

Q5

i – a); ii – a); iii – c); iv – c); v – b)

**Q3 Multiple Choice Questions based on an extract**

**A** *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. I paddled with my new water wings, watching the other boys and trying to learn by aping them. I did this two or three times on different days and was just beginning to feel at ease in the water when the misadventure happened.*

**i** Choose the correct option with reference to the two statements given below.

Statement 1: The author's father laughed to mock his son's inability to swim.  
Statement 2: The author wanted to swim just to prove to his father that he can swim.

- a) Statement 1 is true but Statement 2 is false.
- b) Statement 1 is false but Statement 2 is true.
- c) Both Statement 1 and Statement 2 cannot be inferred.
- d) Both Statement 1 and Statement 2 can be inferred.

**ii** "My introduction to the Y.M.C.A. swimming pool revived unpleasant memories and stirred childish fears." It can be inferred that this was a clear case of

- a) suppression
- b) oppression
- c) depression
- d) repression

**iii** The misadventure that took place right after the author felt comfortable was that

- a) the author slipped and fell into the swimming pool.
- b) a bully tossed him into the pool for the sake of fun.
- c) his coach forgot to teach him how to handle deep water.
- d) his father couldn't help him from drowning into the water.

**iv** Choose the option that describes the equipment used by the author while learning to swim.



(1)



(2)



(3)



(4)

	<p>a) Option 1 b) Option 2 c) Option 3 d) Option 4</p>
<b>B</b>	<p><i>Then all effort ceased. I relaxed. Even my legs felt limp; and a blackness swept over my brain. It wiped out fear; it wiped out terror. There was no more panic. It was quiet and peaceful. Nothing to be afraid of. This is nice... to be drowsy... to go to sleep... no need to jump... too tired to jump... it's nice to be carried gently... to float along in space... tender arms around me... tender arms like Mother's... now I must go to sleep... I crossed to oblivion, and the curtain of life fell.</i></p>
<b>i</b>	<p>Choose the correct option with reference to the two statements given below.</p> <p>Statement 1: The author tried his best to jump out of water. Statement 2: After a while, the author was not anxious in water.</p> <p>a) If Statement 1 is the cause, Statement 2 is the effect. b) If Statement 1 is the effect, Statement 2 is the cause. c) Both the statements are the effects of a common cause. d) Both the statements are the effects of independent causes.</p>
<b>ii</b>	<p>The 'curtain (of life) fell' corresponds to an aspect of</p> <p>a) Geometry. b) History. c) Sports. d) Drama.</p>
<b>iii</b>	<p>The purpose of using "... " in the above passage is to</p> <p>a) show omission. b) indicate pauses. c) shorten a dialogue. d) replace an idea.</p>
<b>iv</b>	<p>Which option indicates that the poet lost consciousness?</p> <p>a) 'It was quiet and peaceful.' b) 'I crossed to oblivion.' c) 'Tender arms like Mother's.' d) 'It wiped out fear.'</p>
<b>Q5</b>	<b>Stand Alone MCQs</b>
<b>i</b>	<p>The most appropriate justification for the title of the chapter 'Deep Water' is that</p> <p>a) it's about the dangerous depth of the swimming pool. b) It reveals the author's lack of surety about overcoming his fear of</p>

swimming.  
 c) it underlines the author's fear of water and how he overcomes it.  
 d) it includes the methods of the author's coach to overcome the fear of deep water.

**ii** Choose the quote that DOES NOT resonate with the central idea of the chapter.



(1)



(2)



(3)



(4)

- a) Option 1
- b) Option 2
- c) Option 3
- d) Option 4

**iii** Samuel has a phobia of heights but is scared and can't overcome it. Choose the option that displays an advice.

1	2	3	4
Go to the swimming pool and jump in it from the highest diving board that you see there.	If I were you, I'd begin small. Like spending 10 mins. looking down from my balcony, each day, for a week.	Unbelievable! What's the problem? I've done bungee jumping! It's a piece of cake.	Fear is a major issue if you let it control you. I think it will take a firm grip on you if you don't address it soon.

- a) Option 1
- b) Option 2
- c) Option 3
- d) Option 4

**iv** The chap that threw me in was saying, "But I was only fooling." Choose the option mentioning the personality traits of this 'chap'.

- 1. persuasive
- 2. irresponsible
- 3. domineering
- 4. manipulative
- 5. callous

	<p>a) 1, 2, 4  b) 2, 4, 5  c) 2, 3, 5  d) 1, 3, 5</p>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	Seemingly small everyday wins are actually the greatest learnings of life. Comment on the statement with reference to the chapter “Deep Water”.
<b>ii</b>	If you could give the chapter a new title, what would it be? Support your answer with reference to the chapter “Deep Water”.
<b>iii</b>	Getting rid of fear is an extremely difficult task. Elucidate with reference to the chapter “Deep Water”.
<b>iv</b>	Discuss the significance of the references to the natural world in the chapter “Deep Water”.
<b>v</b>	Describe both the physical and emotional impacts that the misadventure at the YMCA pool had on the narrator.
<b>Q12</b>	<b>Answer in 120 - 150 words</b>
<b>i</b>	Imagine that the bully who threw Douglas into the pool, reads this chapter and realizes his mistake. As the bully, write a diary entry penning down your response to Douglas’ perseverance and your own feelings of guilt and regret.
<b>ii</b>	Douglas’ mother writes to the YMCA authorities holding them accountable for the mishap as well as demanding that the authorities employ a team of guards near the pool for supervision of the children. As the mother, write a letter to the authorities with reference to the case of your son.  You may begin like this:  Sir Subject: Negligence on Premises This is with reference to the incident of near fatal drowning of my son, William on your premises. We were...
<b>Answer key for MCQs</b>	
<b>Q3</b>	<p>A. i. (c) ii. (d) iii. (b) iv. (d)</p> <p>B. i. (a) ii. (d) iii. (b) iv. (b)</p>
<b>Q5</b>	i.(c) ii. (b) iii. (b) iv. (c) v. (c)

**Q3 Multiple Choice Questions based on an extract**

**A.** *“Since you have been so nice to me all day long, as if I was a captain, I want to be nice to you, in return, as if I was a real captain — for I do not want you to be embarrassed at this Christmas season by a thief; but you can give back the money to the old man on the roadside, who has the money pouch hanging on the window frame as a bait for poor wanderers.  
The rattrap is a Christmas present from a rat who would have been caught in this world’s rattrap if he had not been raised to captain, because in that way he got power to clear himself.  
“Written with friendship  
and high regard,  
Captain von Stahle.”*

**i** Which of the following CANNOT be attributed to the peddler, according to the above extract?

a) indebtedness  
b) reform  
c) self-pity  
d) self-awareness

**ii** Why did the peddler gift a rattrap as a Christmas present?

a) It was all the peddler had that he could give away, and represented his turn to honesty.  
b) It symbolized his successful escape from entrapment as he returned the stolen money.  
c) It served as a reminder for Edla to be wary of the dangerous temptations of the world.  
d) It was a practical and convenient present that the lady of the house could effectively use.

**iii** The word ‘frame’ has been used to indicate a rigid structure that surrounds something such as a picture, door, or windowpane. There are other meanings of ‘frame’ too. Choose the option that DOES NOT list the meaning of ‘frame’.

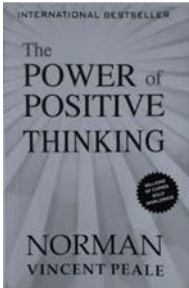
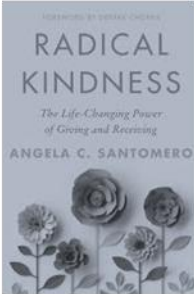
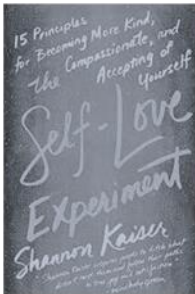
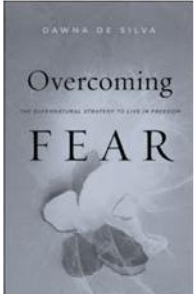
(1) a person's body with reference to its size or build	(2) a single complete picture in a series forming a cinema, television, or video film	(3) the triangular structure for positioning the red balls in snooker	(4) a thin solid object that seals a container or hole; a lid
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a) Option (1)  
b) Option (2)  
c) Option (3)  
d) Option (4)

**iv** This communication includes  
1) a promise



	<p>2) regret 3) an apology 4) shame</p> <p>a) only 4 b) only 1 c) 1 &amp; 3 d) 2 &amp; 4</p>						
<b>B.</b>	<p><i>...it was a big and confusing forest which he had gotten into. He tried, to be sure, to walk in a definite direction, but the paths twisted back and forth so strangely! He walked and walked without coming to the end of the wood, and finally he realised that he had only been walking around in the same part of the forest. All at once he recalled his thoughts about the world and the rattrap. Now his own turn had come. He had let himself be fooled by a bait and had been caught. The whole forest, with its trunks and branches, its thickets and fallen logs, closed in upon him like an impenetrable prison from which he could never escape.</i></p>						
<b>i</b>	<p>How would you characterise the mood of the above extract?</p> <p>a) mysterious, restful b) ominous, despairing c) thoughtful, whimsical d) philosophical, anguished</p>						
<b>ii</b>	<p>By what bait had the peddler been fooled?</p> <p>a) He had chosen to take the 'safe' forest route. b) He had decided to avoid the public highway. c) He had stolen money from the trusting crofter. d) He didn't realize the power of his rattrap analogy.</p>						
<b>iii</b>	<p>The consequence of 'his own turn' having come was that the peddler had _____</p> <p>a) got irreversibly lost in the thick, warped forest. b) been fooled and imprisoned in a hopeless prison. c) been walking around the same part of the forest. d) walked the whole forest without finding the end.</p>						
<b>iv</b>	<p>The above extract richly employs literary devices. Look at the table below. Choose the option that correctly matches the instances/ examples in Column A with the literary devices in Column B:</p> <table border="1" data-bbox="279 1848 1380 2069"> <thead> <tr> <th>Column A</th> <th>Column B</th> </tr> </thead> <tbody> <tr> <td>1. <i>The forest closed in upon the peddler like an impenetrable prison.</i></td> <td>(i) Imagery</td> </tr> <tr> <td>2. <i>The big and confusing forest with its twisted paths, trunks, branches,</i></td> <td>(ii) Allegory</td> </tr> </tbody> </table>	Column A	Column B	1. <i>The forest closed in upon the peddler like an impenetrable prison.</i>	(i) Imagery	2. <i>The big and confusing forest with its twisted paths, trunks, branches,</i>	(ii) Allegory
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	<i>thickets and fallen logs.</i>	
	3. <i>The lost peddler was reminded of the world and the rattrap.</i>	(iii) Metaphor
	4. <i>It was a big and confusing forest which he had gotten into. The peddler had been fooled and was trapped in the forest.</i>	(iv) Simile
	a) 1 - (i) ; 2 – (ii) ; 3 – (iii) ; 4 – (iv) b) 1 – (iv) ; 2 – (i) ; 3 – (ii) ; 4 – (iii) c) 1 – (iii) ; 2 – (iv) ; 3 – (i) ; 4 – (ii) d) 1 – (ii) ; 2 – (iii) ; 3 – (iv) ; 4 – (i)	
<b>Q5.</b>	<b>Stand-alone MCQs</b>	
<b>i</b>	Imagine that the peddler from ‘The Rattrap’ turned his life around, and decided to write of his experience. Which of the following is likely to be the peddler’s book, from the popular books shown below?	
		
		
	(i)	(ii)
	(iii)	(iv)
	a) Option (i) b) Option (ii) c) Option (iii) d) Option (iv)	
<b>ii</b>	“Left to his own meditations”, one day the peddler fell into “a line of thought, which really seemed to him entertaining”. What does the peddler’s conception of the world as a rattrap, signify about him?	
	a) The peddler had a lot of time on his hands, with nothing much to do. b) The peddler was a reflective man whose wisdom did not depend on his status. c) The peddler was a lonely vagrant trying to make sense of his fortunes. d) The peddler was a rattrap seller, and his work deeply inspired him.	
<b>iii</b>	“ <i>Yes, that was a fine fellow you let into the house,</i> ” said her father.	

	<p>What light does the given line throw on the ironmaster as a father?</p> <p>a) The ironmaster was disapproving of Edla's decision to let the peddler stay.  b) The ironmaster blamed his daughter for harbouring a criminal at home.  c) The ironmaster was being playful with Edla, and supported her decisions.  d) The ironmaster loved Edla but thought her to be too naïve and idealistic.</p>
<b>iv</b>	<p>Though the reader does not meet Captain von Stahle in person, they encounter the captain symbolically. How?</p> <p>a) The ironmaster misidentifies the peddler as his old friend, the Captain and invites him home.  b) The reader realizes the peddler is actually Captain von Stahle when he signs off the letter.  c) Edla attends to the peddler as respectfully, caringly and kindly, as she would have the Captain.  d) The peddler accepts the error of his ways, and displays the qualities expected of a Captain.</p>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	<p>If the world is "nothing but a big rattrap" as the tramp stated in the story 'The Rattrap', who might the rattrap peddler be? Discuss.</p>
<b>ii</b>	<p>Despite his philosophical insights, the vagabond fails to resist temptations. What would you attribute this to? Explain with reference to any instance from the text.</p>
<b>iii</b>	<p>Do you think the story reinforces a stereotype that women are more trusting, forgiving and less practical than men? Comment with reference to Edla's actions in the story.</p>
<b>iv</b>	<p>What might be the significance of setting the story's events during Christmas? Justify your opinion.</p>
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>How would you compare the peddler's actions in relation to the crofter and Edla?  Would you say kindness does not always beget kindness, and that the conditions for receiving kindness are important for it to truly transform people? Elaborate.  Provide relevant textual details to support the analysis.</p>
<b>ii</b>	<p>Imagine that you overheard the following snippet of an interaction between the valet and the housekeeper at the ironmaster's mansion at the end of the story.</p> <p><i>Speaker 1 - Trust is a difficult choice, which may or may not be rewarded.</i></p> <p><i>Speaker 2 – Yes, indeed. Ms. Willmansson really believed in that fellow, didn't she? And he didn't disappoint. She was so happy reading his letter, oh her tears of joys filled my heart with so much admiration for her. Such a kind,</i></p>

wonderful young lady.

*Speaker 1 – Absolutely. But I wonder, what if that vagabond had run away with the silver spoons? Would you speak so glowingly of Ms. Willmansson then? Our master’s daughter was a bit too gullible. Wouldn’t you say?*

*Speaker 2 – But she did what was right. That must count for something. It’s Christmas, and she helped that poor man. It didn’t matter what he did. Surely the choice of right and wrong does not depend on the outcome.*

*Speaker 1 – Wouldn’t it? I should jolly well think so.*

How would you respond to the questions raised in this conversation in relation to the story? Write your response in the form of an entry in your daily journal.

### **Answer key for MCQs**

Q3

A

i – c ; ii – a ; iii – d ; iv – c

B

i – b ; ii – c ; iii – a ; iv – b

Q5

i – b ; ii – c ; iii – a ; iv – d

**Q3 Multiple Choice Questions based on an extract**

**A** *They thought he would demand repayment in full of the money which they had illegally and deceitfully extorted from the sharecroppers. He asked only 50 per cent. "There he seemed adamant," writes Reverend J. Z. Hodge, a British missionary in Champaran who observed the entire episode at close range. "Thinking probably that he would not give way, the representative of the planters offered to refund to the extent of 25 per cent, and to his amazement Mr. Gandhi took him at his word, thus breaking the deadlock." This settlement was adopted unanimously by the commission.*

**i** *Gandhi knew that he would not get an agreement on the demand for 50% repayment.*

Choose the option that offers the correct justification for the assumption made above.

- a) He had anticipated the negotiating tactics of the planter's representative.
- b) He had been informed about the depleting funds of the planters.
- c) He had taken the advice of the Reverend on board.
- d) He had evaluated the commission's attitude towards Indians.

**ii** Given below are four real-life situations. Choose the option that perfectly describes a **deadlock**.

Situation 1	Situation 2	Situation 3	Situation 4
Tariq is unable to manage the front-end and the backend forums at his company without any support.	Sunita cannot get a job because she has no experience and she can't have any experience because she has no job.	The bank employees started protesting against their receding annual salary and other incentives.	Harpreet was stuck between deciding whether to go to the USA or the UK for higher studies.

- a) Situation 1
- b) Situation 2
- c) Situation 3
- d) Situation 4

**iii** Based on the given context, choose the option that exemplifies a **deceitful extortion**, out of the examples given below.

1. The artisans demonstrated for their rights, peacefully, on the streets.	2. The head of the artisan union pretended to address all the problems faced by them.
3. The head of the artisan union came with goons and took all the assets of the poor artisans.	4. The artisans in Hafrgunj decided to sell their wares directly to the government outlets.

	<p>a) Option 1  b) Option 2  c) Option 3  d) Option 4</p>
<b>iv</b>	<p>The deadlock broke because</p> <p>a) Gandhi's settlement offer was worth considering.  b) All commission members agreed to adopt the representative's offer.  c) Reverend J. Z. Hodge's intervention brought both parties together.  d) The sharecroppers refused to be convinced by the commission.</p>
<b>B</b>	<p><i>But Champaran did not begin as an act of defiance. It grew out of an attempt to alleviate the distress of large numbers of poor peasants. This was the typical Gandhi pattern — his politics were intertwined with the practical, day-to-day problems of the millions. His was not a loyalty to abstractions; it was a loyalty to living, human beings. In everything Gandhi did, moreover, he tried to mould a new free Indian who could stand on his own feet and thus make India free.</i></p>
<b>i</b>	<p>Choose the option listing the sentence that is the most appropriate example of an '<b>act of defiance</b>', from the following:</p> <p>She picked up the telephone terrified of what was about to come. She could hear nobody on the other side. Meanwhile, there was a thud at the door loud enough to scare her. Curious as she was, she wanted to open it as soon as possible. Her mother tried to stop her several times, but she went ahead, nevertheless.</p> <p>a) She picked up the telephone terrified of what was about to come.  b) Meanwhile, there was a thud at the door loud enough to scare her.  c) Curious as she was, she wanted to open it as soon as possible.  d) Her mother tried to stop her several times but she went ahead nevertheless.</p>
<b>ii</b>	<p>Choose the correct option with reference to the two statements given below.</p> <p>Statement 1: His was not a loyalty to abstractions; it was a loyalty to living, human beings.</p> <p>Statement 2: Gandhi was a humanitarian at heart.</p> <p>a) Statement 1 is the cause of Statement 2.  b) Statement 2 is the effect of Statement 1.  c) Statement 2 can be inferred from Statement 1.  d) Statement 1 and Statement 2 are independent of each other.</p>
<b>iii</b>	<p>The given extract DOES NOT talk about</p>

	<p>a) details of the daily problems faced by human beings.  b) efforts to relieve suffering of the common people.  c) the reason for the occurrence of Champaran.  d) Gandhi's principles in the field of politics.</p>								
<b>iv</b>	<p>Which option showcases an example of action (A) -result (R), from the passage?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">(1)</td> <td style="padding: 5px;">A= defiance R= poor peasants</td> <td style="padding: 5px;">(2)</td> <td style="padding: 5px;">A= free Indians R= free India</td> </tr> <tr> <td style="padding: 5px;">(3)</td> <td style="padding: 5px;">A= free India R= defiance</td> <td style="padding: 5px;">(4)</td> <td style="padding: 5px;">A= defiance R= free Indians</td> </tr> </table> <p>a) Option 1  b) Option 2  c) Option 3  d) Option 4</p>	(1)	A= defiance R= poor peasants	(2)	A= free Indians R= free India	(3)	A= free India R= defiance	(4)	A= defiance R= free Indians
(1)	A= defiance R= poor peasants	(2)	A= free Indians R= free India						
(3)	A= free India R= defiance	(4)	A= defiance R= free Indians						
<b>Q 5</b>	<b>Stand Alone MCQs</b>								
<b>i</b>	<p>In the light of the following statement, pick the option that lists characteristics of Gandhi.</p> <p><i>“Gandhi never contented himself with large political or economic solutions. He saw the cultural and social backwardness in the Champaran villages and wanted to do something about it immediately.”</i></p> <ol style="list-style-type: none"> <li>1. pragmatic</li> <li>2. obedient</li> <li>3. compassionate</li> <li>4. philanthropic</li> <li>5. patient</li> <li>6. dramatic</li> </ol> <p>a) 1, 3, 6  b) 2, 4, 5  c) 1, 3, 4  d) 2, 5, 6</p>								
<b>ii</b>	<p>Complete the statement about the form of the chapter, ‘Indigo’.</p> <p>The chapter ‘Indigo’ is _____ a Louis Fischer book.</p> <p>a) a preface to  b) the blurb for  c) the foreword of  d) an excerpt from</p>								
<b>iii</b>	<p>Gandhi's protest in Champaran is most appropriately a great model of</p> <p>a) power.</p>								

	<p>b) leadership. c) charity. d) sponsorship.</p>
<b>Q 10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	The peasants were themselves the most crucial agents in the success of the Champaran Civil Disobedience. Expand.
<b>ii</b>	Gandhi makes it clear that money and finance are a secondary aspect of the struggle in Champaran. Comment on aspect that you think was most important for Gandhi.
<b>iii</b>	Gandhi was a lawyer himself. Examine how his professional expertise helped in Champaran.
<b>iv</b>	Explain the possible reasons for Gandhi's quick popularity among the peasants of Champaran.
<b>Q 12</b>	<b>Answer in 120-150 words</b>
<b>I</b>	<p>Imagine Gandhi were to deliver a speech to students in present day India showing them the path to becoming responsible world leaders. Based on your understanding of Gandhi's own leadership skills, write a speech, as Gandhi, addressing the students about the qualities that every leader and politician should nurture.</p> <p><i>Dear students, you are all leaders of social change. I see many bright and enthusiastic faces that assure me that our future is in good hands. I have learnt from my own experience.....(continue).....</i></p>
<b>ii</b>	Let us assume it was Rajendra Prasad who informed Charles Freer Andrews of Gandhi's decision and the reasons for other leaders' support of him. Thinking creatively of how Andrews would have responded and pen down the discussion you think would have taken place between Rajendra Prasad and Andrews.
<b>Answer key for MCQs</b>	
Q3	<p>A. i. (a) ii. (b) iii. (c) iv. (b)</p> <p>B. i. (d) ii. (c) iii. (a) iv. (b)</p>
Q5	i. (c) ii. (a) iii. (d) iv. (c) v. (b)



Q3	Multiple Choice Questions based on an extract.
<b>A</b>	<i>His success in films overshadowed and dwarfed his literary achievements-or so his critics felt. He composed several truly original 'story poems' in folk refrain and diction and also wrote a sprawling novel Thillana Mohanambal with dozens of very deftly etched characters. He quite successfully recreated the mood and manner of the Devadasis of the early 20th century. He was an amazing actor-he never aspired to the lead roles-but whatever subsidiary role he played in any of the films, he performed better than the supposed main players. He had a genuine love for anyone he came across and his house was a permanent residence for dozens of near and far relations and acquaintances.</i>
<b>i</b>	<p>Which of these statements is NOT TRUE about Subbu?</p> <p>a) His literary accomplishments stole the limelight from his films.  b) He was a gifted poet and writer and his literary works were noteworthy.  c) He was selfless in nature and was empathetic towards others.  d) He never hankered after lead roles and performed minor roles in films.</p>
<b>ii</b>	<p>The word 'sprawling' has been used with the word 'novel'. Pick the option with which the word 'sprawling' CANNOT be used.</p> <p>a) metropolis  b) handwriting  c) campus  d) portrait</p>
<b>iii</b>	<p>The phrase 'deftly etched' shows that Subbu</p> <p>a) created the roles delicately.  b) was skilful in creating the characters.  c) pondered beyond necessity about the characters.  d) gave very little thought to the characters.</p>
<b>iv</b>	<p>Pick the option that best describes Subbu according to the extract.</p> <p>1. benevolent  2. powerful  3. accomplished  4. witty  5. generous  6. temperamental</p> <p>a) 4, 5 &amp; 6  b) 2, 3 &amp; 4  c) 1,3 &amp; 5  d) 3 ,4 &amp; 6</p>

<b>B</b>	<i>Barring the office boys and a couple of clerks, everybody else at the Studios radiated leisure, a pre-requisite for poetry. Most of them wore khadi and worshipped Gandhiji but beyond that they had not the faintest appreciation for political thought of any kind. Naturally, they were all averse to the term 'Communism'. A communist was a godless man-he had no filial or conjugal love; he had no compunction about killing his own parents or his children; he was always out to cause and spread unrest and violence among innocent and ignorant people. Such notions, which prevailed everywhere else in South India at that time also, naturally, floated about vaguely among the khadi-clad poets of Gemini Studios. Evidence of it was soon forthcoming.</i>
<b>i</b>	<p>Pick the option that uses the same figure of speech as 'A communist is a godless man.'</p> <p>a) She is as determined as Gandhi when it is a fight against injustice.  b) She is a Gandhi when she raises her voice against 'hinsa' or violence.  c) She, like Gandhi, feels that the earth is crying for deliverance.  d) She lives a life of opulence and calls herself a follower of Gandhi.</p>
<b>ii</b>	<p>Based on the extract, choose the correct option with reference to the two statements given below.</p> <p>Statement 1: At Gemini Studios, the poets had a profound knowledge about Communists.  Statement 2: Communists were responsible for anarchy and discontent in the country.</p> <p>a) Statement 1 is true but Statement 2 is false.  b) Statement 1 is false but Statement 2 is true.  c) Both Statement 1 and Statement 2 cannot be inferred.  d) Both Statement 1 and Statement 2 can be inferred.</p>
<b>iii</b>	<p>Why do you think leisure is a pre-requisite for poetry?</p> <p>a) Poetry means freedom of expression.  b) One can enjoy poetry when there's free time.  c) In order to write poetry, one needs free time.  d) Poetry means freedom from work.</p>
<b>iv</b>	<p>Asokamitran says that leisure is a pre-requisite for poetry. He says this because poets</p> <p>a) need to relax for a period of time before composing lines.  b) maintain a leisured pace in all tasks they do.  c) are creative and need to have free time to weave their thoughts.  d) begin poetic compositions in rushed way and end in a relaxed manner.</p>
<b>Q 5</b>	<b>Stand Alone MCQs</b>
<b>i</b>	'In any case, there was this man in the make-up department who would wish the direst things for Subbu'. Here 'direst things' refers to something that is

	<p>a) urgent.  b) desperate.  c) disastrous.  d) dreadful.</p>
<b>ii</b>	<p>Pick the quote which best describes Subbu's role in Gemini Studios based on the story.</p> <ol style="list-style-type: none"> <li>1. Life's too short to hang out with people who aren't resourceful.</li> <li>2. The more a person limits himself, the more resourceful he becomes.</li> <li>3. Success is not about your resources. It's about how resourceful you are with what you have.</li> <li>4. Resourcefulness: Seeing where you want to go and taking the first step.</li> </ol> <p>a) Option 1  b) Option 2  c) Option 3  d) Option 4</p>
<b>iii</b>	<p>'An extremely talented actress, who was also extremely temperamental, once <u>blew over</u> on the sets'.</p> <p>Pick the idiom that matches best with 'blew over'.</p> <ol style="list-style-type: none"> <li>a) At one's wits end</li> <li>b) Get bent out of shape</li> <li>c) Have the blues</li> <li>d) Experience pins and needles</li> </ol>
<b>iv</b>	<p>'Often he looked alone and helpless- a man of cold logic in a crowd of dreamers...'. It can be inferred that the man</p> <ol style="list-style-type: none"> <li>a) rationalised every thought before it was spoken.</li> <li>b) failed to consider human emotions and social dynamics.</li> <li>c) was critical of what others did around him.</li> <li>d) egoistic and always thought others lacked reason.</li> </ol>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	What kind of effect does Asokamitran's style of writing have on the reader?
<b>ii</b>	Discuss the significance of the make-up room in the chapter, 'Poets and Pancakes'.
<b>iii</b>	<p>'In all instances of frustration, you will always find the anger directed towards a single person openly or covertly...'</p> <p>Do you think it is right to direct our anger towards someone who is not responsible for the cause of anger? Justify.</p>
<b>iv.</b>	The people left in 'utter bafflement' after the English poet's speech.

	Mention two things the speaker could have kept in mind before addressing an audience to avoid such a reaction. Give your rationale for it.
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	Imagine Asokamitran witnesses a film shooting and visits a film set of present-day Bollywood.  As Asokamitran write a diary entry penning down the transformation you notice between film making of yesteryears and today.
<b>ii</b>	After reading this story, you are impressed by the author's use of gentle humour to point out human foibles. Evaluate whether using such humour contributes towards bringing about change in people's attitude and accepting their foibles.
<b>Answer key for MCQs</b>	
Q3.	
A. i. (a) ii. (d) iii. (b) iv. (c)	
B. i.(b) ii. (d) iii. (c) iv. (c)	
Q5.	
i.(d) ii. (c) iii. (b) iv. (b)	

L-7 The Interview		Text-Flamingo
<b>Q3</b>	<b>Multiple Choice Questions based on an extract</b>	
<b>A.</b>	<p><i>Maybe I give the impression of doing many things. But in the end, I am convinced I am always doing the same thing... And then I have a secret. Did you know what will happen if you eliminate the empty spaces from the universe, eliminate the empty spaces in all the atoms? The universe will become as big as my fist. Similarly, we have a lot of empty spaces in our lives. I call them interstices. Say you are coming over to my place. You are in an elevator and while you are coming up, I am waiting for you. This is an interstice, an empty space. I work in empty spaces.</i></p>	
<b>i</b>	<p>Read the questions given below. Imagine they were interjections raised by the interviewer based on the above extract. Choose the option that correctly describes the given questions.</p> <p>(i) If you are “always doing the same thing”, isn’t your work lacking in originality?  (ii) Could you elaborate on these larger ethical, philosophical interests that inform your work?  (iii) All writing happens in empty spaces. In fact, why don’t I tell you all about my experiences?</p> <p>a) (i) is not relevant; (ii) is appropriate; and (iii) is unnecessary  b) (i) is appropriate; (ii) is repetitive; and (iii) is useful information  c) (i) is inappropriate; (ii) is relevant; and (iii) is not relevant  d) (i) is unnecessary; (ii) is intrusive; and (iii) is extrapolatory</p>	
<b>ii</b>	<p>Based on your reading of Part I of ‘The Interview’, which one of the following may NOT be an appropriate title to the above extract?</p> <p>a) <i>The Empty Spaces</i> of Umberto Eco  b) Big Exposé: Eco’s <i>Secret</i> Revealed!  c) “<i>I am always doing the same thing</i>”: Eco’s Echoes  d) Umberto Eco, Mr. Prolific!</p>	
<b>iii</b>	<p>“<i>I work in empty spaces</i>”. Choose the option that most accurately captures Eco’s idea of <i>empty spaces</i>.</p> <p>(i) management of time  (ii) organization of space  (iii) philosophical inclination  (iv) command of thought</p> <p>a) Options (i) and (ii)  b) Options (iii) and (iv)  c) Options (i) and (iii)  d) Options (ii) and (iv)</p>	
<b>iv</b>	<p>Umberto Eco states that ‘empty spaces’ actually fill spaces, and without them the universe would be the size of the human fist. He also goes on to say that it is in an interstice such as waiting, which the dictionary defines as a time for pause, that he works. That is, passive waiting is essentially active writing time. Choose the literary device that best describes what Eco does</p>	

	<p>with the concepts of 'empty spaces' and 'waiting'.</p> <p>a) juxtaposition b) irony c) oxymoron d) symbolism</p>
<b>B.</b>	<p><i>Saul Bellow, who has consented to be interviewed on several occasions, nevertheless once described interviews as being like thumbprints on his windpipe. Yet despite the drawbacks of the interview, it is a supremely serviceable medium of communication. "These days, more than at any other time, our most vivid impressions of our contemporaries are through interviews," Denis Brian has written. "Almost everything of moment reaches us through one man asking questions of another. Because of this, the interviewer holds a position of unprecedented power and influence."</i></p>
<b>i</b>	<p>How would you describe Denis Brian's opinion on interviews? Choose the most appropriate option.</p> <p>(i) appeasing            (ii) utilitarian            (iii) approving            (iv) praising</p> <p>a) Options (i) and (ii) b) Options (iii) and (iv) c) Options (ii) and (iii) d) Options (i) and (iv)</p>
<b>ii</b>	<p>According to Saul Bellow, interviews are like thumbprints on his windpipe. What emotion might best describe such an image?</p> <p>a) sadness b) frustration c) pain d) fear</p>
<b>iii</b>	<p>Denis Brian states that the interviewer occupies a position of power and influence as _____</p> <p>a) everything reaches us through one man asking questions of another. b) the interview is a supremely serviceable medium of communication. c) our most vivid impressions of our contemporaries are through interviews. d) interviews are like thumbprints on the interviewee's windpipe.</p>
<b>iv</b>	<p>The use of the word "serviceable" implies that interviews are _____</p> <p>a) significant. b) powerful. c) advanced. d) useful.</p>

Q 5.	Stand-alone MCQs										
i	<p>According to Christopher Silvester, the interview can be “in its highest form, a source of truth”. Choose the option that does NOT enable this?</p> <p>a) An interview allows for discovery of new knowledge about the interviewee and/ or the subject being discussed.  b) An interview enables the interviewer to probe deeply, seek clarifications, and confirm understandings.  c) An interview represents an opportunity to open doors to experiences that may not otherwise find a voice.  d) An interview requires the interviewer to have in-depth prior knowledge of the interviewee and the subject.</p>										
ii	<p>Column A below describes Rudyard Kipling’s views on interviews. Column B provides fictional descriptions of some of Kipling’s works if they were about interviews and interviewers. Choose the option that correctly matches interview attributes given in Column A to the works in Column B:</p> <table border="1" data-bbox="280 896 1374 1563"> <thead> <tr> <th data-bbox="280 896 671 967">Column A</th> <th data-bbox="676 896 1374 967">Column B</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 974 671 1115">1. immoral</td> <td data-bbox="676 974 1374 1115">(i) ‘The Mark of the Beast’ – An illicit tale of unforgivable offences against man and society.</td> </tr> <tr> <td data-bbox="280 1122 671 1263">2. cowardly</td> <td data-bbox="676 1122 1374 1263">(ii) ‘The Jungle Book’ – A journey into the corrupt jungle of information where conscience and principles do not exist.</td> </tr> <tr> <td data-bbox="280 1270 671 1411">3. vile</td> <td data-bbox="676 1270 1374 1411">(iii) ‘The Light that Failed’ – A story of audacious truth being left in the dark alleys of craven scandal and misrepresentation.</td> </tr> <tr> <td data-bbox="280 1417 671 1559">4. criminal</td> <td data-bbox="676 1417 1374 1559">(iv) ‘The Man Who Would be King’ – A saga of evil depravity of a man who ruled over heroes and became a villain.</td> </tr> </tbody> </table> <p>a) 1 – (i); 2 – (ii); 3 – (iii); 4 – (iv)  b) 1 – (ii); 2 – (iii); 3 – (iv); 4 – (i)  c) 1 – (iii); 2 – (iv); 3 – (i); 4 – (ii)  d) 1 – (iv); 2 – (i); 3 – (ii); 4 – (iii)</p>	Column A	Column B	1. immoral	(i) ‘The Mark of the Beast’ – An illicit tale of unforgivable offences against man and society.	2. cowardly	(ii) ‘The Jungle Book’ – A journey into the corrupt jungle of information where conscience and principles do not exist.	3. vile	(iii) ‘The Light that Failed’ – A story of audacious truth being left in the dark alleys of craven scandal and misrepresentation.	4. criminal	(iv) ‘The Man Who Would be King’ – A saga of evil depravity of a man who ruled over heroes and became a villain.
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iii	<p>Mukund Padmanabhan mentions that much like his novels, Umberto Eco’s “scholarly work has a certain playful and personal quality about it.” To what is this attributed?</p> <p>a) Eco thought regular academic style was depersonalised, dry and boring.  b) Eco presented his first Doctoral dissertation in Italy in this style.  c) Eco realized that scholarly books should tell the story of the research.  d) Eco identified himself with the academic and scholarly community.</p>										

<b>iv</b>	<p>Umberto Eco mentioned that he was not puzzled by the tremendous mass popularity of his novel, <i>The Name of the Rose</i>. What does this tell you about Umberto Eco?</p> <p>a) He believes he understands readership trends well, and writes accordingly to ensure mass appeal.  b) He elevates himself above publishers and journalists who were surprised by the success of the book.  c) He respects and understands that there are variations in people’s reading choices and experiences.  d) He feels that the success of a book is a mystery, and there was no point pondering over it.</p>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	Why do you think Christopher Silvester describes the viewpoints of other writers and authors when discussing the concept of an interview? Support your opinion with reference to any one writer cited.
<b>ii</b>	How would you evaluate Mukund Padmanabhan as an interviewer? Mention at least two qualities he displays in his interview, supported by textual evidence.
<b>iii</b>	Christopher Silvester shares authors’ reservations about interviewing. Bearing that in mind, would you interview a writer of your choice? If so, what would you pay particular attention to in interviewing the said writer?
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>Imagine that you are Christopher Silvester. You have been invited to a seminar series titled – ‘Ethics and Techniques of Interviewing’.</p> <p>The organisers would like you to speak about the challenges of conducting interviews, and skills interviewers must have in order to conduct good and ethical interviews.</p> <p>Based on your reading of <i>The Interview</i>, Part I and II, draft your speech. Include relevant details from the text in support of your answer.</p>
<b>ii</b>	<p>Mukund Padmanabhan was gifted the ‘Penguin Book of Interviews - An Anthology from 1859 to the Present Day’ edited by Christopher Silvester, after interviewing Eco.</p> <p>He shared his thoughts on his personal blog exploring his own concerns about interviewing a distinguished writer like Eco, followed by an evaluation of the interview in light of his reading.</p> <p>As Mukund Padmanabhan, write the blog post.</p>
<b>iii</b>	<p>Part I of ‘<i>The Interview</i>’ is an excerpt from the Penguin Book of Interviews. Do you think that the extract fails to present a balanced perspective about interviews?</p> <p>Substantiate your answer with relevant textual details.</p>



	If this were the entire introduction, what would your expectation from the book be?
<b>Answer key for MCQs</b>	
Q3 A. i – c ; ii – b ; iii – c ; iv – b  B. i – c ; ii – c ; iii – a ; iv – d  Q5 i – d ; ii – b ; iii – c ; iv – c	

Q3

## Multiple Choice Questions based on an extract

A

*“She thinks money grows on trees, don’t she, Dad?” said little Derek, hanging on the back of his father’s chair. Their mother sighed. 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 had already blacked in the windows and the small room was steamy from the stove 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.*

i

Choose the correct option about Sophie’s parents based on the extract given above.

- a) Sophie’s parents’ marriage was an example of harmony and affection.
- b) Sophie’s relationship with her parents was warm and friendly.
- c) Sophie’s mother was subdued while her father was detached.
- d) Sophie and her brother didn’t like to stay with their parents.

ii

Choose the option that supports the contention coming through Derek’s dialogue, “She thinks money grows on trees, don’t she, Dad?”.

- a) Derek thought his sister to be unreasonable at times.
- b) Derek had no faith in Sophie’s abilities to open a boutique.
- c) Derek thought of his sister as someone who was not realistic.
- d) Derek was not at all happy about Sophie’s habit of day dreaming.

iii

It could be inferred that Sophie’s mother was fatigued and burdened. Choose the option listing the elements that form the basis of this inference.

- a) her sigh
  - b) her delicate bow
  - c) her apron’s strings
  - d) her crooked back
- 
- a) 1, 2
  - b) 3, 4
  - c) 2, 3
  - d) 1, 4

iv

“Sophie felt a tightening in her throat.” Pick the option that lists Sophie’s feelings in this context.

- 1) anxious
- 2) annoyed
- 3) uneasy
- 4) terrified

	a) Options 1 & 3 b) Options 2 & 3 c) Options 1 & 4 d) Options 2 & 4			
<b>B</b>	<i>On Saturday they made their weekly pilgrimage to watch United. Sophie and her father and little Derek went down near the goal — Geoff, as always, went with his mates higher up. United won two-nil and Casey drove in the second goal, a blend of innocence and Irish genius, going round the two big defenders on the edge of the penalty area, with her father screaming for him to pass, and beating the hesitant goalkeeper from a dozen yards. Sophie glowed with pride. Afterwards Geoff was ecstatic.</i>			
<b>i</b>	Their visit to the match was like a ‘weekly pilgrimage’ refers to  a) strong bond as a family. b) love for a fixed routine. c) similar feelings of devotion. d) excitement for the match.			
<b>ii</b>	Based on the following statements, choose the correct option.  Assertion: “Geoff, as always, went with his mates higher up.”  Reason 1: Geoff was not very close to his family and lived in his own world. Reason 2: Geoff was rude and indifferent towards everyone around him and didn’t care about anyone at all.  a) Reason 1 and Reason 2 both can be inferred from the assertion. b) Reason 1 can be inferred but Reason 2 cannot be inferred from the assertion. c) Reason 1 cannot be inferred but Reason 2 can be inferred. d) Reason 1 and Reason 2 both cannot be inferred.			
<b>iii</b>	‘Sophie glowed with pride.’ Her <b>pride</b> is the result of  a) belonging to a region where everyone thought of Danny as a hero. b) watching her father cheer and support Danny. c) The information she gathered from her brother, about Danny. d) being an avid fan and her sense of closeness with Danny.			
<b>iv</b>	Choose the option listing the situation in which one would be ‘ecstatic’.			
	<b>Scenario 1</b>	<b>Scenario 2</b>	<b>Scenario 3</b>	<b>Scenario 4</b>
	Going to an old age home and listening to them share stories from the past.	Being seated next to your favourite pop singer during a short flight.	Going to a dog show and losing your pet there.	Coming home and finding that there are 11 messages from your Principal in your email inbox.

- a) Scenario 1
- b) Scenario 2
- c) Scenario 3
- d) Scenario 4

**Q 5 Stand Alone MCQs**

- i** Choose the option listing the possible titular justifications for the chapter 'Going Places'.
1. It includes the system of going to watch the football game on a regular basis.
  2. It expresses Sophie's deepest desire to go out with Danny Casey.
  3. It is about a girl named Sophie who is an idealist and often dreams of going to various places.
  4. It is an idiomatic expression that refers to Sophie going ahead in her career, trying to beat poverty.
- a) 1, 2
  - b) 2, 3
  - c) 3, 4
  - d) 1, 4

- ii** Choose the option that marks the differences between the personalities of Sophie and Jansie, even though both of them belong to impoverished families.

Sophie	Jansie
a) realist	c) fantasized about becoming an actress
b) fantasized about having a house	d) imaginative

(1)

Sophie	Jansie
a) idealist	c) realist
b) dreamt about owning a boutique	d) practical

(2)

Sophie	Jansie
a) fantasized about becoming an actress	c) impractical
b) rational	d) irrational

(3)

Sophie	Jansie
a) irrational	c) dreamt about owning a boutique
b) unreasonable	d) gossip-monger

(4)

	<ul style="list-style-type: none"> <li>a) Option (1)</li> <li>b) Option (2)</li> <li>c) Option (3)</li> <li>d) Option (4)</li> </ul>
<b>iii</b>	<p>“He said little at all, ever, voluntarily. Words had to be prized out of him like stones out of the ground.”</p> <p>Choose the option that states the characteristics of the person being talked about in the above lines.</p> <ul style="list-style-type: none"> <li>1) rigid</li> <li>2) stubborn</li> <li>3) distant</li> <li>4) invincible</li> <li>5) reserved</li> </ul> <ul style="list-style-type: none"> <li>a) 1, 4</li> <li>b) 2, 5</li> <li>c) 2, 3</li> <li>d) 3, 5</li> </ul>
<b>iv</b>	<p>“Jansie, knowing they were both earmarked for the biscuit factory, became melancholy.”</p> <p>Choose the option that DOES NOT make the correct usage of the word ‘earmarked’.</p> <ul style="list-style-type: none"> <li>a) The money in the locker had been earmarked for another purpose.</li> <li>b) The investments made in the share market were earmarked for two years.</li> <li>c) Lakshay and Samrat were earmarked for behaving notoriously in the classroom.</li> <li>d) My family had been earmarked since we had shifted from our old home.</li> </ul>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	The story is written in a manner that it makes it difficult to point out clearly if Sophie met Danny Casey or not. Suggest possible reasons for such writing.
<b>ii</b>	“Sophie felt a tightening in her throat. She went to look for her brother Geoff.” In the light of this quote, discuss the relationship Sophie shared with Geoff.
<b>iii</b>	Sophie is caught between the world she lives in and the world she wants to live in. Elucidate.
<b>iv</b>	Evaluate the two different perspectives to life that Jansie and Sophie represent.
<b>v</b>	According to you, should Sophie have continued to dream, or should she

	<p>have stuck to the path that had already been chosen for her?</p> <p>Justify your choice in detail.</p>
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>Imagine Sophie's father finds out about Sophie's going to the canal to meet Danny Casey which leads him to think that she has lied to everyone about the whole affair. He is infuriated and prohibits Sophie from going anywhere except to school.</p> <p>As Geoff, write a diary entry disapproving of your father's punishment by citing your reasons for being sympathetic to Sophie.</p> <p>You may begin this way:</p> <p><i>Monday, 2 September 1940</i> <span style="float: right;"><i>9 PM</i></span></p> <p><i>I cannot get myself to stand with father in his tirade against Sophie. Sure, she is not the most...</i></p>
<b>ii</b>	<p>Imagine Sophie meets Danny Casey after several years.</p> <p>Write a dialogue exchange between them where Sophie explains what that meeting means to her.</p>
<b>Answer key for MCQs</b>	
<p><b>Q3</b></p> <p>A. i. (c) ii. (c) iii. (d) iv. (a)</p> <p>B. i. (c) ii. (b) iii. (d) iv. (b)</p> <p><b>Q5</b></p> <p>i. (c) ii. (b) iii. (d) iv. (a)</p>	

**Q4 Multiple Choice Questions based on an extract**

**A** *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...*

**i** Choose the option that best applies to the given extract.

- 1) a conversation
- 2) an argument
- 3) a piece of advice
- 4) a strategy
- 5) a recollection
- 6) a suggestion
  
- a) 1, 3 & 6
- b) 2, 4 & 5
- c) Only 5
- d) Only 1

**ii** Choose the book title that perfectly describes the condition of the poet's mother.

<b>Title 1</b>	<b>Title 2</b>	<b>Title 3</b>	<b>Title 4</b>
You're Only Old Once! by Dr. Seuss	The Gift of Years by Joan Chittister	Somewhere Towards the End by Diana Athill	The Book You Wish Your Parents Had Read by Philippa Perry

- a) Title 1
- b) Title 2
- c) Title 3
- d) Title 4

iii	<p>Choose the option that applies correctly to the two statements given below.</p> <p>Assertion: The poet wards off the thought of her mother getting old quickly.</p> <p>Reason: The poet didn't want to confront the inevitability of fate that was to dawn upon her mother.</p> <p>a) Assertion can be inferred but the Reason cannot be inferred.  b) Assertion cannot be inferred but the Reason can be inferred.  c) Both Assertion and Reason can be inferred.  d) Both Assertion and Reason cannot be inferred.</p>
iv	<p>Choose the option that displays the same literary device as in the given lines of the extract.</p> <p><i>her face  ashen like that  of a corpse...</i></p> <p>a) Just as I had I had this thought, she appeared and...  b) My thoughts were as heavy as lead that evening when ...  c) I think like everyone else who...  d) I like to think aloud when ...</p>
B	<p><i>And  looked out at Young  Trees sprinting, the merry children spilling  out of their homes, 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...</i></p>
i	<p>What is the most likely reason the poet capitalised 'Young Trees'?</p> <p>This was to</p> <p>a) convey a clearer meaning.  b) highlight the <i>adj.-noun</i> combination.  c) enhance the contrast.  d) draw a connection with the title.</p>
ii	<p>Choose the option that appropriately describes the relationship between the two statements given below.</p> <p><b>Statement 1:</b> The poet knows her mother has aged.</p> <p><b>Statement 2:</b> The poet feels the pain of separation.</p> <p>a) Beginning – Ending  b) Cause – Effect  c) Question – Answer</p>



	d) Introduction – Conclusion																
<b>iii</b>	<p>Choose the option that completes the sentence given below.</p> <p>Just as the brightness of the winter’s moon is veiled behind the haze and mist, similarly, _____.</p> <p>a) the pain of separation has shaded mother’s expression.  b) age has fogged mother’s youthful appearance.  c) growing up has developed a seasoned maturity in the poet.  d) memories warm the heart like the pale moon in winter.</p>																
<b>iv</b>	<p>Choose the correct option out of the ones given below.</p> <table border="1" style="margin-bottom: 10px;"> <tr> <td style="text-align: center;"><b>Simile</b> the merry children spilling</td> <td style="text-align: center;"><b>Metaphor</b> old familiar ache</td> </tr> <tr> <td colspan="2" style="text-align: center;">(1)</td> </tr> </table> <table border="1" style="margin-bottom: 10px;"> <tr> <td style="text-align: center;"><b>Metaphor</b> pale as a late winter’s moon</td> <td style="text-align: center;"><b>Imagery</b> Young Trees sprinting</td> </tr> <tr> <td colspan="2" style="text-align: center;">(2)</td> </tr> </table> <table border="1" style="margin-bottom: 10px;"> <tr> <td style="text-align: center;"><b>Imagery</b> all I did was smile</td> <td style="text-align: center;"><b>Personification</b> the merry children spilling</td> </tr> <tr> <td colspan="2" style="text-align: center;">(3)</td> </tr> </table> <table border="1"> <tr> <td style="text-align: center;"><b>Personification</b> Young Trees sprinting</td> <td style="text-align: center;"><b>Simile</b> pale as a late winter’s moon</td> </tr> <tr> <td colspan="2" style="text-align: center;">(4)</td> </tr> </table> <p>a) Option 1  b) Option 2  c) Option 3  d) Option 4</p>	<b>Simile</b> the merry children spilling	<b>Metaphor</b> old familiar ache	(1)		<b>Metaphor</b> pale as a late winter’s moon	<b>Imagery</b> Young Trees sprinting	(2)		<b>Imagery</b> all I did was smile	<b>Personification</b> the merry children spilling	(3)		<b>Personification</b> Young Trees sprinting	<b>Simile</b> pale as a late winter’s moon	(4)	
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(4)																	
<b>Q 5</b>	<b>Stand Alone MCQs</b>																
<b>i</b>	<p>The phrase ‘old familiar ache’ has been used to refer to a fear, in this extract. This phrase can also be used to</p> <p>a) compare physical pain with mental agony.  b) elicit someone’s unanswered queries.  c) substantiate reasons for aches and pains.  d) describe a longing one has been aware of.</p>																
<b>ii</b>	<p>The tone of the poet in the poem is primarily a combination of _____ and _____.</p> <ol style="list-style-type: none"> <li>1. dauntlessness</li> <li>2. apprehension</li> <li>3. dejection</li> <li>4. disappointment</li> </ol> <p>a) 1, 2  b) 2, 3  c) 3, 4  d) 1, 4</p>																

<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	The pain of separation is expressed both literally and metaphorically in this poem. Elucidate.
<b>ii</b>	Comment on the tone of the poem with references to “My Mother at Sixty-Six”.
<b>iii</b>	Imagery was an effective literary device to bring out the contrast between the “merry children” and mother. Comment.
<b>iv</b>	The poet does not directly mention the fear of her mother’s death and yet she is successfully able to convey the same through different poetic techniques. Discuss.
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>Imagine the mother gets to know of the poet persona’s fears. Write a letter, as the mother, telling the daughter why she must not dwell on these fears.</p> <p>You may begin this way:</p> <p>Pallipuram Cochin, Kerala</p> <p>22 August ‘60</p> <p>My dear Kamala I am writing to you because when you left me at the airport, I felt something wasn’t right. Judging by how little you spoke that day .....</p> <p>.....(continue).....</p> <p>With love Amma</p>
<b>ii</b>	<p>Imagine you are the poet’s friend.</p> <p>Write a dialogue exchange between yourself and the poet where the latter confides in you about her fears and asks for your advice.</p> <p>What would your advice be –to face her fears, to ignore them or something else?</p>
<b>Answer key for MCQs</b>	
<b>Q4</b>	<p>A. i. (c) ii. (c) iii. (c) iv. (b)</p> <p>B. i. (c) ii. (b) iii. (b) iv. (d)</p>
<b>Q5</b>	<p>i. (d) ii. (b)</p>

**Q4 Multiple Choice Questions based on an extract.**

**A** *Far far from gusty waves these children's faces.  
Like rootless weeds, the hair torn around their pallor:  
The tall girl with her weighed-down head. The paper-seeming boy, with rat's eyes. The stunted, unlucky heir  
of twisted bones, reciting a father's gnarled disease,  
his lesson, from the desk. At back of the dim class  
one unnoted, sweet and young.*

**i** The phrase 'weighed-down head' DOES NOT refer to being

- a) burdened by poverty.
- b) ashamed at her plight.
- c) distressed due to difficulties.
- d) dizzy with a headache.

**ii** Pick the option that matches the words / phrases with the literary device.

Word/ phrase	Literary device
1. like rootless weeds	A. metaphor
2. paper-seeming boy	B. pun
3. reciting	C. synecdoche
	D. simile

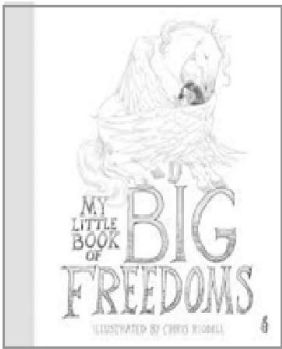
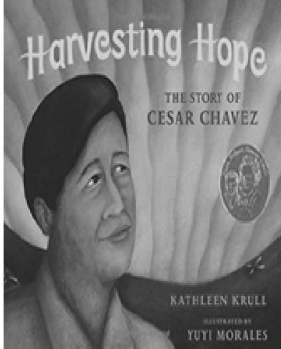
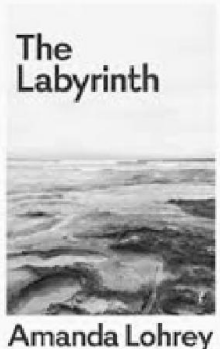
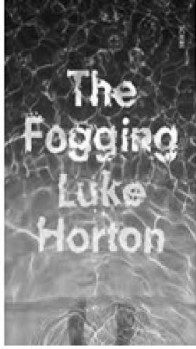
- a) 1-A, 2-D, 3-C
- b) 1-D, 2-B, 3-A
- c) 1-D, 2-A, 3-B
- d) 1-B, 2-A, 3-C





**iii** Pick the option that enumerates the tone of the poet in this extract.

- 1. apprehensive
  - 2. compassionate
  - 3. resentful
  - 4. thoughtful
  - 5. disillusioned
  - 6. woeful
- a) 2, 4 and 6
  - b) 1, 4 and 5
  - c) 3, 5 and 6
  - d) 1, 3 and 6

**iv** The 'gusty waves', most likely, indicate

- a) survival and struggle.
- b) verve and brightness.
- c) drudgery and dullness.
- d) animation and alertness.

<b>B</b>	<p><i>This map becomes their windows and these windows That shut upon their lives like catacombs, Break O break open till they break the town And show the children to green fields, and make their world Run azure on gold sands, and let their tongues Run naked into books the white and green leaves open History theirs whose language is the sun.</i></p>
<b>i</b>	<p>Pick the option that is NOT TRUE according to this extract.</p> <p>a) The children should be allowed to read books and form their opinions. b) Education without breaking the shackles of poverty, is meaningless. c) The policy makers show the reality of the real world to the children. d) The children see the world of poverty and misery through the windows.</p>
<b>ii</b>	<p>Pick the options that matches best with the phrase ‘break o break open’.</p> <p>1. break free 2. break silence 3. break out 4. break even 5. break through 6. break ground</p> <p>a) 1, 3 and 5 b) 2, 3 and 6 c) 1, 4 and 6 d) 2, 3 and 5</p>
<b>iii</b>	<p>Look at the given book covers. Pick the option that reflects the meaning of ‘catacomb’ in the extract.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>(1)</p> </div> <div style="text-align: center;">  <p>(2)</p> </div> <div style="text-align: center;">  <p>(3)</p> </div> <div style="text-align: center;">  <p>(4)</p> </div> </div> <p>a) Option 1 b) Option 2 c) Option 3 d) Option 4</p>

<p><b>iv</b></p>	<p>On the basis of the extract, pick the opinion that is closest to that of the poet.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>The children should be given free time to play in the fields to develop their creativity.</p> <p><b>(1)</b></p> </div> <div style="text-align: center;">  <p>The children must be given freedom to experience the wholesome bounties of nature.</p> <p><b>(2)</b></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>The condition of the children can improve if they are shown the beautiful world out of their window.</p> <p><b>(3)</b></p> </div> <div style="text-align: center;">  <p>The children can spread light and awareness if they become morally responsible.</p> <p><b>(4)</b></p> </div> </div> <p>a) Option 1 b) Option 2 c) Option 3 d) Option 4</p>
<p><b>Q5</b></p>	<p><b>Stand Alone MCQs</b></p>
<p><b>i</b></p>	<p>Based on the poem, choose the correct option with reference to the two statements given below.</p> <p>Statement 1: The poet is in anguish at the plight of the children in slums and is sympathetic towards them.</p> <p>Statement 2: The poet presents an exaggerated version of the struggles of the slum children, to garner sympathy.</p> <p>a) Statement 1 is true but Statement 2 is false. b) Statement 1 is false but Statement 2 is true. c) Both Statement 1 and Statement 2 are true. d) Both Statement 1 and Statement 2 cannot be inferred.</p>
<p><b>ii</b></p>	<p>A child in the slum experiencing the dreary life would have the least access to</p> <p>a) shelter. b) information. c) water. d) education.</p>
<p><b>iii</b></p>	<p>Pick the quote that highlights the contrasting image portrayed in the poem.</p>

	<p>a) 'The worst form of inequality is to try and make unequal things equal.'</p> <p>b) 'An imbalance between the rich and poor is the oldest and most fatal ailment of all republics.'</p> <p>c) 'We must work together to ensure equitable distribution of wealth, opportunity and power in our society.'</p> <p>d) 'No amount of artificial reinforcement can offset the natural inequalities of human individual.'</p>
<b>iv</b>	<p>Pick phrases that portray 'poverty and hopelessness' in the poem.</p> <ol style="list-style-type: none"> <li>1. slag heap</li> <li>2. spectacles of steel</li> <li>3. gusty waves</li> <li>4. run azure on gold sands</li> <li>5. mended glass</li> <li>6. squirrel's game</li> <li>7. language is the sun</li> </ol> <p>a) 2, 4 and 7 b) 1, 3 and 5 c) 3, 4 and 6 d) 1, 2 and 5</p>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	If you were given the responsibility to ensure that children of the slums have a life of mental and physical freedom, what would be the first few things you would do towards the same?
<b>ii</b>	Voicing one's opinion against injustice is the first step in the struggle for equality. Comment with reference to the poem.
<b>iii</b>	Compare the change in the poet's attitude from being angry and aggressive in the second stanza to being cynical in the third.
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>You have been asked to deliver a speech in the assembly on the role of the youth in bridging the gap between the rich and the poor. Write the speech draft.</p> <p>You may begin like this:</p> <p><i>Dear friends</i></p> <p><i>I stand before you today, to voice my thoughts on...</i></p>
<b>ii</b>	<p>You are a member of the 'Interact Club' of your school that conducts 'Teach the Young' programme in the slums in the neighbourhood. It is a programme to teach young children living in the slums.</p> <p>Write a diary entry to share your experience of teaching these children and your interactions with them. Combine your ideas with those revealed in the</p>

	poem.
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<b>Answer key for MCQs</b>	
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Q4

A. i. (d) ii. (c) iii. (a) iv. (b)

B. i.(c) ii. (b) iii. (c) iv. (b)

Q5

i.(a) ii. (b) iii. (b) iv. (d)

**Q4 Multiple Choice Questions based on an extract**

**A.** *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.  
It would be an exotic moment  
without rush, without engines,  
we would all be together  
in a sudden strangeness.*

**i** The poet uses the word “let’s” to \_\_\_\_\_

a) initiate a conversation between the poet and the readers.  
b) invite readers as part of the poem’s larger call to humanity.  
c) welcome readers into the world of the poem and its subject.  
d) address readers as fellow members of the human race.

**ii** Margaret Atwood said, “Language divides us into fragments, I wanted to be whole.”  
Choose the option that correctly comments on the relationship between Margaret Atwood’s words and the line from the above extract – “*let’s not speak in any language*”

a) Atwood endorses Neruda’s call to not speak in any language.  
b) Atwood justifies Neruda’s request to not engage in any speaking.  
c) Atwood undermines Neruda’s intent to stop and not speak in any language.  
d) Atwood surrenders to Neruda’s desire for silence and not speak in any language.





**iii** Why do you think the poet employs words like “exotic” and “strangeness”?

a) To highlight the importance of everyone being together suddenly for once.  
b) To emphasize the frenetic activity and chaos that usually envelops human life.  
c) To indicate the unfamiliarity of a sudden moment without rush or without engine.  
d) To direct us towards keeping quiet and how we would all be together in that silence.

**iv** Choose the option that correctly matches the idioms given in Column A with their meanings in Column B.

Column A	Column B
1. On the face of the earth	(i) In existence
2. What on earth	(ii) To do all possible to accomplish something
3. Move heaven and earth	(iii) To express surprise or shock
4. The salt of the earth	(iv) To be good and worthy



	<p>a) 1 – (i); 2 – (iv); 3 – (iii); 4 – (ii)  b) 1 – (i); 2 – (iii); 3 – (ii); 4 – (iv)  c) 1 – (ii); 2 – (i); 3 – (iv); 4 – (iii)  d) 1 – (iv); 2 – (ii); 3 – (iii); 4 – (i)</p>
<b>B.</b>	<p><i>If we were not so single-minded  about keeping our lives moving,  and for once could do nothing,  perhaps a huge silence  might interrupt this sadness  of never understanding ourselves  and of threatening ourselves with  death.</i></p>
<b>i</b>	<p>Look at the images given below. Choose the image to which the above extract can be seen as an appropriate response.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>(i)</p> </div> <div style="text-align: center;">  <p>(ii)</p> </div> <div style="text-align: center;">  <p>(iii)</p> </div> <div style="text-align: center;">  <p>(iv)</p> </div> </div> <p>a) Option (i)  b) Option (ii)  c) Option (iii)  d) Option (iv)</p>
<b>ii</b>	<p>What do you think is the mood of the poet in the above extract?</p> <p>a) gloomy, cynical  b) reflective, inspired  c) introspective, aware  d) critical, demotivated</p>
<b>iii</b>	<p>Pick the option that DOES NOT complete the given sentence suitably, as per the extract.  <i>Threatening ourselves with death</i> _____</p> <p>a) feeds on the fear of death.  b) challenges finiteness of life.  c) keeps us rushing through life.  d) makes us restless and impatient.</p>
<b>iv</b>	<p>What might the “huge silence” signify?</p>

	<p>a) melancholy  b) understanding  c) discomfort  d) flexibility</p>
<b>Q5</b>	<b>Stand-alone MCQs</b>
<b>I</b>	<p>Read the statements given below carefully. Choose the option that best describes these statements, with reference to the poem.</p> <p>Statement I – The poem ‘Keeping Quiet’ calls for change as much in the individual as human society at large.  Statement II – The poem ‘Keeping Quiet’ implies that individual change will lead to bigger societal change.  Statement III – Neruda believes that when people come together as a community, they will be able to bring a transformation in each person.</p> <p>a) Statement I is True, Statement II is False, and Statement III cannot be inferred.  b) Statement I and II cannot be inferred, Statement III is True.  c) Statement I is True, Statements II and III cannot be inferred.  d) Statement I cannot be inferred, Statement II cannot be inferred, Statement III is False.</p>
<b>ii</b>	<p>“What I want should not be confused with total inactivity.”  Choose the option that draws the most accurate parallel.</p> <p>keeping quiet: total inactivity = _____ : _____</p> <p>a) reflection and death  b) silence and chaos  c) stagnation and introspection  d) mindfulness and fear</p>
<b>iii</b>	<p>What statement does Neruda make about wars?</p> <p>a) Wars are of varied kinds – internal, green wars, wars with gas, with fire etc.  b) Wars are wasteful and cause irrecoverable loss and damage to property and life.  c) Wars never yield any winners, and the loss is far greater than what can be measured.  d) Wars are unavoidable in the enduring struggle for human dignity and power.</p>
<b>iv</b>	<p>“Now I’ll count up to twelve and you keep quiet and I will go.” Why does the poet wish to go at the end of the poem?</p> <p>a) The poet does not believe people will be quiet.  b) The poet has already invested enough time.</p>

	<p>c) The poet will move on and seek to inspire others.</p> <p>d) The poet is marking the end of the poem by leaving.</p>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	In a world that is constantly running after 'more' chasing the next new thing, would it be fair to think of Neruda's call as merely a fanciful idea?
<b>ii</b>	<p>The world has become a global village, and people across boundaries, nationalities and communities are now connected to one another.</p> <p>With the advancement of technology, and the advent of social media, do you think that the task of keeping quiet, as envisaged by Neruda, has become easier or more complicated? Justify your stance.</p>
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>It could be said that the poem 'Keeping Quiet' presents the poet's philosophy for a different kind of world.</p> <p>If you were asked to highlight elements of Neruda's vision that resonate in your specific social, political and cultural context, which three main ideas would you engage with?</p> <p>Use relevant textual details to support your analysis.</p>
<b>ii</b>	<p>The last two years of school tend to be about planning for life after school. This can be motivating, overwhelming or encouraging for some, and stressful for others.</p> <p>Write a diary entry recording your thoughts on the following:</p> <ul style="list-style-type: none"> <li>• Neruda's ideas in 'Keeping Quiet' as a guide in this situation.</li> <li>• Thinking differently about your decisions with reference to Neruda's 'Keeping Quiet'.</li> </ul>
<b>Answer key for MCQs</b>	
<b>Q4</b>	<p>A i – b ; ii – a ; iii – b ; iv – b</p> <p>B i – d ; ii – c ; iii – b ; iv – b</p>
<b>Q5</b>	i – a ; ii – a ; iii – c ; iv – c

<b>Q4</b>	<b>Multiple Choice Questions based on an extract.</b>
<b>A</b>	<p><i>Therefore, on every morrow, are we wreathing A flowery band to bind us to the earth, Spite of despondence, of the inhuman dearth Of noble natures, of the gloomy days, Of all the unhealthy and o'er darkened ways Made for our searching: yes, in spite of all, Some shape of beauty moves away the pall From our dark spirits.</i></p>
<b>i</b>	<p>In which of the following options can the underlined words be replaced with 'despondence'?</p> <p>a) The man paced about the room showing <u>restlessness</u>. b) A chat with a close friend can take away our <u>blues</u>. c) I was in <u>jitters</u>, seeing the boy trapped in the trench, d) Being <u>dogged</u> is what led him to negotiate the challenges.</p>
<b>ii</b>	<p>Pick the option that is NOT an example of 'unhealthy and o'er darkened ways.'</p> <p>a) A person who is egoistic and looks down upon others. b) A person who seeks God's help for all his problems. c) A person who is uses evil ways to deceive others. d) A person who is corrupt and manipulative.</p>
<b>iii</b>	<p>Pick the option that enumerates what 'noble natures' would include.</p> <p>1. selflessness 2. insensitivity 3. enthusiasm 4. aggression 5. meticulousness 6. judiciousness</p> <p>a) 1, 4 and 5 b) 2, 3 and 6 c) 2, 4 and 5 d) 1, 3 and 6</p>
<b>iv</b>	<p>Based on the poem, choose the correct option with reference to the two statements given below.</p> <p>Statement 1: The earth without the beautiful things is a place full of despair and unpleasantness. Statement 2: The ornate band created by human beings; ushers hope in their lives.</p> <p>a) Statement 1 is true but Statement 2 is false. b) Statement 1 is false but Statement 2 is true.</p>


	<p>c) Both Statement 1 and Statement 2 can be inferred.  d) Both Statement 1 and Statement 2 cannot be inferred.</p>
<b>B</b>	<p>Rich with a sprinkling of fair musk-rose blooms;  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 the heaven's brink.</p>
<b>i</b>	<p>Pick the quote that matches best with—  'And such too is the grandeur of the dooms we have imagined for the mighty dead.'</p> <p>a) In the night of death, hope sees a star, and listening love can hear the rustle of a wing.  b) When a great man dies, for years the light he leaves behind him, lies on the paths of men.  c) Endings are not always bad, most times they're just beginnings in disguise.  d) Cowards die many times before their death; the valiant never taste of death but once.</p>
<b>ii</b>	<p>Pick the option that refers to what 'an endless fountain of immortal drink' suggests.</p> <p>1. inspirational deeds of great men  2. a ceaseless series of dreams  3. an infinite source of strength  4. an elixir of life for upliftment of the soul  5. an eternal source of delight  6. a boundless gift of love</p> <p>a) 1, 4 and 5  b) 2, 3 and 5  c) 1, 2 and 6  d) 2, 4 and 6</p>
<b>iii</b>	<p>Pick the option that pairs the TRUE statements based on the extract, from the list below.</p> <p>1. The bushes with fragrant flowers lift the human spirit and bring joy.  2. Death is inevitable and everyone faces it no matter how powerful.  3. Immortality is achieved by man when he drinks the nectar of joy.  4. Legendary heroes and their heroic deeds instil inspiration in us.</p> <p>a) 1 and 2  b) 2 and 4  c) 1 and 4  d) 2 and 3</p>

**iv** Pick the option that uses the same literary device as the ‘mighty dead’.

a) sleepless nights  
 b) deafening silence  
 c) glaring lights  
 d) time is a thief


**Q 5 Stand Alone MCQs**

**i** On the basis of the extract, pick the opinion that is NOT TRUE about the theme of the poem.




A thing of beauty transcends time and doesn't fade away.

**(1)**




Beauty doesn't dispel darkness and is surrounded by evil.

**(2)**



A thing of beauty is not only physical but spiritual as well.

**(3)**



A beautiful thing has a therapeutic quality and brings in a ray of hope.

**(4)**

a) Option 1  
 b) Option 2  
 c) Option 3  
 d) Option 4

**ii** Pick the option that matches the words / phrases with the literary device.

Word/ phrase	Literary device
1. simple sheep	A. imagery
2. gloomy days	B. metaphor
3. bower quiet	C. symbolism
	D. transferred epithet

a) 1-C, 2-D, 3-B  
 b) 1-B, 2-A, 3-D  
 c) 1-D, 2-B, 3-C  
 d) 1-C, 2-A, 3-B

**iii** Pick the statement that contradicts the idea of beauty as expressed by the

	<p>poet.</p> <p>a) People are beautiful not in looks but just in what they are.  b) Beautiful people have known suffering, struggle and loss.  c) We must think of all the beauty that is left around us and be happy.  d) We must dwell on the beauty in life and be inspired by it.</p>
<b>Q10</b>	<b>Answer in 30-40 words</b>
<b>i</b>	If you were given an opportunity to share your perception of beauty, what would you say? Explain.
<b>ii</b>	'Beauty is best left undefined'. Support your position on this statement with your rationale, coupled with ideas in the poem.
<b>iii</b>	Artists, singers and musicians have a different perception of beauty as compared to people who are in other professions. Comment.
<b>Q12</b>	<b>Answer in 120-150 words</b>
<b>i</b>	We have often heard the phrase: 'Beauty is skin deep'. In spite of that, we often see people idolising actors and celebrities who are good looking and attractive. You have a conversation regarding this with your friend who believes that physical beauty defines a person. Write down that conversation.
<b>ii</b>	You are a blogger who loves to record travel stories. You recently visited a picturesque location and you were enamoured by its beauty. Pen down the post for your blog giving vivid descriptions of the natural beauty of this place. Supplement your writing with Keats' ideas about beauty.
<b>Answer keys for MCQs</b>	
<p><b>Q4</b>  A. i. (b) ii. (b) iii. (d) iv. (c)  B. i.(b) ii. (a) iii. (c) iv. (b)</p> <p><b>Q5</b>  i.(b) ii. (a) iii. (b)</p>	

<p><b>Q4</b></p>	<p><b>Multiple Choice Questions based on an extract.</b></p>
<p><b>A</b></p>	<p><i>No, in country money, the country scale of gain, The requisite lift of spirit has never been found, Or so the voice of the country seems to complain, I can't help owning the great relief it would be To put these people at one stroke out of their pain. And then next day as I come back into the sane, I wonder how I should like you to come to me And offer to put me gently out of my pain.</i></p>
<p><b>i</b></p>	<p>The 'country money' contextually here refers to</p> <ul style="list-style-type: none"> <li>a) money kept aside for the rural development.</li> <li>b) wealth accumulated by the whole country.</li> <li>c) meagre income earned by the countryside people.</li> <li>d) riches collected by the ancestral farmers over time.</li> </ul>
<p><b>ii</b></p>	<p>Pick the option that mentions elements justifying monetary aspect as the 'requisite lift of spirit'.</p> <ul style="list-style-type: none"> <li>1. confidence</li> <li>2. ego</li> <li>3. self-esteem</li> <li>4. status</li> <li>5. fame</li> </ul> <ul style="list-style-type: none"> <li>a) 1, 2, 4</li> <li>b) 2, 4, 5</li> <li>c) 1, 3, 4</li> <li>d) 1, 3, 5</li> </ul>
<p><b>iii</b></p>	<p>Choose the correct option with respect to the two statements given below.</p> <p>Statement 1: The poet is agitated and depressed. Statement 2: The poet realizes the futility of his thought about giving up.</p> <ul style="list-style-type: none"> <li>a) Statement 1 can be inferred but Statement 2 cannot be inferred.</li> <li>b) Statement 1 cannot be inferred but Statement 2 can be inferred.</li> <li>c) Statement 1 and Statement 2 can be inferred.</li> <li>d) Statement 1 and Statement 2 cannot be inferred.</li> </ul>
<p><b>iv</b></p>	<p>Choose the option that correctly paraphrases the given lines from the above extract.</p> <p><i>"I can't help owning the great relief it would be To put these people at one stroke out of their pain."</i></p> <ul style="list-style-type: none"> <li>a) The poet wants to kill the impoverished people.</li> <li>b) The poet feels that death is better than living such a miserable life.</li> </ul>



	<p>c) The poet wants to eliminate poverty from the society.  d) The poet states that it is important that these people become rich.</p>								
<b>B</b>	<p><i>The polished traffic passed with a mind ahead,  Or if ever aside a moment, then out of sorts  At having the landscape marred with the artless paint  Of signs that with N turned wrong and S turned wrong...</i></p>								
<b>i</b>	<p>The polished traffic in particular refers to the</p> <p>a) sophisticated city dwellers in their vehicles.  b) shiny cars that the poet sees on the road.  c) extremely affluent people living in the neighbourhood.  d) civilized manner in which traffic is coordinated.</p>								
<b>ii</b>	<p><i>'The urban and educated people have their minds ahead.'</i></p> <p>Choose the option suggesting the correct meaning behind this line.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td>The people are well-educated and knowledgeable about the condition of the poor.</td> <td>The people are concentrating on the road that is ahead in order to drive safely.</td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>4</b></td> </tr> <tr> <td>The people are preoccupied only by the thoughts of their lives and nothing else.</td> <td>The people are focused on their goal of bettering the country.</td> </tr> </table> <p>a) Option 1  b) Option 2  c) Option 3  d) Option 4</p>	<b>1</b>	<b>2</b>	The people are well-educated and knowledgeable about the condition of the poor.	The people are concentrating on the road that is ahead in order to drive safely.	<b>3</b>	<b>4</b>	The people are preoccupied only by the thoughts of their lives and nothing else.	The people are focused on their goal of bettering the country.
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The people are preoccupied only by the thoughts of their lives and nothing else.	The people are focused on their goal of bettering the country.								
<b>iii</b>	<p>What do the urban rich feel about the S and N signs that have been painted wrong?</p> <p>a) Tolerant  b) Amused  c) Sympathetic  d) Annoyed</p>								
<b>iv</b>	<p>The passers-by find the sign artless but the landscape _____.</p> <p>a) animated  b) aesthetic  c) amusing  d) ancient</p>								

Q5	Stand Alone MCQs																
i	<p>Based on your reading of the poem, choose the option that correctly lays out the difference between the city-dwellers and the countryside people.</p> <p>1.</p> <table border="1" data-bbox="288 383 1038 501"> <thead> <tr> <th data-bbox="288 383 655 421">City dwellers</th> <th data-bbox="655 383 1038 421">Countryside people</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 421 655 501"> <ul style="list-style-type: none"> <li>• unaware</li> <li>• casual</li> </ul> </td> <td data-bbox="655 421 1038 501"> <ul style="list-style-type: none"> <li>• greedy</li> <li>• concerned</li> </ul> </td> </tr> </tbody> </table> <p>2.</p> <table border="1" data-bbox="288 539 1038 658"> <thead> <tr> <th data-bbox="288 539 655 577">City dwellers</th> <th data-bbox="655 539 1038 577">Countryside people</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 577 655 658"> <ul style="list-style-type: none"> <li>• indifferent</li> <li>• grumpy</li> </ul> </td> <td data-bbox="655 577 1038 658"> <ul style="list-style-type: none"> <li>• suffering</li> <li>• disappointed</li> </ul> </td> </tr> </tbody> </table> <p>3.</p> <table border="1" data-bbox="288 696 1038 815"> <thead> <tr> <th data-bbox="288 696 655 734">City dwellers</th> <th data-bbox="655 696 1038 734">Countryside people</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 734 655 815"> <ul style="list-style-type: none"> <li>• short-tempered</li> <li>• materialistic</li> </ul> </td> <td data-bbox="655 734 1038 815"> <ul style="list-style-type: none"> <li>• optimistic</li> <li>• savage</li> </ul> </td> </tr> </tbody> </table> <p>4.</p> <table border="1" data-bbox="288 853 1038 972"> <thead> <tr> <th data-bbox="288 853 655 891">City dwellers</th> <th data-bbox="655 853 1038 891">Countryside people</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 891 655 972"> <ul style="list-style-type: none"> <li>• stressed</li> <li>• dismissing</li> </ul> </td> <td data-bbox="655 891 1038 972"> <ul style="list-style-type: none"> <li>• protesting</li> <li>• objectionable</li> </ul> </td> </tr> </tbody> </table> <p>a) Option 1 b) Option 2 c) Option 3 d) Option 4</p>	City dwellers	Countryside people	<ul style="list-style-type: none"> <li>• unaware</li> <li>• casual</li> </ul>	<ul style="list-style-type: none"> <li>• greedy</li> <li>• concerned</li> </ul>	City dwellers	Countryside people	<ul style="list-style-type: none"> <li>• indifferent</li> <li>• grumpy</li> </ul>	<ul style="list-style-type: none"> <li>• suffering</li> <li>• disappointed</li> </ul>	City dwellers	Countryside people	<ul style="list-style-type: none"> <li>• short-tempered</li> <li>• materialistic</li> </ul>	<ul style="list-style-type: none"> <li>• optimistic</li> <li>• savage</li> </ul>	City dwellers	Countryside people	<ul style="list-style-type: none"> <li>• stressed</li> <li>• dismissing</li> </ul>	<ul style="list-style-type: none"> <li>• protesting</li> <li>• objectionable</li> </ul>
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ii	<p><i>“I wonder how I should like you to come to me And offer to put me gently out of my pain.”</i></p> <p>The tone of the poem by the end, as depicted by the given lines is</p> <p>a) frustrated. b) commanding. c) Introspective. d) emotional.</p>																
iii	<p>Pick the option with the slogan that is likely to be used by a person selling at the roadside stand.</p> <table border="1" data-bbox="288 1682 1366 1912"> <thead> <tr> <th data-bbox="288 1682 560 1720">Slogan 1</th> <th data-bbox="560 1682 831 1720">Slogan 2</th> <th data-bbox="831 1682 1102 1720">Slogan 3</th> <th data-bbox="1102 1682 1366 1720">Slogan 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 1720 560 1912">Men and women in equality; a road to dignity.</td> <td data-bbox="560 1720 831 1912">By the people and for the people.</td> <td data-bbox="831 1720 1102 1912">I see humans but no humanity.</td> <td data-bbox="1102 1720 1366 1912">Corruption, corruption, you leave my country. That’s all I pray!</td> </tr> </tbody> </table> <p>a) Slogan 1 b) Slogan 2 c) Slogan 3 d) Slogan 4</p>	Slogan 1	Slogan 2	Slogan 3	Slogan 4	Men and women in equality; a road to dignity.	By the people and for the people.	I see humans but no humanity.	Corruption, corruption, you leave my country. That’s all I pray!								
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<p><b>iv</b></p>	<p>Choose the option that correctly categorizes the given literary devices as per the given analogy.  selfish cars : ..... :: ..... : metaphor</p> <p>a) personification; polished traffic  b) transferred epithet; trusting sorrow  c) metaphor; pitiful kin  d) oxymoron; greedy good-doers</p>
<p><b>v</b></p>	<p>Choose the option that correctly mentions the complaints made by the poet through this poem.</p> <ol style="list-style-type: none"> <li>1. The rich people drive carelessly on the road hitting the poor people on purpose.</li> <li>2. The city-dwellers remain highly insensitive and offhand towards the poor people.</li> <li>3. The urban people are unable to understand the struggles of the impoverished people.</li> <li>4. The goods are not being bought by the wealthy people even at discounted rates.</li> </ol> <p>a) 1, 2  b) 2, 3  c) 3, 4  d) 1, 4</p>
<p><b>Q10 Answer in 30-40 words</b></p>	
<p><b>i</b></p>	<p>Though money holds the same value everywhere, the poet draws a distinction between city money and country money. Elaborate.</p>
<p><b>ii</b></p>	<p>The roadside stand and the moving cars are a contrast around which the entire poem is woven. Expound.</p>
<p><b>iii</b></p>	<p>Comment on the significance of the symbol of the car in the poem.</p>
<p><b>iv</b></p>	<p>Does the poet reach a conclusive solution for the issue at hand? Discuss.</p>
<p><b>Q12 Answer in 120-150 words</b></p>	
<p><b>i</b></p>	<p>Imagine a car stops and actually buys from the roadside stand. Keeping in mind the reaction you think the peasants would have, write a diary entry as the farmer describing not only your immediate experience but also your after-thoughts on being able to earn “city-money”.</p> <p>You may begin this way:</p> <p>Wednesday, 2nd March XX <span style="float: right;">9 PM</span>  We had an unexpectedly good day today!...</p>

<b>ii</b>	<p>Imagine a child from the farmer's family migrates to the city for their education. As the child, write back to your family telling them whether you would or would not want to turn into a city-person. Use the context of the poem "A Roadside Stand" in mind to pen down this letter.</p> <p>You may begin this way:</p> <p>12, Davidson County</p> <p>23 January 'XX</p> <p>Dear mom I have been thinking about the roadside stall lately. Now that I find myself surrounded by city-people all the time, I think.....</p> <p>With love Jennifer</p>
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**Answer key for MCQs**

Q4

A. i. (c) ii. (d) iii. (b) iv. (b)

B. i. (a) ii. (c) iii. (d) iv. (d)

Q5

i. (b) ii. (d) iii. (c) iv. (b) v. (b)

**Q4 Multiple Choice Questions based on an extract**

**A.** *Aunt Jennifer's finger fluttering through her wool  
Find even the ivory needle hard to pull.  
The massive weight of Uncle's wedding band  
Sits heavily upon Aunt Jennifer's hand.*

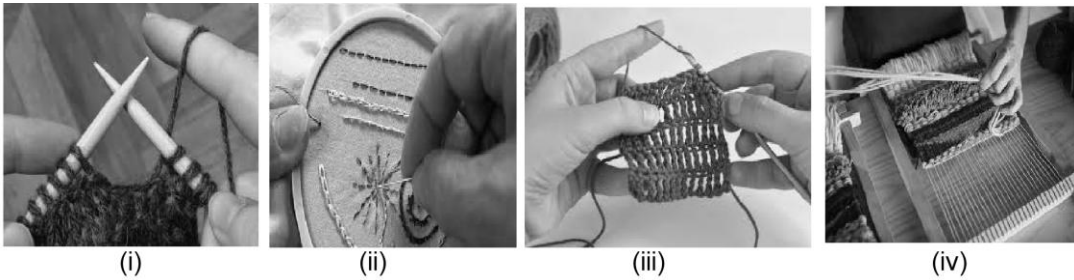
**i** How would you describe Aunt Jennifer based on the above extract?

a) oppressed  
b) malnourished  
c) aging  
d) diseased

**ii** Uncle's wedding band sits heavily on Aunt Jennifer's hand because

a) it is an expensive and heavy ring.  
b) she was married against her will.  
c) she feels burdened in her marriage.  
d) their relationship is lacking in love.

**iii** Pick the option that displays the image which correctly corresponds to the type of task Aunt is engaged in.



a) Option (i)  
b) Option (ii)  
c) Option (iii)  
d) Option (iv)

**iv** Which of the following is an example of an alliteration?

a) finger fluttering through the wool  
b) upon Aunt Jennifer's hand  
c) ivory needle hard to pull  
d) massive weight of Uncle's wedding band

**B.** *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, proud and unafraid.*

i	<p>Read the statement given below:</p> <p>Aunt Jennifer's plight is best explained by her hands, they hold both her freedom and the instrument of her imprisonment.</p> <p>Choose the option that best explains the above statement, as per the extract.</p> <p>a) Aunt Jennifer's hands are terrified, but when she is dead, her tigers will roam free.  b) Aunt Jennifer knits her desires, but is overpowered by the wedding ring she wears.  c) Aunt Jennifer's tigers are proud and unafraid, but she is mastered by ringed ordeals.  d) Aunt Jennifer makes panels of tigers when she has time from her responsibilities.</p>
ii	<p>Which of the following CANNOT be inferred from the given extract?</p> <p>a) Aunt Jennifer's tigers will keep her alive in everyone's memory.  b) Aunt Jennifer feels oppressed and constricted in her marriage.  c) Even in death, Aunt Jennifer cannot escape patriarchal subjugation.  d) Aunt Jennifer's tigers prance as a lasting symbol of her desires.</p>
iii	<p>What makes the tigers "proud and unafraid"?</p> <p>a) They embody the grandeur and supremacy of animals in the wild.  b) They symbolise authority and are 'topaz denizens of green'.  c) They represent Aunt's repressed desires for freedom and power.  d) They are a product of Aunt's imagination and colonial experience.</p>
iv	<p>Choose the option that DOES NOT reflect the movement implied by 'prancing'.</p> <p>a) bounding  b) frolicking  c) strutting  d) shuffling</p>
<b>Q 5.</b>	<b>Stand-alone MCQs</b>
i	<p>Read the statements given below. Choose the option that accurately describes the given statements.</p> <p>Statement I - The poem is a manifesto against the institution of marriage.  Statement II - Aunt Jennifer represents all women artists.  Statement III – The poem embodies an alternative for women to express their repressed desires through art.</p> <p>a) Statement I is True, Statement II is False, Statement III cannot be inferred.</p>

	<p>b) Statement I and III are False, Statement II cannot be inferred.  c) Statement I and II are True, Statement III cannot be inferred.  d) Statement I is False, Statement II cannot be inferred, Statement III is True.</p>
ii	<p>Which of the following does NOT represent the contrast between Aunt Jennifer and the tigers?</p> <p>a) uncertainty and confidence  b) terror and fearlessness  c) fiefdom and freedom  d) authority and autonomy</p>
iii	<p>Choose the option that does NOT reflect what the tigers represent in the poem:</p> <p>a) Aunt Jennifer's undying hopes  b) Aunt Jennifer's failing marriage  c) Aunt Jennifer's artistic merit  d) Aunt Jennifer's frustrations</p>
<b>Q10</b>	<b>Answer in 30-40 words</b>
i	'What knitting was to Aunt Jennifer; poetry was for Adrienne Rich'. Do you agree? Comment with reference to the poem 'Aunt Jennifer's Tigers'.
ii	<p>Read the given quote. In your opinion, what silence does the poem 'Aunt Jennifer's Tigers' break?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Every poem breaks a silence that had to be overcome.  - Adrienne Rich</p> </div>
iii	Would you say that the poem ends on a note of hope? Justify your opinion.
<b>Q12</b>	<b>Answer in 120-150 words</b>
i	<p>Read the given extract from an article published in The Independent:</p> <p><i>"Turn your pain into art": it's a phrase most of us have heard before... The theory that achieving something great requires suffering dates back to ancient times... Pain, however, is less an artistic necessity and more a result of "contagion" – a term used for the spreading of a harmful idea or practice...In the context of the struggling artist, it allows mental illness to fester; to be glamourised and admired; even encouraged in the name of art.</i></p> <ul style="list-style-type: none"> <li>- Do you think Aunt Jennifer "turned her pain into art"? What kind of "contagion" might her pain be a result of?</li> <li>- Evaluate Aunt Jennifer and her artistry in light of the above extract.</li> </ul>
ii	Imagine that Aunt Jennifer read the poem that Adrienne Rich wrote about

	her. After much contemplation, she decided to write a letter to her husband expressing her feelings and thoughts. Write the letter as Aunt Jennifer.
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**Answer key for MCQs**

Q4

A

i – a ; ii – c ; iii – b ; iv – a

B

i – b ; ii – a ; iii – c ; iv – d

Q5

i – b ; ii – d ; iii – b



## Q3 Multiple Choice Questions based on an extract

**A.** *Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases like roots. There's probably a long tunnel that nobody knows about feeling its way under the city right now, on its way to Times Square, and maybe another to Central Park. And maybe — because for so many people through the years Grand Central has been an exit, a way of escape — maybe that's how the tunnel I got into... But I never told my psychiatrist friend about that idea.*

**i** The above extract is NOT an example of \_\_\_\_\_.

- a) allegory
- b) analogy
- c) imagery
- d) metaphor

**ii** Charley decided not to tell his psychiatrist friend about his idea. Choose the option that reflects the reaction Charley anticipated from his friend.

- a) "That's such a lovely comparison. Why don't you become a writer, Charley?"
- b) "Oh Charley. It is so sad to see your desperation to run away! So very sad."
- c) "Maybe that's how you entered the third level. Who would have thought?!"
- d) "You need help, my raving friend. You are way too invested in this crazy thought!"

**iii** Look at the given image that lists some of the ways in which the symbolism of a tree is employed.

Which of the following would represent an example as used by Charley in the above extract?

Be like a tree.

Stay grounded.  
Connect with your roots.  
Go out on a limb.  
Bend before you break.  
Turn over a new leaf.  
Enjoy the view.  
Keep growing.



<https://iamfearlessoul.com/tree-symbolism/>

- a) '*Stay grounded*' as the train station is underground.
- b) '*Connect with your roots*' as he desires to go back to his past.
- c) '*Enjoy the view*' as the station leads to all tourist sights of the city.
- d) '*Keep growing*' as the station keeps renovating and expanding.

**iv** The idiom 'feeling its way' implies \_\_\_\_\_ movement.

- a) swift
- b) tentative
- c) circular
- d) disorganized

<b>B.</b>	<i>Have you ever been there? It's a wonderful town still, with big old frame houses, huge lawns, and tremendous trees whose branches meet overhead and roof the streets. And in 1894, summer evenings were twice as long, and people sat out on their lawns, the men smoking cigars and talking quietly, the women waving palm-leaf fans, with the fire-flies all around, in a peaceful world. To be back there with the First World War still twenty years off, and World War II over forty years in the future... I wanted two tickets for that.</i>
<b>i</b>	Who does 'you' refer to? a) Charley's psychiatrist, Sam Weiner b) Charley's wife, Louisa c) The reader d) Nobody in particular, it is a figure of speech.
<b>ii</b>	Choose the option that best describes the society represented in the above extract. a) content, peace-loving b) leisurely, sentimental c) orthodox, upper class d) comfortable, ancient
<b>iii</b>	Imagine that the city of Galesburg is hosting a series of conferences and workshops. In which of the following conferences or workshops are you least likely to find the description of Galesburg given in the above extract? a) Gorgeous Galesburg: Archiving a Tourist Paradise b) Welcome to the home you deserve: Galesburg Realtors c) Re-imagining a Warless Future: Technology for Peace d) The Woman Question: The world of women at home
<b>iv</b>	" <i>tremendous trees whose branches meet overhead and roof the streets</i> " is NOT an example of (i) imagery    (ii) metaphor    (iii) alliteration    (iv) anachronism a) Options (i) and (ii) b) Options (i) and (iii) c) Options (ii) and (iii) d) Options (ii) and (iv)
<b>Q 5.</b>	<b>Stand-alone MCQs</b>
<b>i</b>	How would you describe Charley's vision of his grandfather's life and times? a) wistful escapism b) idealized sentimentality c) nostalgic simplicity d) dreamy perfection

ii	<p>'The Third Level' refers to the third level at the Grand Central Station. As a metaphor, which of the following would NOT be an appropriate explanation of the title?</p> <p>a) The convergence of reality and fantasy.  b) The bridge between the past and the present.  c) The oppressive monotony of modern life.  d) The need for an alternate plane of understanding.</p>
iii	<p>How would you describe Charley?</p> <p>a) confused, happy-go-lucky  b) escapist, adventurous  c) imaginative, nostalgic  d) friendly, responsible</p>
iv	<p>Which of the following is a conclusion that can be drawn from the story?</p> <p>a) Reality is indeed stranger than fiction.  b) With all its worries, modern life is not worth living.  c) The past is undoubtedly better than the present.  d) Imagination might be the only great escape.</p>
<b>Q11</b>	<b>Answer in 30-40 words</b>
i	What would you describe as your "waking-dream wish fulfilment"? Explain.
ii	Why do you think Charley withdrew nearly all the money he had from the bank to buy old-style currency?
iii	How would you evaluate Sam's character? Elucidate any two qualities, and substantiate with evidence from the text.
iv	At the beginning of the story, Sam is sceptical of Charley's discovery of the third level. By the end of the story, the reader is told that he found the third level and travelled back in time. How would Sam diagnose himself?
<b>Q13</b>	<b>Answer in 120-150 words</b>
i	<p>In the story 'The Third Level', Charley wanted to go to Galesburg, Illinois in the year 1894. If you had an opportunity to go to another time and place, where would you like to go? Why?</p> <p>How would Sam analyse your choice of alternate time and place?</p>
ii	Imagine that you come across Louisa's diary. What might you find in it about the third level? Compose at least one diary entry based on any of the events from the story, 'The Third Level'.

**Answer key for MCQs**

Q3

A i – a ; ii – d ; iii – d ; iv – b





B i – c ; ii – c ; iii – c ; iv – d

Q5

i – b ; ii – c ; iii – c ; iv – d

L-2 The Tiger King		Text-Vistas
<b>Q3</b>	<b>Multiple Choice Questions based on an extract.</b>	
<b>A</b>	<p><i>From that day onwards it was celebration time for all the tigers inhabiting Pratibandapuram. The state banned tiger hunting by anyone except the Maharaja. A proclamation was issued to the effect that if anyone dared to fling so much as a stone at a tiger, all his wealth and property would be confiscated.</i></p> <p><i>The Maharaja vowed he would attend to all other matters only after killing the hundred tigers. Initially the king seemed well set to realise his ambition.</i></p> <p><i>Not that he faced no dangers. There were times when the bullet missed its mark, the tiger leapt upon him and he fought the beast with his bare hands. Each time it was the Maharaja who won.</i></p>	
<b>i</b>	<p>The tone of the author when he says, 'it was celebration time for all tigers' is</p> <ol style="list-style-type: none"> <li>solemn.</li> <li>sarcastic.</li> <li>sympathetic.</li> <li>mocking.</li> </ol>	
<b>ii</b>	<p>Pick the pair of TRUE statements based on the extract.</p> <ol style="list-style-type: none"> <li>Tiger hunting was absolutely banned in the kingdom.</li> <li>The Maharaja was extremely courageous and fearless.</li> <li>The Maharaja paid no heed to matters related to his kingdom.</li> <li>The Maharaja was able to fulfil his ambition, without any perils.</li> </ol> <ol style="list-style-type: none"> <li>1 and 2</li> <li>2 and 4</li> <li>2 and 3</li> <li>1 and 4</li> </ol>	
<b>iii</b>	<p>In which of the following options can the underlined words NOT be replaced with 'proclamation'?</p> <ol style="list-style-type: none"> <li>The politician shared his <u>manifesto</u> during the election meeting.</li> <li>All the citizens of the kingdom had to abide by the emperor's <u>edict</u>.</li> <li>The <u>communiqué</u> made by the official had a disastrous effect.</li> <li>The <u>decree</u> of the state forbade cruelty against animals.</li> </ol>	
<b>iv</b>	<p>On the basis of this passage, pick the option that enumerates the characteristics of the king.</p> <ol style="list-style-type: none"> <li>gullible</li> <li>arrogant</li> <li>wilful</li> <li>aggressive</li> <li>apathetic</li> <li>scrupulous</li> </ol>	

	<p>a) 1, 2 and 6  b) 3, 4 and 6  c) 3, 5 and 6  d) 2, 3 and 5</p>
<b>B</b>	<p><i>At midnight when the town slept in peace, the dewan and his aged wife dragged the tiger into the car and shoved it into the seat. The dewan himself drove the car straight to the forest where the Maharaja was hunting. When they reached the forest, the tiger launched its satyagraha and refused to get out of the car. The dewan was thoroughly exhausted in his efforts to haul the beast out of the car and push it down to the ground.</i></p> <p><i>On the following day, the same old tiger wandered into the Maharaja's presence and stood as if in humble supplication, "Master, what do you command of me?" It was with boundless joy that the Maharaja took careful aim at the beast. The tiger fell in a crumpled heap.</i></p>
<b>i</b>	<p>Pick the option that uses the same figure of speech as 'town slept in peace'.</p> <p>a) His actions really flared up my temper, so I walked out.  b) She is going through a rollercoaster of emotions.  c) My alarm clock yells at me every morning until I get out of bed.  d) The children were screaming and shouting in the fields.</p>
<b>ii</b>	<p>Pick the option that best describes the dewan's attitude.</p> <p>1. desperate  2. submissive  3. servile  4. dishonourable  5. detestable  6. flattering</p> <p>a) 2, 3 and 6  b) 1, 4 and 5  c) 2, 4 and 6  d) 1, 3 and 5</p>
<b>iii</b>	<p>Which of the following is NOT an example of 'satyagraha'?</p> <p>a) People on a hunger strike as a mark of protest against a law.  b) People resorting to violence to ensure their demands are accepted.  c) A few people blocking a roadway or passage peacefully.  d) People participating in a silent march to protest against injustice.</p>
<b>iv</b>	<p>Pick the option that lists the display of 'crumpled heap'.</p>

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>(i)</p> </div> <div style="text-align: center;">  <p>(ii)</p> </div> <div style="text-align: center;">  <p>(iii)</p> </div> <div style="text-align: center;">  <p>(iv)</p> </div> </div> <p>a) Option i b) Option ii c) Option iii d) Option iv</p>
<p><b>Q 5 Stand Alone MCQs</b></p>	
<p><b>i</b></p>	<p>'The Maharaja's anxiety reached a fever pitch...'</p> <p>Which of these sentences DOES NOT use the phrase 'reached a fever pitch' correctly.</p> <p>a) When the bidding reached a fever pitch, one of the team's absence was notable. b) The excitement of the audience reached a fever pitch when they saw the star perform. c) The scenic beauty of the place reached a fever pitch when it began to snow. d) The climax of the film reached fever pitch when the protagonist was assassinated.</p>
<p><b>ii</b></p>	<p>Pick the statement that is NOT an example of satire from the story.</p> <p>a) The twist of fate when the toy tiger proved to be fatal for the king. b) News of king's ailment got the attention of not one, but three surgeons. c) King wilfully exploiting nature and subjects for his selfish interests. d) The king celebrates his triumph but readers anticipate his doom.</p>
<p><b>iii</b></p>	<p>The story conveys the idea of transience of life and power. Pick the pair of proverbs that DO NOT relate to this idea.</p> <p>1. Don't put all your eggs in one basket. 2. There is many a slip between a cup and a lip. 3. Don't count your chickens before they are hatched. 4. Don't cross that bridge till you come to it.</p> <p>a) 1 and 4 b) 2 and 3 c) 2 and 4 d) 3 and 4</p>

<b>iv</b>	<p>'Even the threat of a Stuka bomber will not throw me off track.'</p> <p>This sentence shows that the author has a</p> <p>a) firm resolve to narrate the story.  b) humorous way of conveying an idea.  c) logical style of convincing the reader.  d) rhetorical manner of writing a story.</p>
<b>Q11</b>	<b>Answer in 30-40 words</b>
<b>i</b>	Do you think an author who includes several instances of satire in a story faces the risk of being too cynical? Explain.
<b>ii</b>	Knowing too much of your future is never a good thing.' In light of this quote, examine how knowing the future paved way for the king's end.
<b>iii.</b>	The Maharaja justified his actions based on the maxim: 'You may kill even a cow in self-defence,' so there would be no objection to killing tigers in self-defence.' Do you think it is right to justify our actions in this way? Elaborate.
<b>Q13</b>	<b>Answer in 120-150 words</b>
<b>i</b>	Imagine you are an ardent environmentalist who is involved in the <i>Save the Tiger</i> campaign. You have been asked to deliver a speech in a seminar related to your campaign and the need for the youth to be involved in such campaigns.  Draft your speech.
<b>ii</b>	You visited a wildlife sanctuary recently and were appalled at the condition of the sanctuary and the plight of the animals there. Write an article for an e-zine expressing your concern and the need to alleviate the facilities at the sanctuary and provide the animals with a secure habitat.
<b>iii</b>	The king was callous as a ruler and behaved whimsically. Thus, the people in his kingdom suffered while he fulfilled his desire of killing a hundred tigers.  Do you find leaders or politicians in the world today being indifferent to the needs of the people and behaving in the same way? Comment with relevant examples.
<b>Answer key for MCQs</b>	
<p>Q3.</p> <p>A. i. (b) ii. (c) iii. (c) iv. (d)</p> <p>B. i.(c) ii. (a) iii. (b) iv. (b)</p> <p>Q5 i.(c) ii. (d) iii. (b) iv. (b)</p>	



**Q3**

**Multiple Choice Questions based on an extract**

**A**

*You lose all earthly sense of perspective and time here. The visual scale ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries (the largest recorded was the size of Belgium). Days go on and on and on in surreal 24-hour austral summer light, and a ubiquitous silence, interrupted only by the occasional avalanche or calving ice sheet, consecrates the place. It's an immersion that will force you to place yourself in the context of the earth's geological history. And for humans, the prognosis isn't good.*

**i**

The 'visual scale' refers to

- a) a measuring device
- b) range of things one can see
- c) visionary's belief
- d) the magnitude of preparation

**ii**

Four people give a reason for the author's feeling while travelling.

Choose the option that correctly summarizes it based on your understanding of the extract.

<b>Person 1</b>	<b>Person 2</b>	<b>Person 3</b>	<b>Person 4</b>
I think the author is being paranoid about leaving her hometown.	According to me, she is bewildered by the travel duration.	As far as I can judge, Tishani is being hypocritical because she is comparing the two places.	In my opinion, she is amazed by the grandeur of the icy region.

- a) Person 1
- b) Person 2
- c) Person 3
- d) Person 4

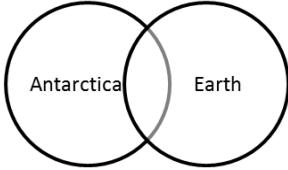
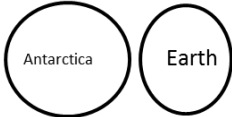
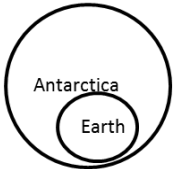
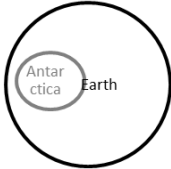
**iii**

Select the option that correctly fits the category of 'microscopic to the mighty' out of the ones given below.

1. trace of a skin cell: trace of a bird's egg
2. a grain of rice: field of wheat
3. a scoop of ice cream: an ice-cream cone
4. a drop of water: Pacific Ocean

	<p>a) 1, 2  b) 3, 4  c) 1, 3  d) 2, 4</p>
<b>iv</b>	<p>Choose the option listing the elements that influences one to think of earth's physicality.</p> <ol style="list-style-type: none"> <li>1. breakage of an iceberg from a glacier</li> <li>2. midges and mites</li> <li>3. a regular seen avalanche</li> <li>4. summer light in the Southern hemisphere</li> </ol> <p>a) 1, 2  b) 3, 4  c) 1, 4  d) 2, 3</p>
<b>B</b>	<p><i>Students on Ice, the programme I was working with on the Shokalskiy, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With Students on Ice, he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.</i></p>
<b>i</b>	<p><i>Students on Ice</i> is ..... headed by Geoff Green. Select the option to fill in the blank correctly.</p> <ol style="list-style-type: none"> <li>a) a travelogue</li> <li>b) an expedition</li> <li>c) a globetrotting</li> <li>d) a tour</li> </ol>
<b>ii</b>	<p>Choose the option that marks the ODD ONE OUT based on your reading of the above extract.</p> <ol style="list-style-type: none"> <li>a) Sumit donates 10% of his monthly income to the environment-friendly NGOs.</li> <li>b) Manmeet and her twin plant a new plant on their birthday every year.</li> <li>c) Vivek invests in eco-friendly cosmetics that are packaged in plastic containers.</li> <li>d) Afsana plans to device a machine that recycles the biodegradable wastes from home.</li> </ol>

iii	<p>Pick the option that characterizes the celebrities based on your understanding of the extract.</p> <ol style="list-style-type: none"> <li>1. overachiever</li> <li>2. zealous</li> <li>3. miserly</li> <li>4. impassive</li> </ol> <ol style="list-style-type: none"> <li>a) 1, 2</li> <li>b) 3, 4</li> <li>c) 1, 3</li> <li>d) 2, 4</li> </ol>								
iv	<p>Choose the option that lists the reasons for Green’s programme.</p> <ol style="list-style-type: none"> <li>1. making youngsters realize the gory reality of the planet.</li> <li>2. provoking the youth to think about the future earnestly.</li> <li>3. giving a chance of exploring the north pole to the young generation</li> <li>4. providing travel opportunities to students that were unfortunate.</li> </ol> <ol style="list-style-type: none"> <li>a) 1, 2</li> <li>b) 3, 4</li> <li>c) 1, 3</li> <li>d) 2, 4</li> </ol>								
<b>Q5 Stand Alone MCQs</b>									
i	<p>“Antarctica is a crucial element in this debate — not just because it’s the only place in the world, which has never sustained a human population and therefore <u>remains relatively ‘pristine’ in this respect...</u>”</p> <p>With respect to the given statement from the text, choose the option to replace the underlined set of words.</p> <ol style="list-style-type: none"> <li>a) stays as it is throughout the year.</li> <li>b) becomes a perfect place to travel.</li> <li>c) is left to be an uncorrupted area.</li> <li>d) abides by the strict laws of nature.</li> </ol>								
ii	<p>The central idea of the text is given below as told by four students. Choose the correct option of the ones given below.</p> <table border="1" data-bbox="288 1715 1385 2072"> <thead> <tr> <th data-bbox="288 1715 563 1776">Student 1</th> <th data-bbox="563 1715 837 1776">Student 2</th> <th data-bbox="837 1715 1112 1776">Student 3</th> <th data-bbox="1112 1715 1385 1776">Student 4</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 1776 563 2072">The author wants to invigorate a spirit in the readers to travel and explore.</td> <td data-bbox="563 1776 837 2072">The author is trying to delineate the beauty of Antarctica as compared to the rest of the world.</td> <td data-bbox="837 1776 1112 2072">The author is keen on drawing a comparison between South India and Antarctica in terms of their weather.</td> <td data-bbox="1112 1776 1385 2072">The author throws light on the crucial issues of our planet through this narrative.</td> </tr> </tbody> </table>	Student 1	Student 2	Student 3	Student 4	The author wants to invigorate a spirit in the readers to travel and explore.	The author is trying to delineate the beauty of Antarctica as compared to the rest of the world.	The author is keen on drawing a comparison between South India and Antarctica in terms of their weather.	The author throws light on the crucial issues of our planet through this narrative.
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	<ul style="list-style-type: none"> <li>a) Student 1</li> <li>b) Student 2</li> <li>c) Student 3</li> <li>d) Student 4</li> </ul>
<p><b>iii</b></p>	<p>‘Take care of the small things and the big things will take care of themselves.’ Choose the option stating the significance of this statement depending on the textual context.</p> <ul style="list-style-type: none"> <li>a) We should try to focus on smaller regions like Antarctica to improve the rest of the world.</li> <li>b) We should tend to smaller grasses which eventually become a part of the food chain in order to expect bigger things like animal and human lives to change.</li> <li>c) We should give more opportunities to the younger generation than the older generation if we want to see a change in the world.</li> <li>d) We should save a little every now and then in order to explore bigger opportunities in terms of travel and tourism.</li> </ul>
<p><b>iv</b></p>	<p>Choose the option that correctly represents the Venn diagram based on the statement given below.</p> <p>‘Antarctica is the cosmic view of whatever is happening to our planet.’</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>(1)</p> </div> <div style="text-align: center;">  <p>(2)</p> </div> <div style="text-align: center;">  <p>(3)</p> </div> <div style="text-align: center;">  <p>(4)</p> </div> </div> <ul style="list-style-type: none"> <li>a) Option 1</li> <li>b) Option 2</li> <li>c) Option 3</li> <li>d) Option 4</li> </ul>
<p><b>v</b></p>	<p>Choose the correct option with respect to the statements given below.</p>

	<p>Statement 1: Antarctica is a lesson in itself for the readers of the text.</p> <p>Statement 2: Antarctica gives an insight to the damage being done to Earth by humanity.</p> <p>a) Statement 1 can be inferred but Statement 2 cannot be inferred from the text.</p> <p>b) Statement 1 cannot be inferred but Statement 2 can be inferred from the text.</p> <p>c) Both Statement 1 and Statement 2 can be inferred from the text.</p> <p>d) Both Statement 1 and Statement 2 cannot be inferred from the text.</p>
<b>Q11</b>	<b>Answer in 30-40 words</b>
<b>i</b>	Antarctica is a doorway to the past. Explain.
<b>ii</b>	For the narrator, spending two weeks in Antarctica is a challenge not only for the body but also the mind. Elaborate.
<b>iii</b>	Based on the chapter, elucidate any three consequences that global warming will have on Antarctica.
<b>iv</b>	Antarctica is unlike any other place on Earth. Justify the statement.
<b>v</b>	<i>Students on Ice</i> is a programme that prepares global citizens. Discuss.
<b>Q13</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>The author of <i>Journey to the end of the Earth</i> is Tishani Doshi who is now a famous poet and dancer.</p> <p>As the narrator, write a speech discussing the impact of the Students on Ice programme on your life and writing.</p> <p>You may begin this way:</p> <p style="text-align: center;">The Making of a Writer</p> <p>Dear audience members, I did not simply take to writing. Many experiences of my life forced me to pick up the pen...</p>
<b>ii</b>	<p>Imagine an interview where Green is asked to explain more about his work and why he decided to initiate programs for students.</p> <p>Keeping both Green and the interviewer's perspectives in mind, pen down this interview.</p>
<b>iii</b>	<p>Imagine you are the narrator writing to your parents back home telling them about your experience in Antarctica and how it is similar to that back home in some ways.</p> <p style="text-align: center;">Antarctica</p> <p style="text-align: center;">02 August XX</p>

Dear mom

It is so different here. I can't post this letter but I write to capture these amazing moments I am spending here. Antarctica is...

With love

\_\_\_\_\_

### Answer key for MCQs

Q 3

A. i. (b) ii. (d) iii. (d) iv. (c)

B. i. (b) ii. (c) iii. (b) iv. (a)

Q 5 i. (c) ii. (d) iii. (b) iv. (c) v. (c)

L-4 The Enemy	Text-Vistas
<b>Q3</b>	<b>Multiple Choice Questions based on an extract.</b>
<b>A</b>	<p><i>The man moaned with pain in his stupor but he did not awaken.</i></p> <p><i>“The best thing that we could do would be to put him back in the sea,” Sadao said, answering himself. Now that the bleeding was stopped for the moment he stood up and dusted the sand from his hands.</i></p> <p><i>“Yes, undoubtedly that would be best,” Hana said steadily. But she continued to stare down at the motionless man.</i></p> <p><i>“If we sheltered a white man in our house we should be arrested and if we turned him over as a prisoner, he would certainly die,” Sadao said.</i></p> <p><i>“The kindest thing would be to put him back into the sea,” Hana said. But neither of them moved. They were staring with curious repulsion upon the inert figure.</i></p>
<b>i</b>	<p>In which of the following options can the underlined words NOT be replaced with ‘stupor’?</p> <p>a) She hung up the phone feeling as though she had woken up from a <u>slumber</u>.</p> <p>b) The manager complained about the employee’s <u>sluggishness</u>.</p> <p>c) He seemed to be in a <u>trance</u> when the doctor called upon him last week.</p> <p>d) Seeing him in a <u>daze</u>, the lawyer decided not to place him in the witness box.</p>
<b>ii</b>	<p>Pick the option that best describes Sadao and Hana in the passage.</p> <p>a) Sadao: scrupulous      Hana: wary</p> <p>b) Sadao: daring          Hana: prudent</p> <p>c) Sadao: prudent        Hana: suspicious</p> <p>d) Sadao: wary            Hana: daring</p>
<b>iii</b>	<p>Pick the idiom that best describes the situation in which Sadao and Hana were in.</p> <p>a) to be like a fish out of water</p> <p>b) like water off a duck’s back</p> <p>c) to be dead in the water</p> <p>d) to be in hot water</p>
<b>iv</b>	<p>Choose the correct option with reference to the two statements given below.</p> <p>Statement 1: Sadao and Hana cared about the soldier but were worried about the consequences of being considerate.</p> <p>Statement 2: Sadao and Hana wanted to shirk their responsibilities of looking after an injured soldier, who could be an American.</p> <p>a) Statement 1 is true but Statement 2 is false.</p>

	<p>b) Statement 1 is false but Statement 2 is true.  c) Both Statement 1 and Statement 2 are true.  d) Both Statement 1 and Statement 2 are false.</p>
<b>B</b>	<p><i>"I wondered, Your Excellency," Sadao murmured.</i></p> <p><i>"It was certainly very careless of me," the General said. "But you understand it was not lack of patriotism or dereliction of duty." He looked anxiously at his doctor. "If the matter should come out you would understand that, wouldn't you?"</i></p> <p><i>"Certainly, Your Excellency," Sadao said. He suddenly comprehended that the General was in the palm of his hand and that as a consequence he himself was perfectly safe. "I swear to your loyalty, Excellency," he said to the old General, "and to your zeal against the enemy."</i></p>
<b>i</b>	<p>Pick the option that best describes the word 'dereliction' as used in the passage.</p> <ol style="list-style-type: none"> <li>1. evasion</li> <li>2. deterioration</li> <li>3. negligence</li> <li>4. carelessness</li> <li>5. dilapidation</li> <li>6. management</li> </ol> <p>a) 2, 3 and 6  b) 1, 4 and 5  c) 2, 4 and 6  d) 1, 3 and 4</p>
<b>ii</b>	<p>At the end of the conversation with the General, Sadao felt</p> <ol style="list-style-type: none"> <li>a) rejuvenated and guilt-free.</li> <li>b) conceited and egotistic.</li> <li>c) refreshed and self-conscious.</li> <li>d) relieved and guilt-free.</li> </ol>
<b>iii</b>	<p>Read the analysis of the General based on the given extract. Choose the option that fills in the given blanks most appropriately:</p> <p>The General (i) _____ power but is (ii) _____ of the obligations of his job. He is so (iii) _____ with his health that he forgets to send the assassins to kill the prisoner. Due to his (iv) _____ interests, he doesn't want to expose Sadao and agrees to keep the prisoner's escape a secret.</p> <ol style="list-style-type: none"> <li>a) (i) fantasizes; (ii) lonely ; (iii) consumed ; (iv) vested</li> <li>b) (i) relishes; (ii) weary; (iii) self-absorbed ; (iv) selfish</li> <li>c) (i) fancies; (ii) apathetic ; (iii) negligent ; (iv) worthless</li> <li>d) (i) desires; (ii) concerned ; (iii) indisposed ; (iv) narrow</li> </ol>



<p><b>iv</b></p>	<p>Pick the option that best matches the idioms with 'hand' with their meanings.</p> <table border="1" data-bbox="288 293 1412 763"> <thead> <tr> <th data-bbox="288 293 850 353">Idioms</th> <th data-bbox="850 293 1412 353">Meanings</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 353 850 456">1. hand in glove</td> <td data-bbox="850 353 1412 456">A) in the care of somebody good and knowledgeable</td> </tr> <tr> <td data-bbox="288 456 850 560">2. in good hands</td> <td data-bbox="850 456 1412 560">B) to reveal a secret about one's plans</td> </tr> <tr> <td data-bbox="288 560 850 663">3. tip one's hand</td> <td data-bbox="850 560 1412 663">C) do harm to someone who has been kind to you</td> </tr> <tr> <td data-bbox="288 663 850 763">4. bite the hand that feeds you</td> <td data-bbox="850 663 1412 763">D) two or more people who are in collusion</td> </tr> </tbody> </table> <p>a) 1-A; 2-D; 3-C; 4-B  b) 1-B; 2-C; 3-D; 4-A  c) 1-D; 2-A; 3-B; 4-C  d) 1-C; 2-A; 3-D; 4-B</p>	Idioms	Meanings	1. hand in glove	A) in the care of somebody good and knowledgeable	2. in good hands	B) to reveal a secret about one's plans	3. tip one's hand	C) do harm to someone who has been kind to you	4. bite the hand that feeds you	D) two or more people who are in collusion
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4. bite the hand that feeds you	D) two or more people who are in collusion										
<p><b>Q 5</b></p>	<p><b>Stand Alone MCQs</b></p>										
<p><b>i</b></p>	<p>"Those scars," she murmured, lifting her eyes to Sadao.</p> <p>The 'scars' DO NOT indicate</p> <p>a) torture perpetrated on prisoners of war.  b) superiority of Japan over America.  c) the quest for supremacy in war.  d) the rumours of torture often heard.</p>										
<p><b>ii</b></p>	<p>Pick the quote that best describes the theme of the story.</p> <p>(a) World belongs to humanity, not this leader, that leader or that king or prince or religious leader. World belongs to humanity.  (b) You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirt.  (c) The purpose of human life is to serve, and to show compassion and the will to help others.  (d) To deny people their human rights is to challenge their very humanity.</p>										
<p><b>iii</b></p>	<p>'She did not wish to be left alone with the white man.'</p> <p>Why did Hana feel so, despite having studied in America?</p> <p>This was so because</p> <p>a) being Japanese, it wasn't appropriate to stay on with a stranger.  b) America and Japan were not allies in the ongoing World War.  c) He was someone she'd recognised from her past in America.</p>										

	d) her husband had cautioned her against the American.
<b>Q11</b>	<b>Answer in 30-40 words</b>
<b>i</b>	Sadao and Hana have a moral compass which urges them to save the prisoner's life. Do we all need this moral compass? Why?
<b>ii</b>	Pearl Buck depicts the servants in a way to convey a message about Japanese people and culture. Support your answer with textual evidence.
<b>iii</b>	The author has used 'blood' as a symbol in the story. Comment on its impact on the reader.
<b>iv.</b>	Sadao and Hana look upon their time in America with disdain due to the prejudice that they were subjected to. How does racial prejudice taint a person's soul forever?
<b>Q13</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>You recently watched an interview of one of the doctors who serves for the organisation named 'Doctors without Borders'. This organisation serves people in remote corners of the world which are affected by civil strife, poverty and lack medical facilities.</p> <p>You were impressed with the dedication, compassion and professional ethics of this doctor.</p> <p>Write an article for an e-zine expressing the need for more such people in the world to serve selflessly.</p>
<b>ii</b>	<p>Imagine Tom reaches home safely. He has fully recovered and the war has now come to an end. He owes his life to Sadao and Hana and is forever indebted to them. Years later, he has been invited on a radio show as a war hero where he recounts his tribulations and the experience of being granted a new life by a Japanese couple.</p> <p>As Tom, write down that narration.</p>
<b>Answer key for MCQs</b>	
<p>Q3</p> <p>A. i. (b) ii. (c) iii. (d) iv. (a)</p> <p>B. i.(d) ii. (d) iii. (b) iv. (c)</p> <p>Q5</p> <p>i.(b) ii (c) iii. (b)</p>	

Q3

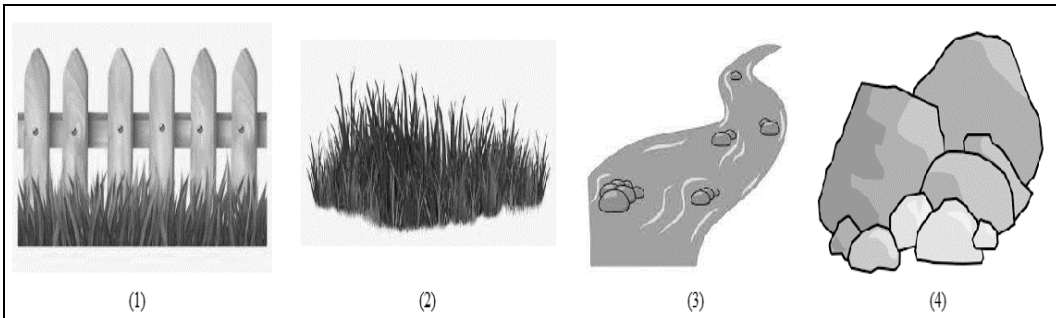
## Multiple Choice Questions based on an extract

A

*“Over the crick, and there will be the wizard’s house.” And that’s the way Roger Skunk went, and pretty soon he came to a little white house, and he rapped on the door.” Jack rapped on the window sill, and under the covers Jo’s tall figure clenched in an infantile thrill. “And then a tiny little old man came out, with a long white beard and a pointed blue hat, and said, “Eh? Whatzis? Whatcher want? You smell awful.” The wizard’s voice was one of Jack’s own favourite effects; he did it by scrunching up his face and somehow whining through his eyes, which felt for the interval rheumy. He felt being an old man suited him.*

i

Choose the option that tells the location of the wizard’s house when Jack says “over the crick”.



- a) Option 1
- b) Option 2
- c) Option 3
- d) Option 4

ii

Select the option that tells you about Jack being a great storyteller.

1. Jack knew the right way to the wizard’s house as if he had been there.
2. Jack was commendable at giving his story realistic details.
3. Jack’s delivery of speech with sound effects was remarkable.
4. Jack looked like a really old man as if he was the wizard.

- a) 1, 2
- b) 2, 3
- c) 3, 4
- d) 1, 4

iii

Pick the option that suitably decodes the wizard’s message when he says “Eh? Whatzis? Whatcher want?”.


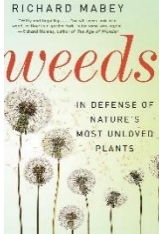
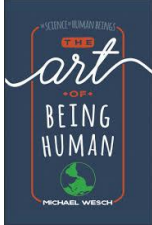
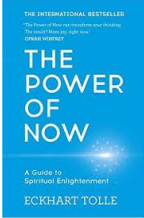
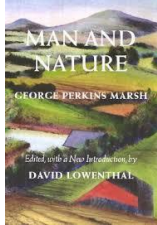
- a) What is this? What can you want?
- b) What’s this? What do you want?
- c) Who? What can I do?

	d) Who are you? What you want?								
<b>iv</b>	<p>What was Jo's reaction to Jack's knock on the window?</p> <p>a) She stiffened in anticipation of something thrilling.  b) She held on to the covers tightly and compressed her lips.  c) She relaxed, knowing that her father was around to protect her.  d) She instantly responded in the voice of another character.</p>								
<b>B</b>	<p><i>"All right. He said, 'But Mommy, all the other little animals run away,' and she said, 'I don't care. You smelled the way a little skunk should have and I'm going to take you right back to that wizard,' and she took an umbrella and went back with Roger Skunk and hit that wizard right over the head." "No," Jo said, and put her hand out to touch his lips, yet even in her agitation did not quite dare to stop the source of truth. Inspiration came to her. "Then the wizard hit her on the head and did not change that little skunk back."</i></p>								
<b>i</b>	<p>Roger Skunk's mommy was _____ and _____ when she got to know the truth about her son's aromatic body. Choose the option to fill in the blank correctly.</p> <p>1. vexed  2. dissatisfied  3. hostile  4. disheartened</p> <p>a) 1, 2  b) 2, 3  c) 3, 4  d) 1, 4</p>								
<b>ii</b>	<p>Choose the option that appropriately shows a quote giving away the message Roger's mommy wanted to give Roger.</p> <table border="1" data-bbox="288 1518 1390 1841"> <thead> <tr> <th>Quote 1</th> <th>Quote 2</th> <th>Quote 3</th> <th>Quote 4</th> </tr> </thead> <tbody> <tr> <td>Wanting to be someone else is the waste of the person you are.</td> <td>Growing up means realizing a lot of your friends aren't really your friends.</td> <td>Confidence is the best makeup you could ever wear.</td> <td>It takes nothing to join the crowd. It takes everything to be alone.</td> </tr> </tbody> </table> <p>a) Quote 1  b) Quote 2  c) Quote 3  d) Quote 4</p>	Quote 1	Quote 2	Quote 3	Quote 4	Wanting to be someone else is the waste of the person you are.	Growing up means realizing a lot of your friends aren't really your friends.	Confidence is the best makeup you could ever wear.	It takes nothing to join the crowd. It takes everything to be alone.
Quote 1	Quote 2	Quote 3	Quote 4						
Wanting to be someone else is the waste of the person you are.	Growing up means realizing a lot of your friends aren't really your friends.	Confidence is the best makeup you could ever wear.	It takes nothing to join the crowd. It takes everything to be alone.						

<b>iii</b>	<p>Pick the option listing the reason Jo wanted to change her father’s narrative.</p> <ul style="list-style-type: none"> <li>a) Jo was getting bored of her father controlling the entire narrative.</li> <li>b) Jo thought of the skunk’s mother as a villain for not letting him make friends.</li> <li>c) Jo was interrupting her father’s narrative just to annoy him and have fun.</li> <li>d) Jo liked the wizard more and so she took pity on him for getting beaten.</li> </ul>
<b>iv</b>	<p>Choose the correct option with respect to the statements given below.</p> <p>Statement 1: Jo was adding bits to the story created by her own imagination.</p> <p>Statement 2: Jack was tired and felt relaxed since he didn’t have to complete the whole story.</p> <ul style="list-style-type: none"> <li>a) Statement 1 can be inferred from the extract but Statement 2 cannot be.</li> <li>b) Statement 1 is cannot be inferred from the extract but Statement 2 can be.</li> <li>c) Both Statement 1 and Statement 2 can be inferred.</li> <li>d) Both Statement 1 and Statement 2 cannot be inferred.</li> </ul>
<b>Q 5</b>	<b>Stand Alone MCQs</b>
<b>i</b>	<p>“Daddy.”  “What?”  “Roger Skunk. You said Roger Fish.”  “Yes. Skunk.”</p> <p>The above dialogue shows Jo to be _____ and her father to be _____.</p> <p>Choose the correct option to complete the following sentence.</p> <ul style="list-style-type: none"> <li>a) confused; exhausted</li> <li>b) rude; careless</li> <li>c) vigilant; hasty</li> <li>d) disrespectful; disinterested</li> </ul>
<b>ii</b>	<p>“Jack didn’t like women when they took anything for granted; he liked them apprehensive, hanging on his words.”</p> <p>Choose the option with the correct reference to the textual statement given above.</p> <ul style="list-style-type: none"> <li>a) The way Jo was looking out of the window as if she was not interested annoyed Jack.</li> <li>b) The way Clare was shifting the furniture downstairs was irksome to</li> </ul>






	<p>Jack.</p> <p>c) The way Jack was not able to make Jo sleep on time was making him restless.</p> <p>d) The way the skunk’s mommy in the story didn’t listen to his son, irritated Jack.</p>
<b>Q11</b>	<b>Answer in 30-40 words</b>
<b>i</b>	“He was telling her something true, something she must know” Why does the narrator make this statement?
<b>ii</b>	Why do you think both Jo and Jack want a different ending each, for Roger Skunk’s story?
<b>iii</b>	What is the significance of the “half old tan and half new ivory cage of moldings, rails and baseboards” appearing at the end of the story?
<b>iv</b>	Wanting Roger Skunk to continue to smell the way a “little skunk should smell” has great significance. Explain.
<b>v</b>	Discuss Jack’s perception about gender and its roles. Cite instances from the text to support your answer.
<b>Q13</b>	<b>Answer in 150-200 words</b>
<b>i</b>	<p>Which of the following adjective/s can be used to describe Jack and Jo respectively? Support your answer with textual evidence.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>aggressive, imaginative, inquisitive, rigid, timid, proud</p> </div>
<b>ii</b>	How do you think Jack’s storyline would have been impacted if Jack had accepted Jo’s ending of the story?
<b>Answer key for MCQs</b>	
Q3	<p>A. i. (c) ii. (b) iii. (b) iv. (a)</p> <p>B. i. (d) ii. (a) iii. (b) iv. (a)</p>
Q5	i. (c) ii. (a)

L-6 On the Face of It	Text-Vistas
<b>Q3</b>	<b>Multiple Choice Questions based on an extract</b>
<b>A.</b>	<p><i>MR LAMB: Look, boy, look.... what do you see?</i></p> <p><i>DERRY: Just....grass and stuff. Weeds.</i></p> <p><i>MR LAMB: Some call them weeds. If you like, then.... a weed garden, that. There's fruit and there are flowers, and trees and herbs. All sorts. But over there.... weeds. I grow weeds there. Why is one green, growing plant called a weed and another 'flower'? Where's the difference. It's all life.... growing. Same as you and me.</i></p> <p><i>DERRY: We're not the same.</i></p> <p><i>MR LAMB: I'm old. You're young. You've got a burned face, I've got a tin leg. Not important. You're standing there.... I'm sitting here. Where's the difference?</i></p>
<b>i</b>	<p>Like the play, the given extract is a study in contrasts. What does Mr. Lamb seek to do by bringing up distinctions?</p> <p>a) To explain that weeds are important and should be valued and cared for as much as flowers.</p> <p>b) To emphasize that distinctions are made by man to serve specific purposes and uses.</p> <p>c) To highlight that labels are arbitrary and essentially reflect a common life experience.</p> <p>d) To remind Derry that the only difference that matters is that of attitude and experience.</p>
<b>ii</b>	<p>How would you describe Derry's tone when he says – "We're not the same"?</p> <p>a) angry</p> <p>b) perplexed</p> <p>c) gloomy</p> <p>d) practical</p>
<b>iii</b>	<p>Look at the given images of books. In which of the following are you NOT likely to find Mr. Lamb's words as given in the extract?</p>

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>(i)</p> </div> <div style="text-align: center;">  <p>(ii)</p> </div> <div style="text-align: center;">  <p>(iii)</p> </div> <div style="text-align: center;">  <p>(iv)</p> </div> <div style="text-align: center;">  <p>(v)</p> </div> </div> <p>a) Options (i) and (iii)  b) Options (i) and (iv)  c) Options (ii) and (iv)  d) Options (ii) and (iii)</p>
<b>iv</b>	<p>Which of the following represents Mr. Lamb's analysis of flowers and weeds?</p> <p>a) Comparison is an act of violence against the self.  b) If you have a garden in your library, everything will be complete.  c) One man's freedom fighter is another man's terrorist.  d) The cosmos is within us. We are made of star-stuff.</p>
<b>B.</b>	<p><i>DERRY: What do you do all day?</i></p> <p><i>MR LAMB: Sit in the sun. Read books. Ah, you thought it was an empty house, but inside, it's full. Books and other things. Full.</i></p> <p><i>DERRY: But there aren't any curtains at the windows.</i></p> <p><i>MR LAMB: I'm not fond of curtains. Shutting things out, shutting things in. I like the light and the darkness, and the windows open, to hear the wind.</i></p> <p><i>DERRY: Yes. I like that. When it's raining, I like to hear it on the roof.</i></p> <p><i>MR LAMB: So you're not lost, are you? Not altogether? You do hear things. You listen.</i></p> <p><i>DERRY: They talk about me. Downstairs, When I'm not there.</i></p>
<b>i</b>	<p>According to Mr. Lamb, what does the idea of being 'lost' signify?</p> <p>a) He who does not hear what other people say is lost.  b) He who does not appreciate man and nature is lost.  c) He who does not pause to reflect on wind and rain is lost.  d) He who is closed off to nature and its wonders is lost.</p>
<b>ii</b>	<p>Read the following analysis of Mr. Lamb's character based on the given extract. Choose the option that fills in the given blanks most appropriately:</p> <p>Mr. Lamb's (i) _____ and daily activities reflected the values he lived by and the kind of person he was. His openness, inquisitiveness, and his (ii) _____ to nature were embodied in his work and words. Being close to and experiencing (iii) was not only significant to him, but was at the heart of</p>



	<p>finding meaning and (iv) _____ in life.</p> <p>a) (i) preferences ; (ii) attunement ; (iii) nature ; (iv) direction  b) (ii) choices ; (ii) loyalty ; (iii) the world ; (iv) hope  c) (iii) words ; (ii) attitude ; (iii) gardening ; (iv) worthiness  d) (iv) sermons ; (ii) proximity ; (iii) life ; (iv) values</p>
<b>iii</b>	<p>Choose the option that best describes the sequence of Derry's emotions in the above extract:</p> <p>a) shyness – friendliness – reluctant acceptance  b) inquisitiveness – nostalgia – mild sadness  c) curiosity – measured delight – disappointment  d) defiance – excitement – grouchy insecurity</p>
<b>iv</b>	<p>“<i>You do hear things. You listen.</i>” Choose the option that captures the difference between hearing and listening.</p> <p>hear: listen :: _____: _____</p> <p>a) shut in: shut out  b) smile: laugh  c) act: reflect  d) chance: attend</p>
<b>Q 5.</b>	<b>Stand-alone MCQs</b>
<b>i</b>	<p>If Derry were in a library at the beginning of the play, which of the following sections of books would he NOT explore?</p> <p>(i) science fiction      (ii) fantasy                      (iii) self-help                      (iv) non-fiction</p> <p>a) Options (i) and (ii)  b) Options (ii) and (iii)  c) Options (iii) and (iv)  d) Options (i) and (iv)</p>
<b>ii</b>	<p>“<i>Ah, but do you care if you never kiss them.</i>” What does Mr. Lamb aim to do with such a statement?</p> <p>a) Empower Derry to take charge.  b) Inspire Derry to have dreams.  c) Comfort Derry by distracting him.  d) Question Derry about his desires.</p>
<b>iii</b>	<p>Choose the option that best constitutes a message from the play:</p> <p>a) People's attitude should not stop one from experiencing life.  b) What people say has no bearing upon how one feels about things.  c) People cannot be changed. One can and should only change oneself.</p>


	d) One's opinions cannot be based on what people say behind one's back.
<b>iv</b>	<p>Based on the slogans and tag lines, for which of the following brands might Mr. Lamb be a suitable brand ambassador?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>(i)</p> </div> <div style="text-align: center;">  <p>(ii)</p> </div> <div style="text-align: center;">  <p>(iii)</p> </div> <div style="text-align: center;">  <p>(iv)</p> </div> <div style="text-align: center;">  <p>(v)</p> </div> </div> <p>a) Options (i), (ii), (iii)  b) Options (ii), (iii), (iv)  c) Options (iii), (iv), (v)  d) Options (iv), (v), (i)</p>
<b>Q11</b>	<b>Answer in 30-40 words</b>
<b>i</b>	<p>'It is not merely age but experience that counts.'</p> <p>With reference to any one example from the text, comment on how Derry found Mr. Lamb different from other adults he had encountered.</p>
<b>ii</b>	<p>Imagine that Mr. Lamb had not fallen off the ladder at the end. Recalling his conversation with the bees, do you think Derry's return might have changed him as much as he had changed Derry? Elaborate</p>
<b>iii</b>	<p>Do you think Derry's mother is protective of him? Justify your opinion with textual evidence.</p>
<b>iv</b>	<p>Why did Derry go back to Mr. Lamb's garden even after opposition?</p>
<b>Q13</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>Derry mentions two kinds of responses people often have to justify misfortune, one "Look at all those people who are in pain and brave and never cry and never complain and don't feel sorry for themselves"; and secondly, "think of all those people worse off than you." Far from comforting him, these empty words only agitate him.</p> <p>In both cases, one's sense of self is derived from others and how they live their lives.</p> <p>a) How far might looking at others itself be the cause of suffering?  b) In what way can people, especially children, be empowered to face their challenges without the spectre of comparison?</p>
<b>ii</b>	<p>Imagine that the encounter with Mr. Lamb marked a turning point in Derry's life. Many years later, Derry is invited to present a TED Talk on the challenges he faced and overcame. He thinks about the bitterness he carried earlier</p>

	<p>towards people and the world, and how his attitude changed.</p> <p>He decides to speak about the transformation in his relationship with himself, and understanding what kindness towards oneself might actually means.</p> <p>He agrees to weave his speech on 'Not the face of a victim'. As Derry, create the speech draft for the TED Talk.</p>
iii	<p>In today's world, the mantra for success is considered to be the ability to think out of the box. At the same time, as in the play, acceptance is difficult for those who are different.</p> <p>As Derry says, "After I'd come home, one person said, "He'd have been better off stopping in there. In the hospital. He'd be better off with others like himself."</p> <p>How would you reconcile both these ideas, of a demand for difference, on one hand, and a need to isolate difference on the other hand?</p>
<b>Answer key for MCQs</b>	
<p>Q 3</p> <p>A i – c ; ii – c ; iii – b ; iv – c</p> <p>B i – d ; ii – a ; iii – c ; iv – d</p> <p>Q5</p> <p>i – b ; ii – a ; iii – a ; iv – d</p>	

## Q3 Multiple Choice Questions based on an extract

A.	<p><i>“They’re not — they don’t honestly think I’m goin’ to try to — ”</i></p> <p><i>“They’re taking no chances, Evans. Nobody in his senses would take any chance with you.”</i></p> <p><i>“Who’s goin’ to listen in?”</i></p> <p><i>“I’ll tell you who’s going to listen in, laddy. It’s the Governor himself, see? He don’t trust you a bloody inch — and nor do I. I’ll be watching you like a hawk, Evans, so keep your nose clean. Clear?”</i></p> <p><i>He walked towards the door. Evans nodded. He’d already thought of that, and Number Two Handkerchief was lying ready on the bunk — a neatly folded square of off-white linen.</i></p> <p><i>“Just one more thing, Einstein.”</i></p> <p><i>“Ya? Wha’s ‘at?”</i></p> <p><i>“Good luck, old son.”</i></p>
i	<p>Which of the following qualities of Jackson do NOT come through in the given extract?</p> <p>a) Soft-hearted b) Gullible c) Skeptical d) Authoritative</p>
ii	<p>“Nobody in his senses would take any chance with <i>you</i>”. Why not?</p> <p>a) Jackson did not like Evans and was keen to get rid of him. b) Evans had quite a reputation for escaping from prisons. c) Evans had been transferred to Oxford prison and needed care. d) The Governor was uneasy about Evans’ German O-Level exams.</p>
iii	<p>In the given extract, “Einstein” is meant as a _____.</p> <p>a) compliment b) misconception c) taunt d) provocation</p>
iv	<p>The above extract employs several idiomatic expressions. Which of the following is not an idiom?</p>

	<p>a) to not trust an inch  b) to watch like a hawk  c) to keep nose clean  d) to be ready on the bunk</p>
<b>B.</b>	<p><i>“Perhaps you won’t be with us next September, Evans.”</i></p> <p><i>James Roderick Evans appeared to ponder the Governor’s words deeply. “No. P’r’aps I won’t,” he said.</i></p> <p><i>As the prison van turned right from Chipping Norton on to the Oxford road, the hitherto silent prison officer unlocked the handcuffs and leaned forward towards the driver, “For Christ’s sake get a move on! It won’t take ‘em long to find out —’</i></p> <p><i>“Where do ye suggest we make for?” asked the driver, in a broad Scots accent.</i></p> <p><i>“What about Newbury?” suggested Evans.</i></p>
<b>i</b>	<p>How would you describe Evans in the above extract?</p> <p>a) solemn  b) cheeky  c) anxious  d) cheerful</p>
<b>ii</b>	<p>A ‘broad accent’ is that which is</p> <p>a) applied widely, all over the world.  b) recognised by broadcasters.  c) associated with the traditional speech of the local people.  d) developed over several years for the purposes of special communication.</p>
<b>iii</b>	<p>Evans suggested Newbury because _____</p> <p>a) the police had already been to Newbury and would not expect to find him there.  b) he was being playful and wanted to crack another joke at the police’s expense.  c) he wanted the thrill of another chase and the opportunity to outsmart authorities.  d) he did not want to risk going to a new place, and opted for something more familiar.</p>
<b>iv</b>	<p>Choose the option that completes the given analogy.</p> <p>Silent : Loud :: Ponder : _____</p> <p>a) meditate  b) repeat</p>

	<p>c) exaggerate d) overlook</p>
<b>Q 5.</b>	<b>Stand-alone MCQs</b>
<b>i</b>	<p>Look at the statements given below. Choose the option that correctly identifies which statements are fact and which are opinion:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>(i) The author is sympathetic towards Evans.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>(ii) The story subtly prefigures future events.</p> </div> </div> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>(iii) The Governor is not quite a good-for-a-giggle character.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>(iv) The reader sympathizes with the Governor and Evans.</p> </div> </div> <p>a) Fact – (i) and (iv) ; Opinion – (ii) and (iii)  b) Fact – (ii) and (iii) ; Opinion – (i) and (iv)  c) Fact – (i) and (ii) ; Opinion – (iii) and (iv)  d) Fact – (ii) and (iv) ; Opinion – (i) and (iii)</p>
<b>ii</b>	<p><i>“God Almighty! There’s far more going on than I —”</i>  <i>“Always will be, sir.”</i></p> <p>What can be collected from the aforesaid conversation between the Governor and Evans?</p> <p>a) The Governor realized that he was likely to lose his job very soon.  b) Evans proved that criminals are always one step ahead of the police.  c) There were always schemes afoot unknown to prison authorities.  d) The Governor’s confidence in his control over the prison stood shattered.</p>
<b>iii</b>	<p>A trope is a common device or theme used to describe situations or characters in a story.  Given below are some typical tropes found in a prison escape narrative.  Choose the option that is NOT a trope used in the story ‘Evans Tries an O-Level’?</p> <p>(i) <i>Prison Changes People</i> - Spending time in prison can change one’s personality, for better or for worse.  (ii) <i>Master of Disguise</i> - When a character masquerades as someone else.  (iii) <i>Wardens Are Evil</i> - The prison is run by a ruthlessly corrupt administrator.</p>

	<p>(iv) <i>The Guards Must Be Crazy</i> - Prison staff make it almost too easy for prisoners to escape.</p> <p>(v) <i>Breaking Out the Boss</i> - Members of a gang bust their boss out of jail.</p> <p>(vi) <i>Passive Rescue</i> - A character who rescues someone from prison without using aggression or violence to break them out.</p> <p>(vii) <i>Prison Escape Artist</i> - A character who is known for escaping prison multiple times.</p> <p>(Source: <a href="http://www.tvtropes.org">www.tvtropes.org</a>)</p> <p>a) Options (ii), (iii) and (vi)  b) Options (i), (iii) and (v)  c) Options (ii), (iv) and (v)  d) Options (i), (iv) and (vi)</p>
<b>Q11</b>	<b>Answer in 30-40 words</b>
<b>i</b>	Would you say that kindness is a weakness in a law enforcement officer? Support your opinion based on your reading of the story 'Evans Tries an O-Level'.
<b>ii</b>	The story is a statement against rehabilitation of criminals. Do you agree? Justify your stance.
<b>iii</b>	Would you call Evans the hero of the story? Justify your stance.
<b>iv</b>	Comment on the general absence of women characters in the story.
<b>Q13</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>After realizing that he had been outwitted once again, the dejected Governor goes home that night contemplating his next move. While on one hand, he worries about the day's humiliation, on the other, he cannot but smile at the adventure it brought about.</p> <p>He decides to narrate the day's events as a bedtime story to his children.</p> <ul style="list-style-type: none"> <li>• Do you think he would change the story in any way?</li> <li>• Keeping in mind that it is a bedtime tale, what more could he add to the story, or take away from it?</li> <li>• How might he generate sympathy for the police and prison authorities?</li> </ul>
<b>ii</b>	'The story glosses over the dark and violent side of prison life and the escape'. Comment on the given statement with reference to your reading of the story.
<b>iii</b>	Jackson goes back to his office and sits down to calculate his own role in Evans' escape. He berates himself, " <i>Stephens is new to this, but I should have known better...</i> " And at the same time, he tries to be kind to himself,

*"But what more could I have done?"*.

Jackson feels caught between the two voices in his head - the tough prison officer on one hand, and a compassionate person on the other.

Compose Jackson's reflections in his diary in the form of a dialogue between these two versions of himself.

**Answer key for MCQs**

Q3




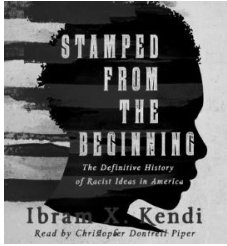
A i – b ; ii – b ; iii – c ; iv – d

B i – b ; ii – c ; iii – a ; iv – d

Q5

i – b ; ii – c ; iii – b



<p><b>Q3</b></p>	<p><b>Multiple Choice Questions based on an extract.</b></p>
<p><b>A</b></p>	<p><i>I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder.</i></p>
<p><b>i</b></p>	<p>'Then I lost my spirit'. Choose the option that DOES NOT refer to 'spirit'.</p> <ol style="list-style-type: none"> <li>1. resolve</li> <li>2. energy</li> <li>3. determination</li> <li>4. indifference</li> <li>5. enthusiasm</li> <li>6. will power</li> </ol> <p>a) 1, 2 and 5                  b) 2, 4 and 6                  c) 1, 3 and 6                  d) 3, 4 and 6</p>
<p><b>ii</b></p>	<p>Look at the given images of books. Which of the following conveys the idea of the extract?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>(1)</p> </div> <div style="text-align: center;">  <p>(2)</p> </div> <div style="text-align: center;">  <p>(3)</p> </div> <div style="text-align: center;">  <p>(4)</p> </div> </div> <p>a) Option 1                  b) Option 2                  c) Option 3                  d) Option 4</p>
<p><b>iii</b></p>	<p>How would you describe the author's tone when she says, "I was only one of many little animals driven by a herder"?</p> <p>a) austere</p>

	<p>b) apathetic  c) dismal  d) resentful</p>
<b>iv</b>	<p>Choose the correct option with reference to the two statements given below.</p> <p>Statement 1: The author had been subjected to humiliation when she was separated from her mother.</p> <p>Statement 2: Nobody was able to ease her distress and empathise with her.</p> <p>a) Statement 1 is true but Statement 2 is false.  b) Statement 1 is false but Statement 2 is true.  c) Both Statement 1 and Statement cannot be inferred from the passage  d) Both Statement 1 and Statement 2 can be inferred from the passage.</p>
<b>B</b>	<p><i>When I heard this, I didn't want to laugh any more, I felt terribly sad. How could they believe that it was disgusting if one of us held that package in his hands, even though the vadai had been wrapped first in a banana leaf, and then parcelled in paper? I felt so provoked and angry that I wanted to touch those wretched vadais myself straightaway. Why should we fetch and carry for these people, I wondered. Such an important elder of ours goes meekly to the shops to fetch snacks and hands them reverently, bowing and shrinking, to this fellow who just sits there and stiffs them into his mouth. The thought of it infuriated me.</i></p>
<b>i</b>	<p>The elder handing snacks reverently, bowing and shrinking to the fellow indicates that the 'fellow' was</p> <ol style="list-style-type: none"> <li>1. condescending.</li> <li>2. unassuming.</li> <li>3. submissive.</li> <li>4. disdainful.</li> <li>5. aggressive</li> <li>6. domineering.</li> </ol> <p>a) 2, 3 and 6  b) 1, 4 and 5  c) 1, 4 and 6  d) 2, 3 and 4</p>
<b>ii</b>	<p>Pick an idiom that DOES NOT describe how the author felt about this incident.</p> <p>a) at the end of one's tether  b) be in a black mood  c) up in arms  d) throw up one's hands</p>
<b>iii</b>	<p>Based on the given context, choose the option that illustrates when a person can be <b>provoked</b>, out of the examples given below.</p>

	<p>1. The employees organised a peaceful protest outside the firm.</p>	<p>2. The manager ill-treated one of the employees and wrongfully terminated him.</p>	
	<p>3. The employees wrote a letter of complaint against the manager.</p>	<p>4. The director of the firm scheduled a meeting for reconciliation.</p>	
<p>iv</p>	<p>The given extract DOES NOT talk about</p> <ul style="list-style-type: none"> <li>a) author's realisation of her misconception.</li> <li>b) elders being ill-treated in her society.</li> <li>c) the haughtiness of the 'fellow'.</li> <li>d) how the author was enraged.</li> </ul>		
<p><b>Q 5</b></p>	<p><b>Stand Alone MCQs</b></p>		
<p>i</p>	<p>The chapter '<i>We Too are Human Beings</i>' is _____ the book named 'Karukku' by Bama.</p> <ul style="list-style-type: none"> <li>a) a preface to</li> <li>b) the blurb for</li> <li>c) an excerpt from</li> <li>d) the foreword of</li> </ul>		
<p>ii</p>	<p>"Among our people, short hair was worn by mourners, and shingled hair by cowards!" This statement is an example of</p> <ul style="list-style-type: none"> <li>a) a belief</li> <li>b) an opinion</li> <li>c) a myth</li> <li>d) a fallacy</li> </ul>		
<p>iii</p>	<p>In the light of the following statement, choose the option that lists the characteristics of Zitkala-Sa.</p> <p>"No I will not submit! I will struggle first!"</p> <ul style="list-style-type: none"> <li>1. servile</li> <li>2. audacious</li> <li>3. cocky</li> <li>4. brash</li> <li>5. resolute</li> <li>6. gutsy</li> </ul>		

	<p>a) 1, 2 and 5  b) 2, 5 and 6  c) 1, 3 and 5  d) 2, 4 and 6</p>
<b>iv</b>	<p>“At times, people from various political parties would arrive put up a stage and harangue us through their mikes.” In which of the following options is the word ‘harangue’ NOT used correctly?</p> <p>a) The director would often harangue his employees.  b) The professor had no right to harangue by the student.  c) The harangue of the student was applauded by the audience.  d) As the man moved closer, he began to harangue uncontrollably.</p>
<b>Q11</b>	<b>Answer in 30-40 words</b>
<b>i</b>	Zitkala-Sa mentions the indignities she had to suffer as a child. How do such indignities break the morale of a child?
<b>ii</b>	Bama’s innocence was lost when she came face to face with the ugly truth of racial discrimination. Do you think children who have a difficult childhood become even more resolute than children who have a comfortable one?
<b>iii</b>	“Where there is oppression, there will be resistance.” Comment on this statement with reference to the story.
<b>iv</b>	Children relish the small pleasures of life just like Bama did when she dawdled along on her way back from school, enjoying all the novelties. Elaborate.
<b>Q 13</b>	<b>Answer in 120-150 words</b>
<b>i</b>	<p>Imagine your school has organised a panel discussion on ‘Oppression and Its Evils.’ You are one of the speakers. As part of your address, you are required to reflect on the lessons and ideas from the story, ‘Memories of Childhood’.</p> <p>Draft the address.</p> <p>You may begin like this:</p> <p><i>Good morning ladies and gentlemen! It is a pleasure to be given an opportunity to speak today. I would like to begin by quoting James Baldwin, ‘Not everything that is faced can be changed, but nothing can be changed until it is faced.’ Tolerating oppression in any form is...</i></p>
<b>ii</b>	<p>Imagine Zitkala- Sa and Bama meet each other. They both share their experience of being from marginalised communities. They reflect on instances of oppression they faced and how those instances proved to be the source of strength to fight against such oppression.</p> <p>Write down their discussion in a creative way, with reference to their experiences.</p>

**Answer key for MCQs**

Q3

A. i. (c) ii. (d) iii. (c) iv. (d)

B. i.(c) ii. (d) iii. (b) iv. (b)

Q5

i.(c) ii. (a) iii. (b) iv. (c)