

**KENDRIYA VIDYALAYA SANGATHAN**

**ERNAKULAM REGION**



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

**STUDENT SUPPORT MATERIAL**

**TERM – I**

**CLASS XII**

**ENGLISH**

**SESSION 2021 - 22**

# STUDENT SUPPORT MATERIAL

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*Dated: 01.11.2021*

*Message*

*I feel immense pleasure to publish the study material for class XII ENGLISH CORE. This support material is prepared incorporating all the recent changes in curriculum and assessment process made by CBSE. I am sure it will definitely be of great help to class XII students of all Kendriya Vidyalayas.*

*Getting acquainted with the latest changes will help students to prepare well for the board examination and enable students to face case based and Multiple-Choice Questions with confidence. This support material has been prepared by a team of dedicated and veteran teachers with expertise in their respective subject.*

*The Support material contains all the important aspects required by the students- rationalized curriculum (2021-22), summary of all the chapters, MCQs, Tips on tackling each section and Sample question paper.*

*I hope that this Support Material will be used by students and teachers as well and will prove to be a good tool for quick revision.*

*I would like to express my sincere gratitude to the In- charge principal and all the teachers who have relentlessly worked for the preparation of this study material. Their enormous contribution in making this project successful is praiseworthy.*

*Meticulous planning blended with hard work, effective time management and sincerity will help the students to reach the pinnacle of success.*

*Wish you all the best*



*( R Senthil Kumar )*

Mr. K Rajendran  
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# KENDRIYA VIDYALAYA SANGATHAN

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**ENGLISH (CORE)-301**  
**RATIONALISED CURRICULUM (2021-22)**

Section	TERM 1	WEIGHTAGE
<b>A</b>	<b>Reading Comprehension</b> (Two Passages) <ul style="list-style-type: none"> <li>• Unseen Passage (factual, descriptive or literary/discursive or persuasive)</li> <li>• Case Based Unseen (Factual) Passage</li> </ul>	<b>14</b> <b>(8 + 6 Marks)</b>
<b>B</b>	<b>Creative Writing Skills:</b> <u><b>Short Writing Tasks</b></u> <ul style="list-style-type: none"> <li>• Notice Writing</li> <li>• Classified Advertisements</li> </ul> <u><b>Long Writing Tasks(one)</b></u> <ul style="list-style-type: none"> <li>• Letter to an Editor (giving suggestions or opinion on issues of public interest)</li> <li>• Article Writing</li> </ul>	<b>3 + 5 Marks Total = 08</b>
<b>C</b>	<b>Literature:</b> Literary-Prose/poetry extracts (seen-texts) to assess comprehension and appreciation, analysis, inference, extrapolation  <b>Question Based On Texts to</b> Assess comprehension and appreciation, analysis, inference, extrapolation  <u><b>Book-Flamingo (Prose)</b></u> <ul style="list-style-type: none"> <li>• The Last Lesson</li> <li>• Lost Spring</li> <li>• Deep water</li> </ul> <u><b>Book-Flamingo (Poetry)</b></u> <ul style="list-style-type: none"> <li>• My Mother at sixty-Six</li> <li>• An Elementary School Classroom in a Slum</li> <li>• Keeping Quiet</li> </ul> <u><b>Book Vistas (Prose)</b></u> <ul style="list-style-type: none"> <li>• The Third Level</li> <li>• The Enemy</li> </ul>	<b>11 Marks for Flamingo + 7 marks for Vistas = 18 Marks</b>
	<b>TOTAL</b>	<b>40</b>
	<b>ASL</b>	<b>10</b>
	<b>GRAND TOTAL</b>	<b>40 + 10 = 50</b>



## **TIPS FOR THE READING SECTION**

1. Don't expect to understand every word
2. Don't start reading the text before looking at the questions
3. Read the title of the passage very carefully, if given. Determine what clues it gives you about the passage. Use your general knowledge and experience of the world to form a picture about what the passage is all about. Look at the title and also the visuals, graph or map given to get some clue about the content.
4. Try to gather a general idea about each separate paragraph. Try to find out whether they support the main idea as indicated by the title or whether they present a different point of view.
5. Try to understand the writer's views and opinion. This will help you to interpret, evaluate and analyze various parts of the given passage.
6. Watch for keywords like causes, results, effects etc. Do not overlook signal words such as those suggesting controversy (e.g., versus, pros and cons), which indicate that the author is intending to present both sides of an argument.
7. Concentrate on the main ideas and ignore details. Most passages require at least two readings. Before choosing the answer, check the questions again to be sure you have understood them.
8. Get Better at Scanning - Scanning is a reading method that allows you to find information faster. When scanning, you no longer read everything word for word. You just move your eyes across the text smoothly in a wavelike motion. You don't stop to read details and you don't waste time with unnecessary information. This is a great method for understanding the main ideas of a text and for finding the information you'll want to read in more detail.

Hope these ideas are helpful. Good luck!



## Passage 1

### Read the following passage

The green hills of Meghalaya state—a high, sodden, rumped, and stream-slashed corner of India’s remote and beautiful north eastern panhandle—can be a misery to walk.

The corrugated slopes, sheeted in mist, are clogged with jungle undergrowth and greased with mud. During the monsoon rains, foot trails between villages plunge again and again into gorges that hiss with waterfalls and fierce, impassable rivers. Navigating these natural obstacles—in a climate where 40 feet of rainwater plummets from the sky every year—requires clever toes, iron lungs, and the power of prolonged observation. It demands thousands of years of attentiveness. Lifetimes of experimentation. Generations of problem solving.

The result, courtesy of the ingenuity of the Khasi and Jaintia people who trek these paths from their first baby steps: the living tree-root bridges of the Cherrapunji region.

The locally abundant Indian rubber tree, *Ficus elastica*, produces strong, rope-like aerial roots that, when lashed onto a scaffold of hollowed-out betel nut trunks, or tied to bamboo stalks, can be trained patiently over decades to grow horizontally across steep ravines and riverbanks. Eventually, with aching slowness, yet tirelessly, steadily, the roots are coaxed to entwine, to form the struts and supports for living footbridges that can hold up to 50 people at a time.

Modern wood or steel bridges rot quickly into disrepair in the lush hills of Meghalaya, a global hot spot of botanical diversity (more than 3,000 flowering plant species) and a crossroads of human culture (three major ethnic groups and dozens of clans). By contrast, the tree-root bridges endure for 500 or 600 years and grow stronger over time.

To step across such organic structures—a rare, harmonious collaboration between the human imagination and the growing muscle of nature—is literally a moving experience.

The root bridges of Cherrapunji give softly, almost imperceptibly, underfoot. They cradle the body’s weight in a supple way that lifeless concrete and metal never could. Underhand, through the railings made of living tissue, you feel the immense power of the joined trees. You span time.

Some of the living bridges of Cherrapunji grew when the feudal kingdom of Ahom, invaders from what is today Myanmar, ruled over the Meghalaya hills.

They were carrying walkers when, according to the “Report on the Khasi and Jaintia Hills - 1853” by A.J.M. Mills (with an introduction by Dr. J.B. Battacharjee), the corrupt British colonial trader Harry Inglis terrorized the people of the frontier region through torture and assassination in the 1830s and 1840s. “After his death, his widow Sophie installed her





husband's corpse in a glass coffin on the verandah, telling the Khasis 'that he would rise from the dead and avenge himself on any person who wronged her,'” wrote one historian of the East Khasi Hills. “Sophie's logic played on the fear the Khasis still felt of Harry's power, even in death.”

And they bore my walking partner, Priyanka Borpujari, and I onward into the future, over the trails of north eastern India.

For a few steps on our long journey, we inched eastward, toward Myanmar, on bridges that breathed. On architecture built of memory. Of rain and sunlight.

**Paul Salopek** , National Geographic .

**Based on your** reading of the passage answer any eight questions, out of the ten given, by choosing the correct options.

Q1.Why does the writer say that a walk in Meghalaya needs clever toes?

- A. because you need to walk barefoot.
- B. because you have to maintain a careful grip all the time.
- C. because you can get distracted by the scenic beauty.
- D. because it rains all the time.

Q2.The living bridges are the result of-----

- 1. experimentation
  - 2. problem solving skills
  - 3. blind trust in nature
  - 4. tribal wisdom.
- A. 1 and 2
  - B. 1,2 and 3
  - C. 2 and 4
  - D. All of the above

Q3. “Modern wood or steel bridges rot quickly into disrepair in the lush hills of Meghalaya”-

This sentence reflects-

- A. The writer’s disapproval of modern styles of construction.
- B. The reason that led to the birth of the living bridges.
- C. The unfriendly climatic conditions present.
- D. None of the above.

Q4.The word ‘corrugated’ in the passage refers to-

- A. The strength of the rocks and mud.
- B. The slippery slopes



C. The uneven , ridged surfaces

D. The sharp corners.

Q5.Choose the correct order.

A. hollowed out betel nut trunks      scaffolds built      areal roots lashed on

B. Bamboos      growing over ravines      roots entwining

C. roots are entwined      struts are formed      scaffolds built

D. bamboos cut      roots entwined      scaffolds built over ravines

Q6. Assertion: Modern wood or steel bridges rot quickly into disrepair in the lush hills of Meghalaya

Reasoning: Meghalaya is a global hot spot of botanical diversity (more than 3,000 flowering plant species) and a crossroads of human culture.

Choose the correct expression below

A. Both the assertion and reasoning are true. Sentence 2 is the reason for sentence 1.

B. The assertion is true: its reasoning is not justified.

C. Both assertion and reasoning are false.

D. None of the above.

Q7. “The root bridges of Cherrapunji give softly, almost imperceptibly, underfoot.” Find out which sentence among those given below uses the word ‘give’ with the same meaning.

A. The world thrives on give and take.

B. Give the word and the battle shall stop.

C. The trapdoor gave an inch, when pushed hard.

D. I will give away what I can’t consume.

Q8.Walking on a living bridge is styled as spanning time because—

A. It took a long time for the bridge to grow into its present state.

B. The bridge is the result of the wisdom and experimentation of generations.

C. The bridge is too big to span with bare feet.

D. It is a timeless experience.

Q9. . “Sophie's logic played on the fear the Khasis still felt of Harry's power, even in death.”Find out from those given below, a sentence,where the word “played” is NOT used in the same sense.

A. The wicked man played on her feelings, to steal all her wealth.

B. Don’t get played on by the worldly wise.

C. Ellen was the stage where the blustering drama of Gerald played on.

D. They play on and prey on the weakness of their opponents.



Q.10. In the last paragraph of the passage, the writer talks about Harry Inglis and his wife Sophie. This can be called as a-----

- A. digression.
- B. development.
- C. branching out
- D. retreat.

### Answers and explanation

Q1.ANS: B. because you have to maintain a careful grip all the time

(Nowhere in the passage it is mentioned that you are obliged to walk barefoot or that you may get distracted by the scenic beauty. Though it is mentioned that it rains all the time clever toes will be needed only if you have to maintain a careful grip all the time.)

Q2.ANS: A. 1 and 2

(The passage says-. “It demands thousands of years of attentiveness. Lifetimes of experimentation. Generations of problem solving”. Other options are not mentioned at all)

Q3.ANS: B. The reason that led to the birth of the living bridges.

(The writer is trying to explain why the living bridges became a necessity. The other options are not supported by the passage)

Q4.ANS: C. The uneven, ridged surfaces

(Corrugated means- wrinkled, uneven, ridged)

Q5.ANS: A. hollowed out betel nut trunks      scaffolds built      areal roots lashed on

(This is the only option that shows the correct process of building the living bridges. In the other options the steps given are not in the correct order.)

Q6.ANS: B. The assertion is true: its reasoning is not justified.

(The bridges of steel and wood rot because of the climatic conditions; not because of the botanical diversity or varied human culture.)

Q7.ANS: C. The trapdoor gave an inch, when pushed hard.

(Option A “ give and take “means exchange. Option B “give word” means give the command. Option D “give away” means donate)

Q8.ANS: D. It is a timeless experience.

(The emphasis is on the experience of walking on the living bridge here. Options A and B refer to the building of the bridge. Option C is unreal in nature)

Q9.ANS: C. Ellen was the stage where the blustering drama of Gerald played on.



(‘Play on means exploit the weakness of someone. Option C is the only answer where the word play is used in a different sense. Here it means “enacted”)

Q10. ANS: A. digression.

(Digression means a temporary departure from the main subject. The other options are not relevant.)

## Passage 2

### Con Tiki- Finding the Balsa Tree

With yesterday’s coats, vests, and overcoats over our arms we climbed out into the atmosphere of a hot house to meet chattering southerners in tropical clothes and felt our shirts sticking to our backs like wet paper. We were embraced by customs and immigration officials and almost carried to a cab, which took us to the best hotel in the town, the only good one. Here we quickly found our way to our respective baths and lay down flat under the cold-water faucet. We had reached the country where the balsa tree grows and were to buy timber to build our raft.

The first day we spent in learning the monetary system and enough Spanish to find our way back to the hotel. On the second day we ventured away from our baths in steadily widening circles, and, when Herman had satisfied the longing of his childhood to touch a real palm tree and I was a walking bowl of fruit salad, we decided to go and negotiate for balsa.

Unfortunately this was easier said than done. We could certainly buy balsa in quantities but not in the form of whole logs, as we wanted it. The days when balsa trees were accessible down on the coast were past. The last war had put an end to them; they had been felled in thousands and shipped to the aircraft factories because the wood was so gaseous and light. We were told that the only place where large balsa trees now grew was in the jungle in the interior of the country. “Then we must go inland and fell them ourselves,” we said.

“Impossible,” said the authorities. “The rains have just begun, and all the roads into the jungle are impassable because of flood water and deep mud. If you want balsa wood, you must come back to Ecuador in six months; the rains will be over then and the roads up country will have dried.”

In our extremity we called on Don Gustavo von Buchwald, the balsa king of Ecuador, and Herman unrolled his sketch of the raft with the lengths of timber we required. The slight little balsa king seized the telephone eagerly and set his agents to work searching. But that search was useless.



“But a brother of mine has a big balsa plantation, ” said Don Gustavo encouragingly. “His name is Don Federico and he lives at Quevedo, a little jungle town up country. He can get you all you want as soon as we can get hold of him after the rains. It’s no use now because of the jungle rain up country.”

If Don Gustavo said a thing was no use, all the balsa experts in Ecuador would say it was no use. So here we were in Guayaquil with no timber for the raft and with no possibility of going in and felling the trees ourselves until several months later, when it would be too late.

I had an idea. It was clearly impracticable now to get from the coastal area through the jungle to the balsa trees at Quevedo, but suppose we could get to the trees from the inland side, by coming straight down into the jungle from the bare snow mountains of the Andes range? Here was a possibility, the only one we saw. Out on the airfield we found a little cargo plane which was willing to take us up to Quito, the capital of this strange country, high up on the Andes plateau, 9,300 feet above sea level. Between packing cases and furniture we caught occasional glimpses of green jungle and shining rivers before we disappeared into the clouds. When we came out again, the lowlands were hidden under an endless sea of rolling vapour, but ahead of us dry mountainsides and bare cliffs rose from the sea of mist right up to a brilliant blue sky.

(From The Kon-Tiki Expedition: By Raft Across the South Seas- Thor Heyerdahl.)

Q1.What does the writer mean when he tells that ‘their shirts were sticking to their back like wet paper’?

- A. They had been in the rain.
- B. They were not dressed suitably for the tropical climate.
- C. Their shirts were made of parchment.
- D. They lay in bath tubs all the time.

Q2. The first day we spent in learning the monetary system-This means

- A. They spent the first day at the hotel, studying about the Spanish currency.
- B. They were learning Spanish to understand their monetary system.
- C. They went about purchasing and learning about the currency through the errors.
- D. They did not do anything on the first day .

Q3.The writer calls himself a ‘walking bowl of fruit salad’. Why?

- A. because he had eaten a variety of fruit
- B. because he was wearing a shirt printed all over with images of fruit.
- C. because he had purchased a fruit salad.
- D. All of the above

Q4.’ Unfortunately this was easier said than done’- The phrase means-



- A. It is difficult to say it and do it.
- B. saying is easy but doing is difficult.
- C. none of the above.
- D. both A and B

Q5. Find out the statement which is false.

- A. The writer learned that it was very difficult to get any type of balsa wood.
- B. They decided to cut the trees they needed themselves.
- C. The officials were helpful and supportive.
- D. The writer had a knack of solving problems.

Q6. Don Gustavo is called as the 'balsa king' because-

- A. He had great knowledge about these trees.
- B. He was the biggest dealer of balsa wood.
- C. both of the above
- D. He had noble blood in his veins.

Q7. "Between packing cases and furniture we caught occasional glimpses of green jungle"-

This means that-

- A. They were tightly packed into the plane with these items.
- B. The jungle was strewn with abandoned packing cases and such.
- C. They had a great wish to see the jungle.
- D. Though they tried hard, they couldn't see the jungle at all.

Q8. What stopped the team from achieving their goal?

- A. lack of cooperative people.
- B. rain that stopped all traffic to the interior.
- C. the abundance of unwanted advice that they received.
- D. An unenthusiastic leader.

Q9. 'occasional' – the word used here means-

- A. special event
- B. intermittent
- C. both of the above
- D. frequent

10. Assertion: "On the second day we ventured away from our baths in steadily widening circles,"-

Reasoning: "we decided to go inland and cut the balsa trees ourselves"

- A. Both assertion and reason are true and logically connected in a correct manner.



- B. Both are true but not inter connected in a logical manner.
- C. Assertion and reasoning are false
- D. None of the above.

### Answers and Explanation.

Q1.ANS: B. They were not dressed suitably for the tropical climate.

(The passage mentions the atmosphere of a ‘hot house’ and ‘southerners in tropical clothes’)

Q2.ANS: C. They went about purchasing and learning about the currency through the errors.

( They didn’t spend the day inside the hotel(option A). They didn’t spend their time learning the Spanish language because that was not their aim(option B)They didn’t stay in at the hotel either, doing nothing.(option C))

Q3.ANS: A. because he had eaten a variety of fruit

(Other options are not supported by the passage)

Q4.ANS: B. saying is easy but doing is difficult.

(It is easy to say a thing but it proves difficult to execute it.)

Q5.ANS: A.The writer learned that it was very difficult to get any type of balsa wood.

(This statement is not true; he could get smaller pieces of balsa wood, but none big enough for his purpose. The other options are all true.)

Q6.ANS: C. both of the above

(Both statements A and B are true. There is no evidence for option D)

Q7.ANS: A. They were tightly packed into the plane with these items.

(The passage says that it was a little cargo plane. There is no evidence in the passage to support the rest of the options)

Q8.ANS: B. rain that stopped all traffic to the interior.

( All the other options are false. The people they met were cooperative(Option A). They got good advice only(option C) and they did have an enthusiastic and resourceful leader( option D))

Q9. ANS: B intermittent

(They could see the jungle now and then only. There were long intervals between their glimpses of the jungle.)

Q10.ANS: B. Both are true but not inter connected in a logical manner.

( They decide to cut the trees themselves only after being told that there is no other ways to get whole logs.)



### Passage 3

#### Small wins, high hopes

Amur falcons are known for their incredibly long migratory route. Every year, these raptors travel from Russia and China to southern Africa, where they spend their winters. En-route, they make a stop in Nagaland's Pangti village and nearby areas every October. They must rest well, for a non-stop flight over the Arabian sea awaits them. In 2012, horrifying reports of the birds being slaughtered by local hunters emerged. Dedicated conservation efforts were undertaken and, eventually, the place that was once a massacre ground turned into a safe haven with Nagaland earning the moniker 'falcon capital of the world'.

An example of a species that has been brought back from the brink is the greater one-horned rhino or the Indian rhino. The largest of the three Asian rhinos, these beautiful creatures were dwindling in numbers a few decades ago, owing to poaching and habitat loss. There were only 600 left in the wild in India and Nepal, in 1975. Efforts were undertaken to protect them and, today, the number stands at around 3,500. Many of them live in Assam's Kaziranga National Park and Chitwan National Park.

Perhaps the most promising story to emerge from all of India's conservation efforts is that of the tiger. While thousands of tigers roamed the wild in India and other countries, their population was depleted by habitat loss and poaching. In 2010, 13 countries, including India, decided that they would double the number of tigers in the wild by 2022. After years of work, the efforts seem to have paid off — India reported a population of 2,967, which means it had met its target four years ahead of schedule. Home to roughly two-thirds of the world's tiger population, India shines as a beacon of hope in the efforts to protect these magnificent beauties.

A grazing antelope foraging for food amid the crops may seem like a farmer's nightmare but not in Odisha's Ganjam district. For the residents of 70 villages here, the blackbuck shares their fields. In fact, sustained community participation has resulted in an increase in the population of these shy antelopes. People don't harm them, and the blackbucks have learnt to live around them. This is a shining example of how community-led efforts can make a difference in conservation.

BhavyaVenkatesh

(Published on 9th October 2021 in The Hindu)



**Based on your** understanding of the passage, answer ANY EIGHT out of ten questions by choosing the correct option: (8 marks)

Q1. The following factor makes Amur falcons famous across the world

- A. Their long wings
- B. Their strong beaks
- C. Their long migratory route
- D. Their adaptability

Q2. ----- is an example for a raptor

- A. Eagle
- B. Peacock
- C. Crow
- D. Pigeon

Q3. Amur Falcons take a break in Nagaland in the month of -----

- A. June
- B. July
- C. September
- D. October

Q4. If Amur Falcons do not rest well in Nagaland,

- A. they will be too exhausted to fly over the Arabian sea
- B. they will reach Africa before the winters
- C. they will miss the winters
- D. they will have no fun

Q5. Nagaland earning the moniker ‘falcon capital of the world’ says

- A. man is a cruel animal
- B. man can be a messiah if he wants
- C. man’s existence on earth is at stake
- D. man is the most superior animal in the world

Q6. The dwindling number of Asian Rhinos was a result of

- A. poaching and habitat loss
- B. lack of food and water
- C. climate change
- D. flood

Q7. Read a sentence and complete it by selecting the most appropriate option



It's an -----for a farmer to see antelopes grazing for ----- amidst his crops.

- A. (i) nightmare                      (ii) foraging
- B. (i) ordeal                          (ii) fodder
- C. (i) sickening                      (ii) food
- D. (i) sad                              (ii) grass

Q8. Dedicated efforts to protect the Indian rhino have brought about around ----- increase in their number as per the current data.

- A. Two times
- B. Three times
- C. Five times
- D. Six times

Q9. -----has resulted in an increase in the population of the antelopes in Odisha's Ganjam district.

- A. Poaching and hunting
- B. Conservation efforts
- C. Sustained community participation
- D. Community living

Q10. Find a word from the passage that means the same as "a place where you are protected from danger, trouble, etc."

- A. massacre
- B. moniker
- C. haven
- D. brink

**ANSWER KEY**

- |        |        |        |        |         |
|--------|--------|--------|--------|---------|
| Q1 – C | Q2 – A | Q3 – D | Q4 – A | Q5 - B  |
| Q6 – A | Q7 – B | Q8 – B | Q9 – C | Q10 – C |



### Passage 4

RESTHOUSE CRESCENT ROAD in the 1970s was the street in Bangalore where we lived. Lined with laburnum, gulmohar, tabebuia and jacaranda, it was also home to trees that provided bountiful harvests of mangoes, jackfruit, tamarind, guavas and coconuts. It was perfect for a 10-year-old tomboy like me, who preferred hanging off trees over being ladylike.

I spent many afternoons with my friend and neighbour, Barbara Doro, seeking footholds in tree trunks as we yanked ourselves up on to the branches. Barbara, who was roughly my age, may have moved to Bangalore from Germany a couple of years ago because of her father's job at Bharat Fritz Werner, but she was quite the desi, and loved chai, bhelpuri and biryani.

Our backyards became our playground. Athletic monkeys would leap through the branches, while busy squirrels scurried about, their bushy tails bouncing behind them. Birds flocked from tree to tree, as a myriad species of insects busily traversed the trunks and branches.

We liked the jackfruit tree in Amina Mathias's backyard, with the big, prickly fruit filling our arms as we brought it down with precision. It had to be intact so that we could prise it open to get to the delectable yellow flesh inside. There was Amu Mascarenhas who let us climb the mango tree in her compound. We would sit on the branches, biting into the fragrant, golden yellow fruit while waving away pesky mango flies. The Coorgi sisters, Sudha, Kaveri and Radha Kuttappa, had a huge guava tree in their courtyard and did not mind us clambering all over to gather the fruit from the branches. No matter the colour inside—pink or off-white—the guavas were always delicious. Lana, Kim and Suzy Tan, our Chinese friends, gave us access to the tamarind tree with fruit that hung like fairy lights on a Christmas tree. We would squirm, our faces puckering, as we tasted the sour, acidic pulp.

Barbara and I loved the jacaranda tree the most. It grew in the compound of an unoccupied high-ceilinged bungalow. We would launch ourselves on its grand, stately trunk, with branches ribbed like sand on a beach, spreading skyward, bearing pinnate leaves and lilac flowers. This majestic tree was a soothing sight against the azure blue sky on a summer-scented day. If there was heaven on earth, it was here!

It was no wonder then that I decided to celebrate my 10th birthday up on our "favourite branch" of the jacaranda tree. Barbara and I scrambled up and I carved the initials 'B & H' on our branch. Her father spotted us and took a photograph with his Nikon.

"There!" Barbara said triumphantly, "This will remind us of the day we carved our initials on our tree forever!"



Things started moving fast soon after. Barbara's family relocated to Germany as her father had completed his project. On the day she left, we fought back tears, hugged and then cried, promising to be best friends forever.

My family moved to an area near Ulsoor Lake. It was our own apartment, but it was never the same for me—friends and trees were few and far between. Barbara and I stayed in touch for some time through a neighbor Gavin Cordeiro. I, meanwhile, made the transition to being a 'lady' and after my post graduation in English literature, moved to Bahrain where my father was posted. Several years later, in 1990, our stay was cut short with the First Gulf War and we moved back to Bangalore.

I couldn't hold in my excitement as the plane taxied down the runway. This was the place of my childhood. Reality started sinking in soon enough. I noticed that the city's climate wasn't balmy or invigorating, but humid and sultry. Bangalore was no longer laid-back and sleepy, its roads were tarred and many trees had disappeared. I wondered what our old neighbourhood looked like. (Source : Reader's digest )

**Based on your** understanding of the passage, answer any eight out of the ten questions by choosing the correct option.

Q.1 Select the option that explains the meaning of 'athletic monkeys'.

- A. Monkeys are called athletes of the jungle
- B. Monkeys run fast like athletes
- C. Monkeys are very sportive
- D. Monkeys jump from branch to branch with great agility

Q.2 Select the suitable option for the given statements.

- 1) The narrator preferred to be a tomboy
- 2) The narrator preferred to be ladylike
- A. (1) is false but (2) is true
- B. (1) is true but (2) is false
- C. Both (1) and (2) are false
- D. Both (1) and (2) are true

Q.3 What picture have you formed about the neighbourhood in which the narrator lived ?

- A. friendly
- B. hostile
- C. safe
- D. noisy

Q.4 Identify the figure of speech used in the following sentence



.....the tamarind tree with fruit that hung like fairy lights on a Christmas tree

- A. Metaphor
- B. Simile
- C. Synecdoche
- D. Oxymoron

Q.5 The narrator describes the jacaranda tree to be majestic because

- A. of its huge trunk
- B. of its lilac flowers
- C. it spread skyward
- D. it was an imposing tree

Q.6 Select the suitable option for the given sentence

On the day she left, we fought back tears, hugged and then cried, promising to be best Friends forever.

- A. Good fences make good neighbours
- B. Absence makes the heart grow fonder
- C. Parting is painful
- D. A friend in need is a friend indeed

Q.7 What is the relationship between (1) and (2)

1. The narrator got separated from Barbara
  2. Barbara's family relocated to Germany as her father had completed his project
- A. (2) is the cause for (1)
  - B. (1) repeats the situation described in (2)
  - C. (2) elaborates the problem described in (1)
  - D. (1) sets the stage for (2)

Q.8 The narrator moved to Bahrain

- A. for her post-graduation
- B. to meet her friend Barbara
- C. as her father was posted there
- D. because of the First Gulf War

Q.9 Choose the option that is closest in meaning to 'triumphant'

- A. victorious
- B. satisfied
- C. cheerful
- D. joyous



Q.10 Choose the option that is incorrect

- A. The narrator celebrated her 10th birthday on the jacaranda tree
- B. Barbara's brother took their photograph sitting on the jacaranda tree
- C. Barbara and the narrator loved the jacaranda tree the most
- D. The narrator did her post graduation in English literature

ANSWER KEY

Q.1 D. Monkeys jump from branch to branch with great agility

Q.2 B. (1) is true but (2) is false

Q.3 A. friendly

Q.4 B. Simile

Q.5 D. it was an imposing tree

Q.6 C. Parting is painful

Q.7 A. (2) is the cause for (1)

Q.8 C. as her father was posted there

Q.9 A. victorious

Q.10 B. Barbara's brother took their photograph sitting on the jacaranda tree

### Passage 5

Ask a firefighter about his first fire, and details pour out. It was a chemistry lab of a school, a pizza parlour, a Laundromat. It was at 78th and York, in the ductwork of a Chinese restaurant. It was the top floor of a brownstone, backup man on the house. The captain took a picture, rookie at his first fire, and it sits in a frame at home.

That's what Jordan Sullivan, a rookie firefighter, or probie, out of the Fire Academy in New York City had spent 96 days waiting for: his first fire. Sullivan had done easily a couple of hundred runs, almost always in the junior position on the truck, the one called the can man, who lugged a big fire extinguisher. He had even been to the scenes of fires but always in a supplementary role, after the blazes were under control.

But he had not had what firefighters regard as their true first fire. It's when their truck is the "first due"—the one first to arrive—and therefore they are the ones who go in first.

At 2.15 a.m. on Sunday, 16 March 2014, Sullivan finally got his chance. A resident reported smoke at an apartment building in a nearby Brooklyn neighbourhood. On this run, Sullivan rode the truck that was the first due.



Sullivan is soft-spoken, with alert eyes and an engaging smile. After wrestling in high school and a bit in college, he had wanted to be a wrestling coach. But soon after the 2001 attacks on the World Trade Center, he decided he wanted to become a firefighter.

In 2002, he took the 85-question Fire Department entrance exam, receiving an 89. It was a good score, but it didn't place him high enough among the 17850 people who took the test to qualify. And by the time the next test was offered, in 2007, he would be 29, too old by department age limits to apply.

But in July 2009, a federal judge ruled that the 1999 and 2002 exams had discriminated against black and Hispanic applicants. Under court-ordered reforms, promising black and Hispanic candidates not appointed from those tests could take a newly created one, regardless of their age, and would receive priority in being hired.

At the beginning of 2012, a full decade since Sullivan had had that first urge, he was among hundreds of black and Latino candidates invited to sit for the new exam. He was amazed and unabashedly grateful at this stroke of providence.

He passed the exam and a physical and was accepted as a priority hire, one of 76 who would emerge from the most diverse class in the department's history. In July 2013, at 36, Jordan Sullivan, who thought he could never be a firefighter, entered the Fire Academy.

The fire truck rolled to a stop outside the Wyckoff Gardens housing project, a pallid building, 21 stories high, and to Sullivan, time seemed to accelerate. At the front door, a resident jerked his head upward and said, "It's on the fifth floor".

Everyone has a function in the choreography of firefighting. Three of the crew members made up the inside team that would find the fire for the engine and look for victims. It was led by Lt John La Barbera and included Firefighter John Crowley, the "irons man", who carried the tools to force open doors and Sullivan, the can man. ( Source : Reader's digest)

**Based on your** understanding of the passage, answer any eight out of the ten questions by choosing the correct option.

Q.1 Choose the option that is incorrect

- A. Sullivan was a rookie firefighter
- B. Sullivan was called the can man
- C. Sullivan took his first test in 2007
- D. Sullivan is soft spoken

Q.2 Jordan Sullivan had been to the scenes of fires but always in a supplementary role

Choose the option that matches with the given context

- A. To err is human



- B. To play the second fiddle
- C. To spill the beans
- D. To start from the scratch

Q.3 Sullivan was not selected in 2007 because

- A. of the discrimination against black and Hispanic applicants
- B. he was overage
- C. he did not qualify
- D. he couldn't get through the physical

Q.4 What prompted Sullivan to become a firefighter

- A. Discrimination against the black
- B. The attacks on the World Trade Center
- C. Being unsuccessful as a wrestling coach
- D. The frequent fire mishap in New York City

Q.5 What is the relationship between (1) and(2)

1. In July 2009, a federal judge ruled that the 1999 and 2002 exams had discriminated against black and Hispanic candidates.
2. Sullivan got the chance to sit for the new exam
  - A. (1) is the cause for (2)
  - B. (1) repeats the situation described in (2)
  - C. (2) elaborates the problem described in (1)
  - D. (1) sets the stage for (2)

Q.6 Study the following two statements and choose the correct option

1. Sullivan joined the Fire Academy at the age of 37
2. Sullivan took the new exam to join the Fire Academy in 2012
  - A. (1) is false but (2) is true
  - B. (1) is true but (2) is false
  - C. Both (1) and (2) are false
  - D. (1) is the cause for (2)

Q.7 Sullivan describes his chance to write the new exam as a stroke of providence since

- A. it was least expected
- B. it came as a gift from God
- C. it came as a big blow
- D. it gave them a new opportunity

Q.8 John Crowley was called the 'irons man' as





- A. he was the strongest in the group
- B. he was mentally very tough
- C. he carried the tools to force open doors
- D. he carried a big fire extinguisher

Q.9 16 March 2014 was a special day for Sullivan because

- A. This was the day Sullivan entered the Fire Academy
- B. On this day, Sullivan rode the truck that was the ‘first due’
- C. On this day, he decided to become a firefighter
- D. he took the Fire Department entrance exam

Q.10 Of the four meanings of ‘unabashedly’, select the option that matches in meaning with its usage in the passage

- A. blatantly
- B. brazenly
- C. boldly
- D. shamelessly

### ANSWER KEY

Q.1 C. Sullivan took his first test in 2007

Q.2 B. To play the second fiddle

Q.3 B. he was overage

Q.4 B. The attacks on the World Trade Center

Q.5 A. (1) is the cause for (2)

Q.6 A. (1) is false but (2) is true

Q.7 B. it came as a gift from God

Q.8 C. he carried the tools to force open doors

Q.9 B. On this day, Sullivan rode the truck that was the ‘first due’

Q.10 C. boldly



## Case Study Passages

### TIPS TO TACKLE CASE-BASED READING PASSAGE

1. Case Based factual passage is based on visual input such as statistical data, chart etc.
2. It tests a student's ability to analyse, compare, contrast and interpret data.
3. Read the passage carefully after going through the questions once. In the first reading try to find the context of the passage, understand the central idea and look for the supporting details

In the second reading, carefully observe all the given information in the passage as well as the chart/graph.

4. Ask questions to yourself about what you read and also find answers for the same.
5. Try to apply your prior knowledge and logical common sense. This provides a framework for any new information you gather from the passage
6. In order not to regret wasting precious time on petty speculations, read every question meticulously and then answer it. [More often than not, the answer to the question is hidden in plain sight but the barrier of jargon and sentences leads you in a different direction.]
7. Take advantage of the illustrations/ visual text as well. Look for each minute detail. The main features of the graph, table etc must be keenly observed before arriving at the correct option. There will be hidden traps. A reckless answer will cost 1 mark.
8. The first answer may be a good answer but it may not be the right answer. Arrive at the answer by eliminating 3 wrong ones. Ask yourself – Why this? Why not others?
9. Word skills aim at inferring different meanings of the words as used in the passage
10. Think, Reflect, Analyse, and Respond

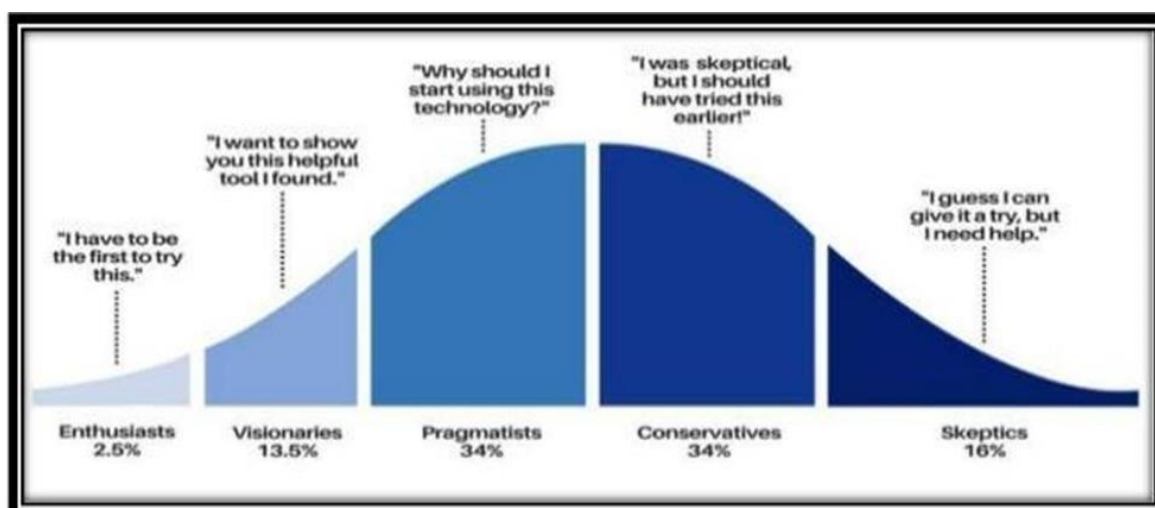
Cracking this section requires consistent effort, motivation and most importantly, a whole lot of practice. Keep on practising.



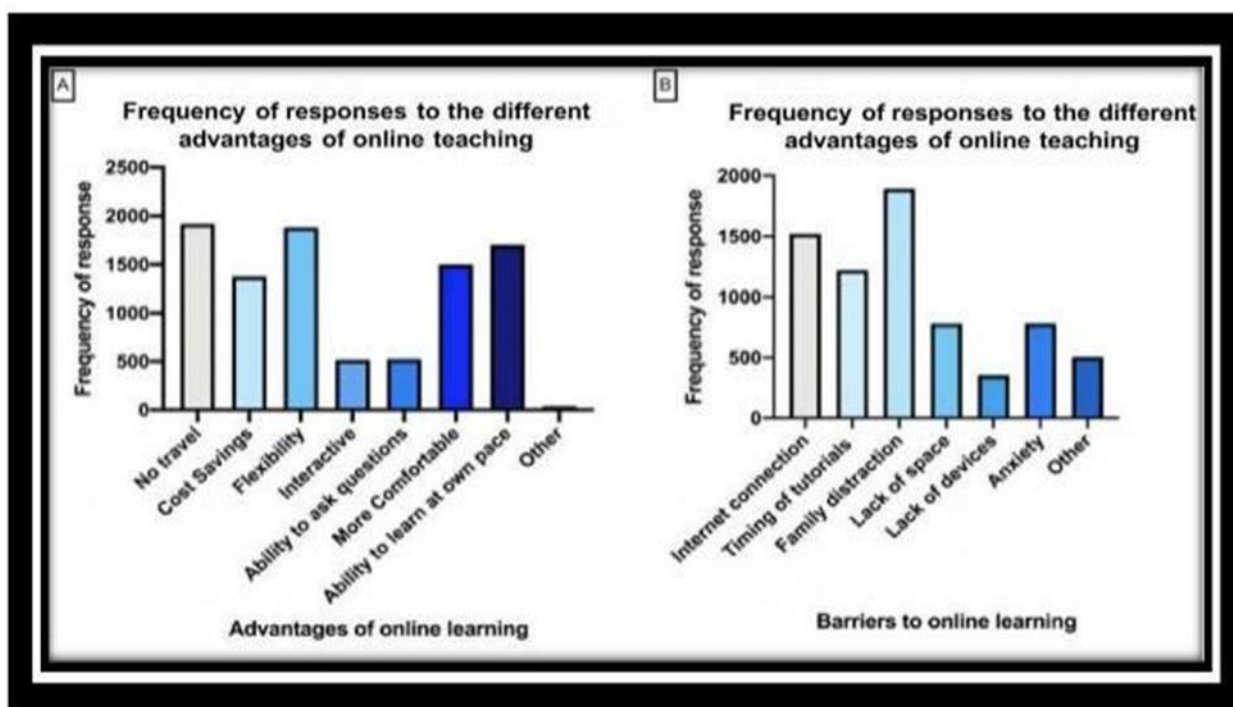
## Passage 1

**Based on your** understanding of the passage, answer ANY SIX out of eight questions choosing the correct option:

1. The recent pandemic has changed how millions around the globe are educated. New solutions and innovations in the education system are the need of the hour. Looking at the new digital split, the approach may increase the equality gaps. More than 500 million students across the globe had to pause their on-going studies at various levels. These changes have and will create a degree of inconvenience, but at the same time would promote innovations and future transformations within the education system.
2. The 'pile-on effect' of the coronavirus is that, during the global COVID-19 pandemic, interruptions to education can have long term implications — especially for the most vulnerable. There is a real risk of regression for children whose basic, foundational learning (reading, math, languages, etc.) was not strong to begin with. And millions of children who have already been deprived of their right to education, particularly girls, are being more exposed to health and well-being risks (both psychosocial and physical) during COVID-19
3. Girls: Young and adolescent girls are twice as likely to be out of school in crisis situations and face greater barriers to education and vulnerabilities such as domestic/gender-based violence when not in school.
4. Refugees, displaced and migrant children: These populations often fall between the cracks as national policies might not necessarily include these vulnerable groups and they must be included and catered for in any global responses to this crisis if this has not already occurred.
5. Children and youth with disabilities: Along with other marginalized populations, including children from minority groups, are neglected in the best of times and have lower educational outcomes than their peers.
6. Young people affected by trauma or mental health issues: Schools and learning centers are places for communities to address health related issues, including mental health and psychosocial support (MHPSS), which the most vulnerable students rely on for their wellbeing and development in order to learn.



The graphic above, made by the consulting firm CB&A, shows how the adaption curve typically impacts in the online learning method users.



Q.1 With the recent shift to online education, the world saw

- A. A decreasing trend in school drop outs
- B. A decreasing trend in student accomplishments
- C. Decreased challenges in innovations
- D. Decreased investments in education sector

Q.2 According to the adaptation curve, people fastest to adjust were the

- A. Pragmatics & Enthusiasts

- B. Visionaries & Conservatives
- C. Visionaries & Enthusiasts
- D. Pragmatics & Conservatives

Q.3 Online classes were advantageous for some learners due to

- 1. Self-paced courses
- 2. Family interactions
- 3. Cost efficiency
- 4. Reduced commuting

- A. 1, 2, 3
- B. 2, 3, 4
- C. 1, 2, 4
- D. 1, 3, 4

Q.4 Which of the underlined words in the sentence can be replaced by ‘disengagement’ to bring out its usage as applied in the text above

- A. He stopped and gazed off at the distant hills.
- B. His air of detachment lost him many friends.
- C. He mumbled in delirium all night.
- D. He was startled and gave a discordant shriek.

Q.5 Which of the following is a synonym of ‘aggravation’- (para 2)

- A. Innovation
- B. Achievement
- C. Inconvenience
- D. Pandemic

Q.6 ‘Pragmatists’ refers to

- A. Someone who is irrational
- B. Someone who is very idealistic
- C. Someone who pleases everyone
- D. Someone who acts sensibly

Q.7 The ‘Pile-on effect’ has affected the following the most

- A. Children with lower academic scores
- B. Children with disabilities
- C. Children with weak basic foundations



D. Children, especially girls

Q.8 The new digital split will

- A. Divulge inconvenience
- B. Diminish equal opportunities
- C. Decrease innovations
- D. Dampen spirits

### ANSWER KEY

Q1 – B	Q2 – C	Q3 – D	Q4 - B
Q5 – C	Q6 – D	Q7 – C	Q8 – B

### Passage 2

**Based on your** understanding of the passage, answer ANY SIX out of eight questions choosing the correct option:

The ocean is one of the most unexplored parts of our planet, with a magnitude of undiscovered species and mysteries. From the studies conducted over the last few decades, this magnificent environment is under serious threat from human intervention with plastics set to outnumber the wealth of the sea by 2050.

Marine life as we know it, is suffering irreparable damage from the chemical pollution of the waters and the millions of tons of mismanaged waste dumped in the oceans each year. The result is a planetary crisis with over 100 million marine animal's lives getting extinct every year, and the decay of the Ocean's ecosystem.

#### Shocking Ocean Pollution Statistics

- ❖ 100 million marine animals die each year from plastic waste alone.
- ❖ 100000 marine animals die from getting entangled in plastic yearly-1 in 3 marine mammal species get entangled in litter, 12-14000 tons of plastic are ingested by North Pacific fish Yearly.
- ❖ China is ranked #1 for mismanaged waste and plastics. However, the US is in the top 20 with a more significant waste per person contribution.
- ❖ 500 marine locations are now recorded as dead zones globally, currently the size of the United Kingdom's surface ( 245000 km<sup>2</sup> )



- ❖ 80% of global marine pollution comes from agriculture run off, untreated sewage, discharge of nutrients and pesticides.

- ❖ 90% of the world wide ocean debris comes from 10 rivers alone

Almost 1000 species of marine animals get impacted by ocean Pollution and we now have over 500 locations recorded as dead Zones. The Great Pacific Patch is a floating island of debris accumulated in the North Pacific Ocean by an extensive system of currents called gyres. It is built up from two other waste patches the Western garbage patch and the Eastern garbage patch. One is in Japan and the other is in America's west Coast near California and Hawaii.

The North Pacific Subtropical Convergence zone links the east and western garbage patches, acting as a highway for waste to move from one to the other. As a result the debris dropped near California can travel across to Japan and eventually get sucked up by these swirling garbage patch vortices.

The great Pacific garbage patch size is quite shocking. These patches of trash are said to be twice the size of Texas and float on the surface but do drop several meters into the ocean in places which makes the correct size challenging to measure.

The world's largest garbage site is mainly made up of microplastics creating a vast cloud with newer items of debris that haven't broken down and are floating around like chunks in a soup. So the great Pacific garbage patch effects on marine life are consistently significant.

On the basis of your understanding of the given passage answer any six Questions from the seven that follow:

1. The reasons for irreparable damage of the marine life is attributed to

- A. Tons of mismanaged waste
- B. Increasing death rate of the ocean ecosystems
- C. Chemical pollution

Options:

- A. only A
- B. B & C
- C. A & C
- D. A, B & C

2. Choose an option that is a synonym of the word 'irreparable'.

- A. Unrecoverable

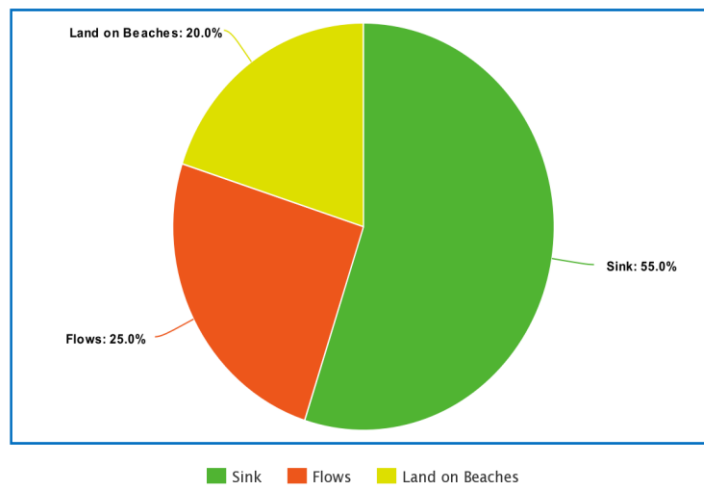


- B. Mendable
  - C. Curable
  - D. replaceable
3. Locations recorded as dead zones where marine life cannot exist number to
- A. 450
  - B. 550
  - C. 40
  - D. 500
4. 80% of global marine pollution is not due to
- A. untreated sewage
  - B. agriculture-runoff
  - C. discharge of nutrients and Pesticide
  - D. factory waste disposal
5. choose the statement that is not true about the passage:
- A. 700 marine locations are now recorded as dead zones globally.
  - B. 70% of our debris sinks into the Ocean's ecosystem, 15% floats and 15% land on our beaches.
  - C. 100 million marine animal's die each year from plastic waste alone.
  - D. 10 rivers clear out 90% of the world wide ocean debris
6. plastics will outnumber fish by
- A. Another 29 years
  - B. next 20 years
  - C. 2040
  - D. 2045
7. Read the following statements and choose the correct option.
- Statement 1 - The North Pacific Subtropical Convergence zone links the east and western garbage patches, acting as a highway for waste to move from one to the other.
- Statement 2 - The result is a planetary crisis with over 100 million marine animals' lives getting extinct.
- A. Both (1) and (2) are true and (1) is not the reason for (2)
  - B. (1) is false, but (2) is true.
  - C. (1) is true, but (2) is false and (1) is not the reason for (2)
  - D. (2) is true and (1) is false.



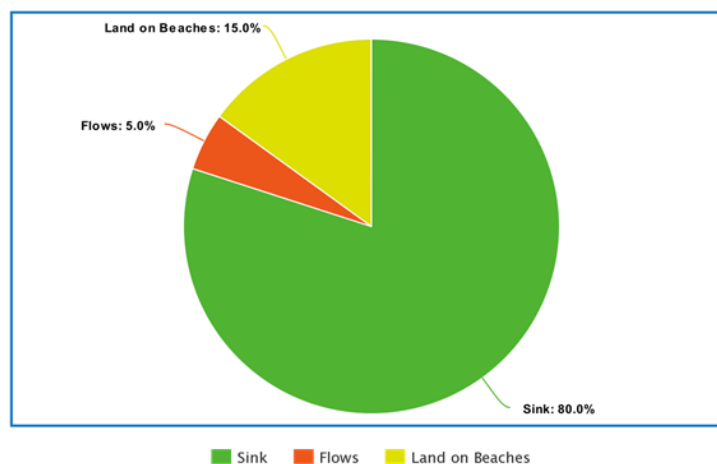
8. Based on the geographical chart in the passage, choose the option that correctly states the condition of the debris in the Ocean's ecosystem system.

A.



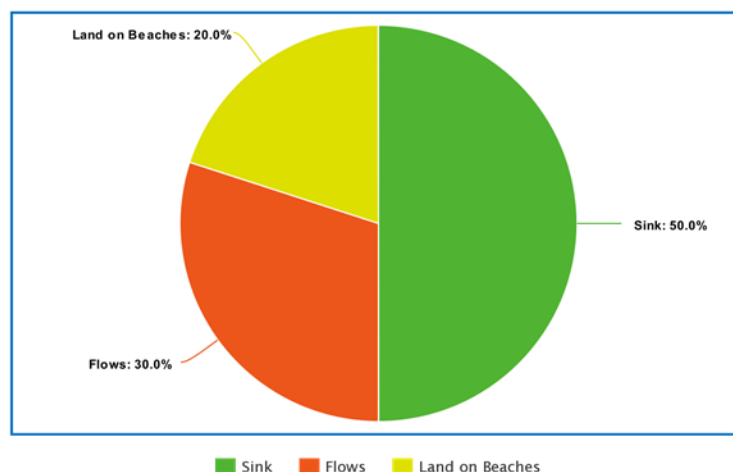
meta-chart.com

B.



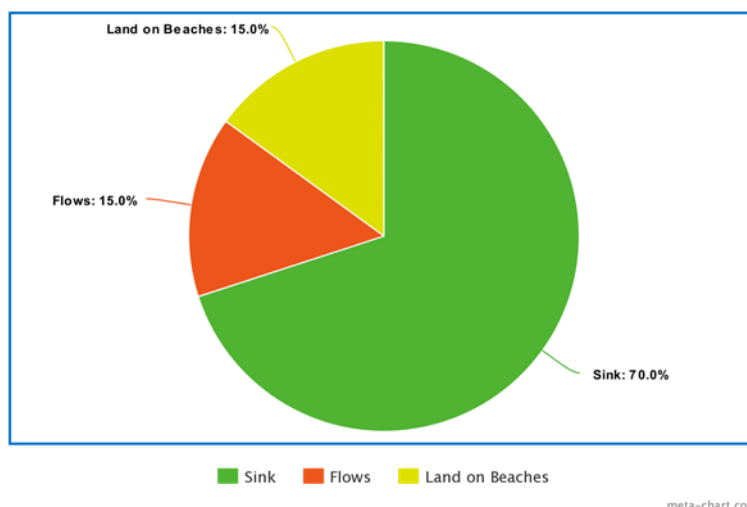
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C.



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D. xx



### Answer key

- |      |      |      |      |
|------|------|------|------|
| 1. C | 3. D | 5. A | 7. A |
| 2. A | 4. D | 6. A | 8. D |

### Passage 3

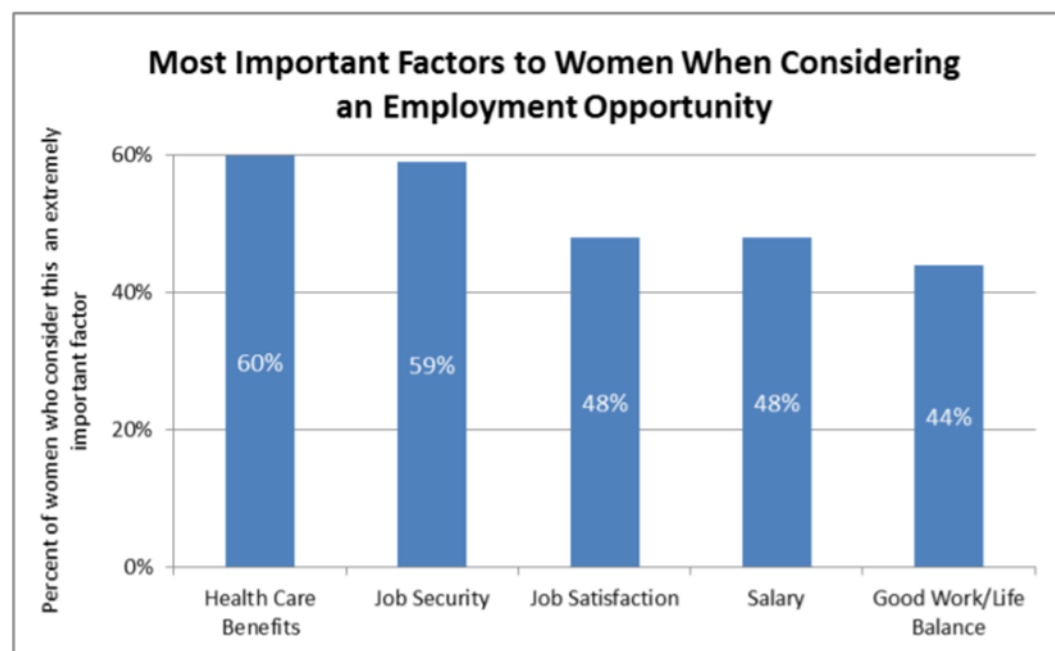


### Attitudes and Perceptions of Women About Seeking Employment in the Oil & Natural Gas Industry

1. The oil and natural gas industry is growing, with a projected 1.3 million job opportunities through 2030 that will need to be filled. Many of these job opportunities are projected to be in blue collar positions; a significant number are also projected to be available in management and professional positions. While the oil and gas industry has traditionally been male-dominated—the workforce was 81% male in 2010—this expansion and a wave of retirees over the next several years is challenging the industry to look in new places to find the best available talent. Clearly, recruiting more women is key in order for the oil and gas industry to meet its future workforce needs.
2. A critical part of recruiting more women is understanding their attitudes and perceptions in regards to the oil and natural gas industry. Through a series of focus groups and a national survey, American Viewpoint and Lake Research Partners learned

what is important to women when making employment decisions, what they already know and understand about the oil and natural gas industry, and what messages resonate with them. This report presents their findings.

3. Even before hearing any specific information about the industry—positive or negative—the majority of women (53%) say they are willing to work in the industry. After hearing benefits and possible tradeoffs, the number of women willing to accept a position with the industry increases (59%).
4. Women care about salary when considering employment opportunities, and respond well to learning that the average salary in the industry is nearly \$50,000 more per year than the U.S. average—79% of women say that this higher pay is a convincing reason to take a job in the industry. Yet while salary is an important consideration for women when facing employment opportunities, other work factors actually rank higher:



5. Based on these factors, the industry is well suited to recruit women and expand its workforce with female employees—in fact, women currently working in the industry feel like they have good benefits and high pay, and they enjoy what they do and appreciate the flexibility their jobs offer. Yet the overwhelming majority of survey respondents admit to never applying for employment with the oil and natural gas industry, with only 3% reporting having applied for a job in the industry.
6. The research indicates that the number one obstacle to women considering employment in the oil and natural gas industry is lack of awareness and understanding of job

opportunities and career development in the industry. Out of the women who had never applied to work in the industry, 63% reported never doing so because they:

- A. Did not think they had the right background for a job in oil and gas (19%)
  - B. Thought the jobs in the industry were outside their field (19%)
  - C. Did not know the industry was hiring (17%)
  - D. Had simply never thought about it (8%)
7. In each case, a lack of awareness about what is actually happening in the industry and the variety of job opportunities available prevented women from applying to work there. In order to help combat this obstacle, women suggested that the industry could:
- Create an education campaign that introduces the industry.
  - Showcase women who already work in the industry—generally, it is helpful for women, particularly young women, to know that other women have established a path for them.
  - Highlight the sheer variety of job occupations and qualifications for various jobs—women were surprised to learn about the wide range of both blue- and white-collar jobs available in the industry.
8. These steps can help women understand how oil and natural gas already impacts their lives, and enable women to see where they might fit in the industry.

(Source: American Petroleum Institute, Research By: American Viewpoint & Lake Research Partners.)

**Based on your** understanding of the passage, answer the questions by choosing the correct option.

Q1. Based on your reading of Para 1, choose the best option that correctly classifies the images under each heading.

Involves manual labour. This may involve manufacturing, construction, custodial work and other kinds of physical work

Image -1

Does not involve manual labour and usually takes place in an office. This may involve sitting at a desk or working with a computer

Image -2



Image -3



Image -4



Image -5



Image - 6

	BLUE-COLLAR	WHITE-COLLAR
A	1,2,3	4,5,6
B	1,3,6	2,4,5
C	1,4,5	2,3,6
D	3,4,5	1,2,6

Q2. Which of the following sentences use the word ‘critical’ in the same sense as used in Para 2 “A critical part of recruiting-----”

- A. Adults tend to be critical of teenagers’ taste in music and movies.
- B. This problem isn’t critical, so we can tend to it later in the evening.
- C. I had read many books before, but never from a critical point of view.
- D. This is a critical information for an informed medical diagnosis.

Q3. Choose the correct inference with reference to Para 3

“Even before -----industry increases (59%)”

- A. Majority of women agreed to work even before getting any information about the industry.
- B. The number of women ready to work in the industry drastically reduced when they heard about the benefits.
- C. Many women are very eager to learn about the working atmosphere in oil and natural gas industry.
- D. Most of the women are highly concerned about their safety while working in this industry.

Q4. Which of the following statement is NOT substantiated by the information given in the graph.



- A. 60% of women consider health care benefits, an extremely important factor for considering a job opportunity.
- B. Percentage of women who enjoy the job they do and those who consider high pay as an extremely important fact are the same.
- C. A smaller number of women are truly concerned about a good work-life balance.
- D. Job security is more important than health care benefits to most of the ladies who participated in the survey.

Q5. Female employees currently working in the oil and natural gas industry are happy because

- I. They have job satisfaction
  - II. They get high salary and other benefits
  - III. They have flexible schedule
  - IV. They get opportunities for vacations and picnics.
  - V. They consider their job as glamorous
- A. I, II, III
  - B. I, II, IV
  - C. II, III, V
  - D. III, IV, V

Q6. Choose the right option that classifies the following as Facts and Myths On women employees.

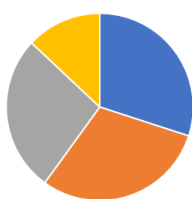
1. “They are not really intelligent, so this is all they can do.”
2. “They enjoy good benefits and high pay.”
3. “They are a dime a dozen and hence, replaceable”
4. “They are successful even in blue collar jobs.”
5. “They don’t belong here.”
6. “They can be trained to do any job.”

	FACTS	MYTHS
A	1,3,5	2,4,6
B	4,5,6	1,2,3
C	2,4,6	1,3,5
D	2,4,5	1,3,6

Q7. Pick out the pie-chart that best depicts the statistics of women keeping away from employment in the oil and natural gas industry due to the following reasons.



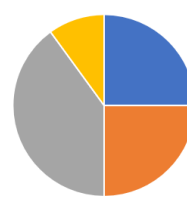
A



B



C



D

Q8. Read the two statements given below and select the option that suitably explains them.

1. Women do not apply to work in oil and natural gas industry.
  2. Women lack awareness about the wide range of jobs available in the industry.
- A. 1 is the problem and (2) is the reason
  - B. 1 is false and 2 correctly explains 1
  - C. 1 contradicts 2
  - D. 1 is true but 2 is false

## ANSWER KEY

Q1.C. Blue collar - 1,4,5 White collar - 2,3,6

Infer what white collar job denotes from the expression ‘management and professional positions’ and correlate what blue collar job stands for.

Q2. D. This is a critical information for an informed medical diagnosis. Other options may be eliminated.

Q3. A. Majority of women agreed to work even before getting any information about the industry.

Other options are not true as per the passage.

Q4. D. Job security is more important than health care benefits to most of the ladies who participated in the survey.

All other options are true

Q5. A. I, II, III

The other options are not true according to the passage and hence cannot be accepted.

Q6. C. FACTS - 2,4,6 MYTHS - 1,3,5

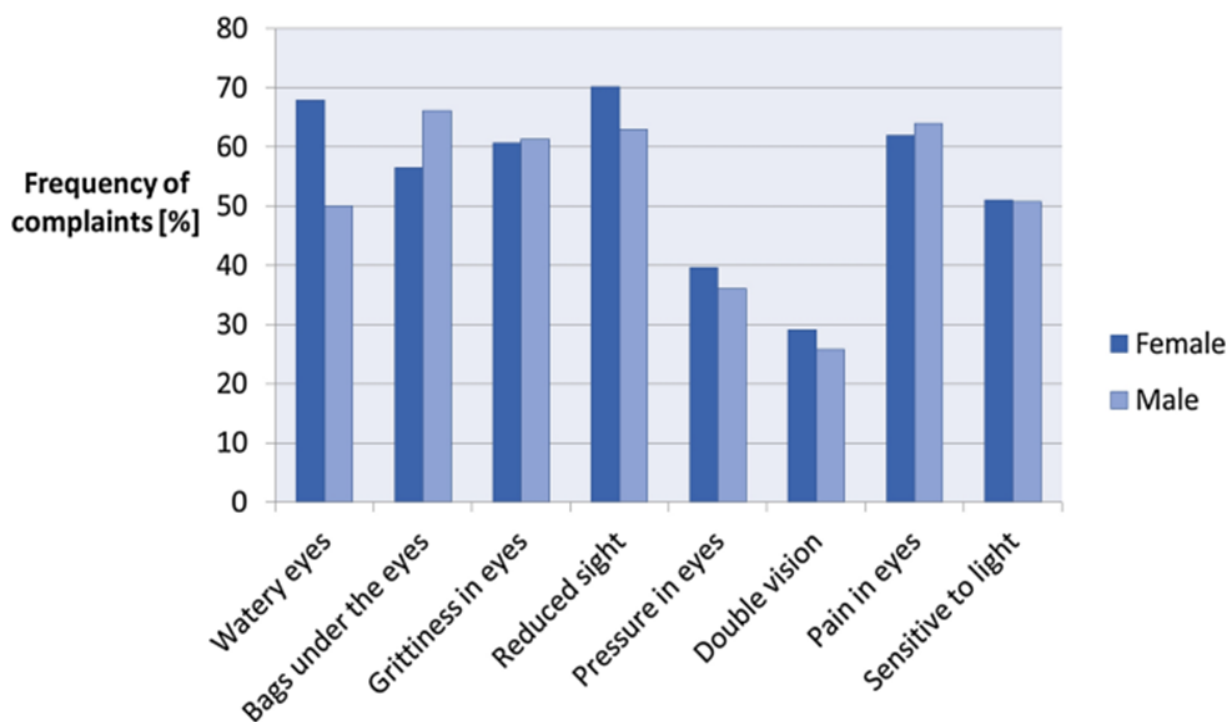
Myths and facts can be easily identified from the given passage.

Q7. B. this is the correct chart that depicts the given data.

Q8. A. 1 is the problem and (2) is the reason. Other options are not correct.

### Passage 4

Read the following passage carefully with attention to the graph given below:



1. If you have watery eyes, there are several possible reasons. They range from allergies to infections, blocked tear ducts, and funny looking eyelids. A warm, wet towel placed on your eyes several times a day can help with blocked tear ducts. So does a surgical procedure to clear blocked tear ducts.
2. Grittiness basically means your eyes feel scratchy or rough. Many people describe gritty eyes as a sensation similar to having a particle of sand in the eye. The discomfort can be mild or severe. You may also experience other symptoms like: dryness. Dry eye syndrome occurs when tears fail to keep the eye lubricated. The risk of dry eye becomes more common with age and women may face it sooner than men. Some causes include windy, smoky or dry environments and prolonged periods of screen time. Over-the-counter medications such as artificial tears, ointments or gels will help. A doctor may





also recommend any of the following treatments too: warm compress on the eyes, massaging eyelids or using eyelid cleansers.

3. Bags under eyes, i.e. mild swelling or puffiness under the eyes, are common as you age because the tissues around your eyes, including some of the muscles supporting your eyelids, weaken. Normal fat that helps support the eyes can then move into the lower eyelids, causing the lids to appear puffy. To relieve yourself, use a cool compress on the skin around the eyes for a few minutes at a time and cut down on fluids before bedtime and limit salt intake to reduce your likelihood of waking up with excess eye puffiness.
4. Normal eye pressure ranges from 12-22 mm Hg, and eye pressure of greater than 22 mm Hg is considered higher than normal. When the Intraocular pressure (IOP) is higher than normal but the person does not show signs of glaucoma, this is referred to as ocular hypertension. These tips may help you control high eye pressure or promote eye health. Eat a healthy diet and exercise safely. Limit your caffeine, yet, sip fluids frequently. Sleeping with your head elevated will also help reduce IOP.
5. A person with total blindness won't be able to see anything. But a person with low vision may be able to see not only light, but colors and shapes too. However, they may have trouble reading street signs, recognizing faces, or matching colors to each other. If you have low vision, your vision may be unclear or hazy. Telescopic glasses, Lenses that filter light, Magnifying glasses, Hand magnifiers or Reading prisms are ideal to combat this problem.
6. Photophobia literally means "fear of light." If you have photophobia, you're not actually afraid of light, but you are very sensitive to it. The sun or bright indoor light can be uncomfortable, even painful. In reality, it's a symptom of other problems like migraine headaches, dry eyes, and swelling inside your eye. It can cause pain whenever you're in bright sunlight or indoor light. You might want to blink or close your eyes. Wearing tinted glasses may help.
7. Double vision occurs when a person sees a double image where there should only be one. The two images can be side by side, on top of one another, or both. The condition



can affect balance, movement, and reading ability. If double vision affects just one eye, it is monocular. If it affects both eyes, it is binocular. Treatments include: wearing glasses, eye exercises, wearing an opaque contact lens, botulinum toxin (Botox) injections into the eye muscles, causing them to remain relaxed, wearing an eye patch and surgery on the muscles of the eye to correct their positioning

8. A healthy diet is the foundation to lasting vision. People with busy schedules may neglect a balanced diet. Feeding your body with plenty of green, leafy veggies like kale and spinach with a happy helping of carrots to complete an entrée will keep your vision protected and long-lasting.

**Based on your** understanding of the passage, answer any six out of the eight questions by choosing the correct option

Q. 1 Find the appropriate solutions to the eye problems mentioned

Problem faced	Solution suggested
i) sensation of having a particle of sand in the eye	a) wearing an opaque contact lens
ii) a person sees a double image	b) wearing tinted glasses
iii) higher than normal intraocular pressure	c) sleeping with your head elevated
iv) sensitivity to bright light	d) artificial tears, ointments or gels

- A. i-c, ii-b, iii-d, iv-a
- B. i-d, ii-a, iii-c, iv-b
- C. i-d, ii-c, iii-b, iv-a
- D. i-c, ii-b, iii-a, iv-d

Q.2 More number of women than men show the following problems

- A. Watery eyes & reduced eyesight
- B. IOP & bags under eyes
- C. High pressure in eyes & pain in eyes
- D. Sensitivity to light & grittiness in eyes

Q.3 Statement 1: . Tears fail to keep the eye lubricated.

Statement 2: Windy, smoky or dry environments and prolonged periods of screen time.

- A. Statement 1 is cause, 2 is effect
- B. Statement 2 is cause, 1 is effect
- C. Both Statements are causes
- D. Both Statements are effects

Q.4 A moist, warm towel compress can be used for

- A. Photophobia & low vision
- B. Sensitivity to light & high IOP
- C. Double vision & Pain in eyes
- D. Watery eyes & grittiness

Q.5 A person blinks while he steps out of the house into bright sun.

Bright light inside the house makes him uncomfortable.

He is suffering from .....

- A. Double vision
- B. Low vision
- C. Sensitive vision
- D. Painful vision

Q.6 Which of the following will you recommend for someone facing eye problems to include in their diet



A



B



C

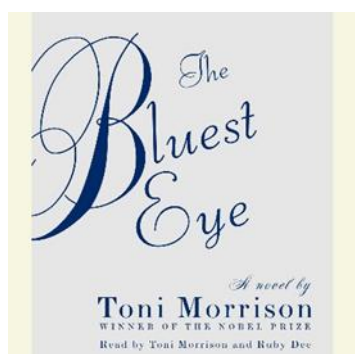


D

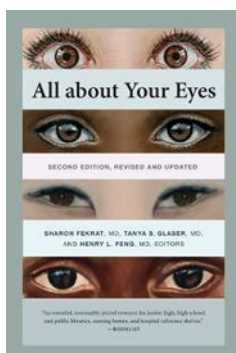
Q.7 Which of the following sentences use lubricate in the same sense as it is used in the passage [Para 2]

- A. To avoid dry, itchy skin, lubricate it several times a day with a water-based cream.
- B. The Arabs of East Africa lubricate themselves with lion's fat in order to gain courage and inspire the animals with awe of themselves.
- C. Blood and fat are used to lubricate the stones as well as the tombs of ancestors of the Vazimba, the first inhabitants of Madagascar.
- D. Lightly lubricate the pan with a thick wad of paper towel dipped in oil or melted butter, before pouring in the cake batter.

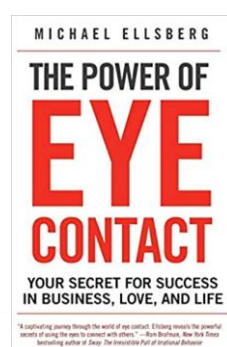
Q.8 After reading the article given above, Shubha wants to know further about the eye related ailments and their cure. Which of the following books would you suggest?



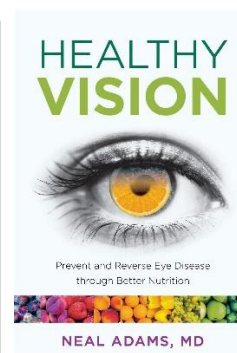
A



B



C



D

## Answer Key

Q.1 B. i-d, ii-a, iii-c, iv-b [ self explanatory from the passage]

Q.2 A. Watery eyes & reduced eyesight [evident from the graph]

Q.3 B. Statement 2 is cause, 1 is effect

Q.4 D. Watery eyes & grittiness [refer graph]

Q.5 C. Sensitive vision [from para 6]

Q.6 B. [leafy vegetable & carrot]

Q.7 A. To avoid dry, itchy skin, lubricate it several times a day with a water-based cream.[  
meaning: to moisten]

Q.8 D. Healthy Vision [only one that talks of healthy aspect]



## Passage 5

### Mission Shakti: India's space research spending triples

India's spending on space research almost tripled from Rs 4,163 crore in 2009-10 to Rs 11,538 crore in 2018-19. India carved its name among the elite club of four nations with a demonstrable capability of countering satellites in space. Russia, China and the US are the other three nations.

According to experts, this space exercise will act as a deterrent especially against China, since it could increase the cost of aggression for any entity thinking of using space systems for the purposes of threatening. But how much does the government spend on space research from the taxes it collects?

The spending on space research as a proportion of total government spending topped at 0.46 per cent in 2018-19 (FY19). While it was close to this figure a decade ago at about 0.41 per cent of total spending, it had reduced to 0.3-0.34 per cent in between, data presented in the Union Budgets show.

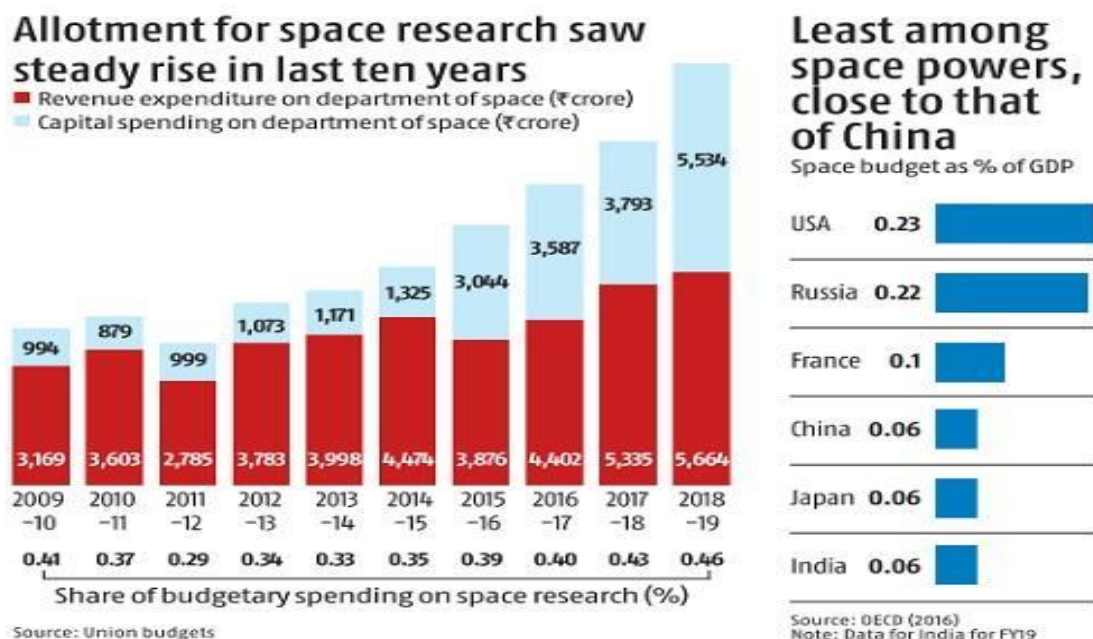
Under the current government, it has gradually risen from 0.35 per cent in 2014-15 to 0.46 per cent in 2018-19.

In absolute terms, India's spending on space research almost tripled from Rs 4,163 crore in 2009-10 to Rs 11,538 crore in 2018-19, going through a trough in between.

As a proportion of gross domestic product (GDP), however, India's space budget is the lowest among other space powers, at 0.06 per cent of the GDP in 2018-19. The US and Russia spend almost 0.23 percent of GDP on space research and exploration, shows OECD's data.

In recent years, the jump in spending on space research has mostly been through an improved focus in capital expenditure. From 2014-15 to 2018-19, while revenue spending on space research grew by 27 per cent, capital spending quadrupled.

Most of the capital spending from the department of space goes to the Kerala-based Vikram Sarabhai Space Centre and the Ahmedabad-based Space Applications Centre.



Source : [https://www.business-standard.com/article/economy-policy/mission-shakti-india-s-space-research-spending-triples-to-rs-11-538-crore-119032701045\\_1.html](https://www.business-standard.com/article/economy-policy/mission-shakti-india-s-space-research-spending-triples-to-rs-11-538-crore-119032701045_1.html)

**Based on your** understanding of the passage, answer any six out of the eight questions by choosing the correct option.

Q.1 Select the right inference based on the two statements given below:

Statement 1: India has become one of the four nations with a capability of countering satellites in space.

Statement 2: Russia, China and the US are the other three nations.

- A. Statement 1 is true and Statement 2 is false
- B. Statement 1 is false and Statement 2 is true.
- C. Both Statement 1 and 2 are true.
- D. Both Statement 1 and 2 are false.

Q.2 What is the relation between (1) and (2)

- 1. ...this space exercise will act as a deterrent especially against China,
- 2. ...it could increase the cost of aggression for any entity thinking of using space systems for the purposes of threatening.

- A. (2) is the example for (1).



- B. (1) repeats the situation described in (2).
- C. (2) elaborates the problem described in (1).
- D. (1) and (2) are not related in any way.

Q.3 Choose the best heading for Paragraph 3.

- A. Reduction in spending on space research
- B. Budgetary spending on space research
- C. Union government's budgetary spending
- D. Space research needs more budgetary spending

Q4. Select the correct inference with reference to the following:

*In absolute terms, India's spending on space research almost tripled from Rs 4,163 crore in 2009-10 to Rs 11,538 crore in 2018-19, going through a trough in between.*

- A. Capital spending on the department of space was the least in 2014-15.
- B. Trough refers to the year in which the expenditure on the department of space was lowest.
- C. India's spending on space research was three times that of 2018-19 in 2009-10.
- D. Several countries have invested in India's space programme since 2009-10

Q5 Select the option that displays the true statement with reference to the data sourced from OECD (2016).

- A. India, Japan and China allocated the same amount for space research in their budget.
- B. America spends a slightly higher percentage of their GDP on space research than Russia does.
- C. France has better facilities for space research.
- D. Russia tries to out win all other countries in space research.

Q6 **Based on your** reading of the passage, select the appropriate justification to the given statement.

Statement: Most of the capital spending from the department of space goes to the Kerala-based Vikram Sarabhai Space Centre (VSSC) and the Ahmedabad-based Space Applications Centre (SAC).

- I. VSSC is the lead centre responsible for the design and development of launch vehicle technology.
- II. The core competence of the Space Applications Centre lies in the development of space borne and air borne instruments/payloads and their applications for national development and societal benefits



III. Vikram Sarabhai Space Centre and the Ahmedabad-based Space Applications Centre have a lot of employees and hence draw a large amount as salary

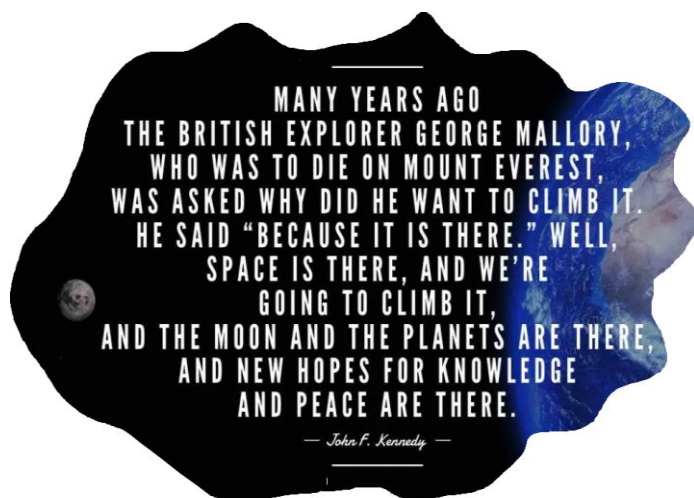
IV. The government wishes to wash its hands off from India's space programme and hence has given the responsibility to VSSC and SAC.

- A. I and II
- B. I, II and III
- C. I, II and IV
- D. II and IV

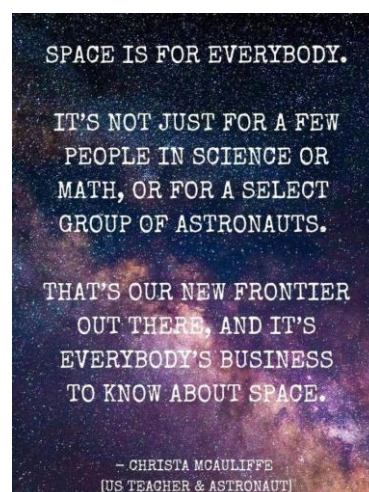
Q7. From 2014-15 to 2018-19, while revenue spending on space research grew by 27 per cent, capital spending quadrupled. This means that

- A. 27% of revenue was spent on space research
- B. Capital spending was four times less in 2018-19.
- C. Revenue spending was four times more than capital spending,
- D. Capital spending increased four-fold in 2018-19

Q8. Identify the quote that best resonates India's space programme as reflected in the passage.

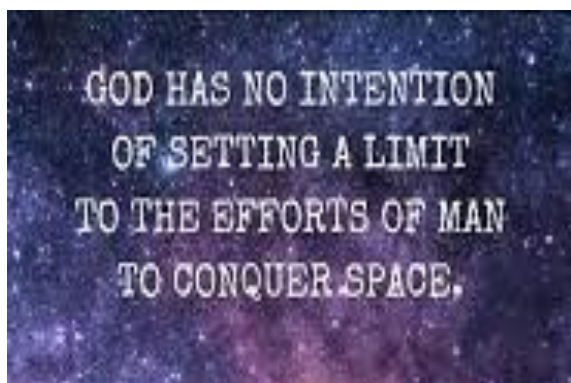


Option A



Option B





Option C



Option D

### Answer Key

Q1 C. Both Statement 1 and 2 are true. (India has become one of the four nations with a capability of countering satellites in space and Russia, China and the US are the other three nations as given in Paragraph I)

Q2 C. (2) elaborates the problem described in (1). (Other options can be eliminated as they are not factually correct)

Q3 B. Budgetary spending on space research (Para - 3 discusses the data on spending on space research presented in Union Budget)

Q4 B. Trough refers to the year in which the expenditure on the department of space was lowest. (Lowest point in the graph was in 2011-12)

Q5 B. America spends more on space research than Russia. (Can be inferred from the graph)

Q6 A. I and II (III and IV are irrelevant hence not applicable)

Q7 D. Capital spending increased four-fold in 2018-19 (Quadrupled means increased four-fold)

Q8 Option B (this is the option most relevant to the passage)

### Passage 6

Read the following passage carefully, study the given graph too:

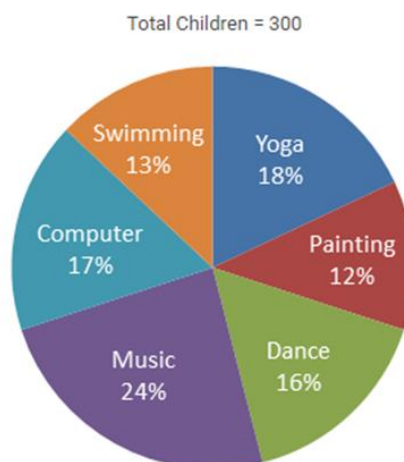
1. A summer camp or sleep-away camp is a supervised program for children or teenagers conducted during the summer months in some countries. Children and adolescents who attend summer camp are known as campers. The primary purpose of many camps is educational, athletic and cultural development. A summer camp environment may allow children to learn new skills in a safe and nurturing environment. Summer camp experience can have a lasting psychological impact on the development of a child. In



most camps, the young adult supervisors are called counselors or "cabin leaders". In many camps, counselors are assigned to small groups of campers, called "bunks", "huts", "cabins", or "units", who participate in activities as a group, such as campfires, hiking, canoeing, swimming, nature lore, and arts and crafts. Counselors often share living accommodations with their group.

2. The traditional view of a summer camp as a woody place with hiking, canoeing, and campfires is changing, with greater acceptance of newer types of summer camps that offer a wide variety of specialized activities. For example, there are camps for the performing arts, music, magic, computer programming, language learning, mathematics, children with special needs, and weight loss. There are also religiously affiliated summer camps, such as those run by Christian groups and various denominations of Judaism.
3. Summer camps can be found that offer intensive instruction in almost any sport imaginable, or that offer quality instruction and competition in a wide range of sports. The more traditional of these offer boys and girls the chance to learn and play many sports. Sessions are typically 3 to 8 weeks long, and some camps have multiple sessions. These camps generally focus, through the medium of team sports, on the development of the whole child; not just how they are as an athlete, but also how they are as a person, a bunkmate, a teammate, and a friend. The best sports camps succeed at challenging aspiring athletes both mentally and physically, while also promoting their social and leadership skills. They help each child become a more skillful athlete, a more gracious competitor, a more committed team player, and a more confident person.
4. Many of these camps include a variety of non-sports programs as well for a more diverse experience. They offer elective classes in a range of creative and performing arts activities including visual arts, music, theater, speech, debate, dance, circus arts, rock and roll, magic and other specialties. Some of these programs have a narrow focus on one particular area, while others offer a wide range of programs. Due to the popularity of these activities, many traditional camps have added some elements of the visual and performing arts into their programs as well.

The pie-chart given below shows total number of children who opted different courses in summer camp in May 2019.



5. Summer camps in India are primarily located in the Himalayas in Northern India in the state of Uttarakhand in places like Uroli near Ranikhet, near the Tons River in Purola, near the Ganges in Rishikesh, in Uttarkashi where many peaks like Darba top are located, and in the Shimla region in Himachal Pradesh. In South India, summer camps are popular in Coorg in the state of Karnataka and in Yercaud and Anaikkati in the state of Tamil Nadu. Activities in summer camps in India include rock climbing, backpacking, mountain biking, white water rafting, trekking, ropes, and wilderness craft. Many pre-schools in India such as Season Camps, G MaX, Gurukul Preschool (Hunar Summer Camp) AppleKids conduct extensive Summer Camps for Kids aged 2 to 12 years. Adventure activities for kids are also popular at the summer camps for age groups of 7 to 18 years. Summer camps focusing on wildlife conservation are getting popular over the years. Many of these summer camps are also held in and around metros like Bangalore, Mumbai, Chennai, Kolkata and Pune.

**Based on your understanding of the passage, answer any six out of the eight questions by choosing the correct option**

Q.1 The participants of a summer camp are called .....

- |               |            |
|---------------|------------|
| A. Counselors | C. Cabins  |
| B. Bunks      | D. Campers |

Q.2 The primary purpose of many camps is educational, athletic and cultural development. Which of the following combinations support this?

- |                                       |
|---------------------------------------|
| A. Painting, Hiking, Gymnastics       |
| B. Music, Swimming, Language learning |



- C. Weight loss, Religion, Canoeing
- D. Circus arts, rock and roll, magic

Q.3 Summer camps are held for intensive instructions in sports alone.

- A. True
- B. Partially true
- C. False
- D. Not clear

Q.4 Total number of children who opted for Yoga and Painting together is how much less than total number of children who opted for Music and Dance together?

- |       |       |
|-------|-------|
| A. 10 | C. 17 |
| B. 30 | D. 13 |

Q.5 From the following pick the sentence which DOES NOT use aspiring in the same sense as in the passage [Para 3]

- A. You always hear aspiring authors lament about not finding time to write.
- B. Imagine as an aspiring chemist you have hundreds of potential drugs you wish to develop.
- C. This business magazine has a variety of articles for aspiring entrepreneurs.
- D. She was not exactly aspiring, but perfectly presentable.

Q.6 Statement 1: The summer camps aim at the overall development of the child.

Statement 2: Each child becomes a more skillful athlete, a more gracious competitor, a more committed team player, and a more confident person.

- A. Statement 1 is true, but, 2 is false
- B. Statement 2 is true, but, 1 is false
- C. Statement 1 is elaboration of Statement 2
- D. Statement 2 is elaboration of Statement 1

Q.7 These days, summer camps include visual and performing arts in their program because

.....

- A. Creative and performing arts activities include visual arts, music, theater, speech, debate, dance, circus arts, rock and roll, magic etc
- B. Some of these programs have a narrow focus on one particular area, while others offer a wide range of programs.
- C. Due to the popularity of these activities as well for a more diverse experience.
- D. These camps generally focus on the development of the whole child.



Q.8 Which of the following combinations do not figure in the activities of summer camps in India

- A. white water rafting, wilderness craft
- B. rock climbing, mountain biking
- C. wildlife conservation, computer coding
- D. backpacking, trekking

### Answers Key

Q.1 D Campers [Para 1, sentence 2]

Q.2 B. Language learning –educational: Music- Cultural, Swimming - Athletics

Q.3 C False. It includes arts and crafts, music, magic, computer programming, language learning, mathematics, children with special needs, and weight loss etc

Q.4 B 30 i.e 10% of 300 children

Q.5 D. She was not exactly aspiring, but perfectly presentable.

Q.6 D [Statement 2 tells more about overall development]

Q.7 C [refer these 2 sentences in Para : 4

Many of these camps include a variety of non-sports programs as well for a more diverse experience.

Due to the popularity of these activities, many traditional camps have added some elements of the visual and performing arts into their programs as well.

Q.8 C. wildlife conservation, computer coding [computer coding is not mentioned in the passage]



## ADVERTISEMENTS

### CLASSIFIED ADVERTISEMENTS

The word ‘advertisement’ refers to a public notice. This section of short composition deals with newspaper/magazine advertisements.

As the term ‘classified’ implies, such advertisements are grouped into categories or classes as per the subject matter viz : ‘For Sale’, ‘Situation Wanted’, ‘Lost and Found’, ‘Situation Vacant’, ‘To Let’, ‘Matrimonial’ etc.

Classified advertisements are very brief and written in a peculiar style. They occupy less space and are economical. Therefore, these advertisements are kept brief and to the point. Their main objective is to ‘Convey More by Paying Less’.

### FORMAT

- Heading
- Contact details
- Box

### Tips to write a classified advertisement

- The type of advertisement should be specified and written at the top of the box.
- Only relevant information should be written.
- Language should be simple, concise, formal and factual.
- Information should be written in words and phrases not in complete sentences.
- Helping Verbs (is, am, are, has, have etc.) must be avoided
- Articles and conjunctions are avoided and prepositions are rarely used.

### Points to Remember for Various Advertisements:

#### Lost

- Description of the article lost
- Date, time and location of loss
- If recovered/found where to contact
- Reward promised

#### Found

- Description of the article found, withhold important details for identification of the real claimant
- Invite the owner to claim by identifying

- Contact number

**Vehicle for Sale**

- Make of the vehicle with model( Maruti, Toyota etc.)
- Year of manufacture, colour, accessories
- Condition (excellent, accident free)
- Mileage, kilometers run, insurance details
- Price expected
- Contact number and address

**For Sale / To Let**

- Type of accommodation(flat/office/shop/commercial area)
- Name of locality, area covered(property), number of rooms(2BHK/BHK etc)
- Fixtures and fittings(well furnished, modular kitchen etc)
- suitability
- Terms of contract/lease/rent
- Facilities: power supply, parking, proximity to business/ shopping area
- Rent / price expected
- Contact number and address

**Situations vacant**

- Name of the post and number of vacancies
- Qualifications and minimum experience required
- Nature of the job
- Age limit and sex of the candidate
- Any other skills like computer proficiency
- Pay scale, perks, mode of applying, who to apply and last date for application.
- contact number and address

**Situations Wanted (When an individual is looking for a job)**

- Nature of the job sought
- Qualifications and experience
- Age and sex
- Minimum salary expected
- Contact address and phone number



I. Answer any six of the seven questions given, with reference to the context below:

Available flat, Number 12 /7 Adarsh Nagar, Raipur, ground floor with 2 bedrooms having attached bathroom, car parking available, park facing best location, low maintenance charges and reasonable price.

Q1. This is a kind of classified advertisement for....

- A. Situation vacant
- B. For sale
- C. For purchase
- D. Accommodation wanted

Q2. Which of the following is a characteristic of a classified advertisement?

- A. Being too vague or wording
- B. use the same descriptive characteristics for each advertisement
- C. make full sentences
- D. the language should be according to the audience we are referring to

Q3. What is the correct order for the following sale of property?

- I. For Sale
- II. Available 1st floor DDA flat at Ashok Nagar 2 bedrooms with attached bathrooms modular kitchen drawing extra
- III. Interested parties, contact: MLA, Ramesh, Phone: 044-2727521
- IV. Located near main market metro station at walking distance

**Options:**

- A. I, III, II, IV
- B. III, I, II, IV
- C. III, I, II, IV
- D. I, II, IV, III

Q4. Which aspect of a product is a customer not required to know in an advertisement

- A. About the product
- B. Age of the seller
- C. Advantages of the product
- D. Value for money

Q5. Situation wanted advertisement is written by

- A. An employer
- B. A job seeker





C. A candidate looking for a place for accommodation

D. A person looking for tenants for his or her property

Q6. The advertisements are written in a box

A. To attract people

B. To save space

C. To write less words

D. Both A and C

Q7. In an advertisement, a heading is written in

A. Cursive

B. Block letters

C. Calligraphy

D. All the above

**II. Question No. 8 to 12 are based on the given text. Read the text carefully and answer the questions:**

Vikram is looking for a job as a tourist guide. He wants to write an advertisement for a local newspaper.

Q.8. What will be the heading of his advertisement?

i. SITUATION VACANT

ii. SITUATION WANTED

iii. ACCOMMODATION WANTED

iv. JOB WANTED

A. Option (iv)

B. Option (ii)

C. Option (i)

D. Option (iii)

Q.9. Things that Vikram should mention in his advertisement.

i. His communication skills

ii. His historical interest in that place

iii. His expected salary

iv. His marital status

v. His contact information

A. i, iii, iv, v

B. i, ii, iv, v



- C. i, ii, iii, v
- D. ii, iii, iv, v

Q.10. Which of the following should be avoided in this advertisement?

- A. Criticism of the former institute/organisation/company where Vikram worked
- B. Educational qualifications of the candidate
- C. Name of the candidate
- D. Contact details of the candidate

Q.11. Which of the following is used to write this advertisement?

- A. Sentences
- B. Complex Sentences
- C. Phrases
- D. Idioms

Q.12. What kind of advertisement should Vikram prefer?

- A. Both
- B. Display Advertisement
- C. None of these
- D. Classified Advertisement

**III. Question No. 13 to 17 are based on the given text. Read the text carefully and answer the questions:**

Mr. Verma wants to sell his flat as he is shifting to another city for work. Answer the following in context with a suitable advertisement for this purpose.

Q.13. Which of the following will be the heading of the given advertisement?

- A. TO LET
- B. ACCOMMODATION WANTED
- C. FOR SALE
- D. SITUATION VACANT

Q.14. Which of the following is the indispensable part of the given advertisement?

- A. Thing/product available for sale
- B. Thing/product available to let
- C. None of these
- D. Rent of that product/thing

Q.15. What must not be added to the given advertisement?

- A. Address of the house
- B. Details of monthly maintenance charges



- C. Details of the house
- D. Contact details of Mr. Verma

Q.16. Which of the following should be mentioned in the given advertisement?

- i. Information about parking facilities
- ii. Information on water and power supply
- iii. Information about the neighbours' job
- iv. Final price of the house

- A. All of these
- B. i, ii, iv
- C. i and ii
- D. i, ii, iii

Q.17. According to the purpose, which of the following categories of an advertisement will be best suited?

- A. None of these
- B. Commercial
- C. Classified
- D. Display

**IV. Question No. 18 to 22 are based on the given text. Read the text carefully and answer the questions:**

Your pet dog Buddy is missing. Answer the following in context with the advertisement regarding this in a newspaper.

Q.18. What kind of advertisement should be preferred for this purpose?

- A. Classified
- B. Display
- C. None of these
- D. Both display and classified

Q.19. Which of the following information is/are required for this advertisement?

- i. Physical Details
- ii. Details about dog's breed
- iii. Unique feature of the Buddy (if any)
- iv. Buddy's last state (if wearing any cloth, belt, leash, etc)

- A. ii, iii, iv
- B. i, iii, iv
- C. i, ii, iii



D. All of these

Q.20. Choose the most irrelevant information from the following in context of this advertisement.

- A. Contact address and phone number
- B. Your own details
- C. Reward offered
- D. Since when/from where missing

Q.21. In an advertisement like this, mentioning of \_\_\_\_\_ must be avoided?

- A. None of these
- B. Physical features
- C. Character traits
- D. Phone number

Q.22. Which of the following words is the ideal to begin this advertisement?

- A. My favourite pet
- B. A pet dog
- C. Missing
- D. buddy, my pet

### ANSWER KEY

Q.1. B. For sale

Q.2. D. the language should be according to the audience we are referring to

Q.3. D) i, ii, iv, iii

Q.4. B. age of seller

Q.5. B. a job seeker

Q.6. D. Both A and C

Q.7. B. Block letters

Q.8. A) Option (ii)

Q.9. C) i, ii, iii, v

Q.10. A) Criticism of the former institute/organisation/company where Vikram worked

Q.11. C) Phrases

Q.12. D) Classified

Q.13. C) FOR SALE

Q.14. A) Thing/product available for sale

- Q.15. B) Details of monthly maintenance charges
- Q.16. C) i and i
- Q.17. C) Classified
- Q.18. A) Classified
- Q.19. A) ii, iii, iv
- Q.20. B) Your own details
- Q.21. C) Character traits
- Q.22 C) Missing



## NOTICE

A notice is a formal written announcement about an event which is going to take place.

### FORMAT

- Name of the institution
- Notice
- Title/Heading
- Date of writing the notice
- Body of the notice
- Concluding line: For further details, contact the undersigned
- Issuing authority's name and designation.

### CONTENT VALUE POINTS:

- What is going to be organized
- Where is it organized
- When is it going to be organized?
- Who is going to organize?
- How is it organized
- Why is it organized

### EXPRESSION

This relates to the overall organization and relevance of the content as well as grammatical accuracy and fluency.

**{Grammatical accuracy & Spelling + Coherence & Style}**

### GENERAL INSTRUCTIONS:

- Use future tense of the verb
- Write a notice in third person (avoid I, We, Our etc.)
- In the case of competition: Include title, date, venue, eligibility, last date of submission of names
- In the case of field trips/picnic: Include destination, duration,
- cost per head, food and accommodation/boarding and lodging facilities



- In the case of meetings: Include agenda, date, time, venue, chief guest etc.  
(The agenda notice includes the detailed list of items or scheme of the meeting or the programme)

- Notice has to be not more than 50 words.
- Always write a notice inside a box

**NOTE:**

A Notice is primarily meant to inform a large number of people, It is similar to a circular, but the major difference is that the A Circular reaches through a messenger while a notice is displayed either on a notice board or in a newspaper column.

**TIPS FOR TACKLING MCQs**

- Avoid being impulsive
- The best way to avoid mistakes is to read whole question and the options patiently.
- Then eliminate the options that can never be the correct answers.
- With elimination, you slowly increase your probability of choosing the correct answer from 0.25 to 1.
- Then eventually come to the final option, which could be the correct answer.



## NOTICE WRITING – MCQs

A. Answer any FOUR out of five questions given, with reference to the context below

The Cultural Secretary of Alpha Senior Secondary School has written the following notice urging students of VIII to XI to participate in the Cultural programme being held in the school on 5th November 2021 at 11 am in the school auditorium on the occasion of Foundation Day. Read the notice and fill in the gaps

20th October 2021

.....  
 .....  
 .....

..... the students of VIII to XI about the Cultural Festival which is going to be held on 5th November 2021 in School Auditorium at 11 am on the occasion of Foundation Day. Those who are interested to participate are requested to contact the music teacher Mr. Subham, tomorrow.

For more details, contact the undersigned.

Saran  
 Cultural Secretary

1. Fill the gaps with the most appropriate option:

- A. NOTICE, Alpha Senior Secondary School, CULTURAL BONANZA, This is to inform
- B. Alpha Senior Secondary School, NOTICE, CULTURAL BONANZA, This is to inform
- C. CULTURAL BONANZA, Alpha Senior Secondary School, NOTICE, This is to inform
- D. CULTURAL BONANZA, NOTICE, Alpha Senior Secondary School, This is to inform





2. The Cultural Secretary is not compelling the students to participate in the event. This tells us the ..... nature of the institute:
    - A. Authoritative
    - B. Dictatorial
    - C. Democratic
    - D. Theocratic
  3. What more details a participant may need to make up his/her mind to participate:
    - A. Will there be Zero periods arranged for practice every day so that studies are not hampered?
    - B. Will they need to arrange costume & makeup themselves?
    - C. Will a professional artist be hired to train them?
    - D. All of the above.
  4. ASSERTION: (A)  
 The students of 10th & 12th are generally not allowed to participate in such events by the school authorities.  
 REASON ( R ):
 

They have to face board exams and thus should not be diverted from studies on any pretext.

    - A. Both, A and R, are true and R is the correct explanation of A
    - B. Both, A and R, are true but R is not the correct explanation of A
    - C. A is true but R is false
    - D. A is false but R is true
  5. Would this notice reflect the name of the Cultural secretary?
    - A. Yes, because he is the issuing authority.
    - B. No, because it is understood through the signature.
    - C. Yes, because it makes it informal.
    - D. No, because the title makes it clear
- B. Answer any FOUR out of five questions given, with reference to the context below
- Manish lost his library card during the recess, in the school premises. He writes a notice about his lost property
1. Which one of the following is the most appropriate opening sentence for this notice?
    - A. I would like to inform everyone that .....
    - B. This is to inform all the students that .....
    - C. Manish would like to inform all the students that .....



- D. I lost my bus pass in the school premises .....
2. Select the option which covers the points to be included in the content of this notice.
    - i. Salutation
    - ii. Name of the school
    - iii. Date & heading
    - iv. Name of the finder
    - v. Name of the object lost
    - A. (i),(ii),(iii)
    - B. (ii),(iii),(iv)
    - C. (ii),(iii),(v)
    - D. (ii),(iv),(v)
  3. Which of the following information is essential to include in respect of this type of notice?
    - A. Giving reward to the one who has written this notice
    - B. Giving reward to the one who has displayed this notice on the Notice Board.
    - C. Giving reward to the one who has lost the property
    - D. Giving reward to the one who has found the property
  4. Select the option which is NOT TRUE in connection with Notice writing of the above type.
    - A. We should not include hypothetical information
    - B. We should not include personal information
    - C. Avoid repetition of any information
    - D. Better to use first person in the content of the notice
  5. Choose the best conclusion for this type of notices.
    - A. If anybody happens to find it, kindly handover it to the undersigned.
    - B. If anybody wants to return the object, contact the undersigned.
    - C. If anybody wants to search for the object, contact the undersigned.
    - D. If anybody wants to collect the reward, contact the undersigned
- C. Answer any FOUR out of five questions given, with reference to the context below
- The Secretary of Coir Board has to put up a notice informing the public about the National Coir Expo being held at Pragati Maidan, New Delhi
1. Choose a suitable title for this notice.
    - A. Coir Board– India’s Pride
    - B. Use Coir- Save Nature



- C. Coir Products- Feast for eyes  
D. National Coir Expo
2. Is it essential to mention the list of coir products?
- A. Yes, very much essential  
B. No, it is not essential  
C. Yes, It will help people  
D. I'm not sure.
3. What information should the body of this notice contain?
1. Date  
2. Time  
3. Venue  
4. Whom to contact
- A. 1 and 2  
B. 2 and 3  
C. 3 and 4  
D. All of these
4. Is it required to mention the entry fee?
- A. Yes, it is required  
B. No, it is optional  
C. Yes, it will help the people  
D. No, it will stop them
5. Select the appropriate conclusion for this notice.
- A. Everyone should contribute  
B. Everyone should participate  
C. You are requested to attend it.  
D. None of the above

**ANSWER KEY:**

- |    |      |         |         |
|----|------|---------|---------|
| A. | 1. B | B. 1. B | C. 1. D |
|    | 2. C | 2. C    | 2. B    |
|    | 3. D | 3. D    | 3. D    |
|    | 4. A | 4. D    | 4. B    |
|    | 5. A | 5. A    | 5. D    |

## LETTER TO EDITOR

### Introduction

A Letter to the editor can be an effective way to express your opinion to large public when you feel strongly about an issue. It's an effective medium to bring the issue to the notice of authorities and to get it solved. Usually we write those letters to educate general public, influence public opinion, about the issue or to form public opinion. They can convince readers by using emotions, or facts, or emotions and facts combined. While writing such a letter be reminded of the phrase 'brevity is the soul of wit' ways avoid beating about the bush.

### Format

Sender's Address.

Date

Receiver's Address.

Subject - It should be short, no need to write full sentences, phrases can be used

Salutation - Sir / Madam

Body of the letter - should contain three paragraphs, introduction, expansion and conclusion

Closure

Name and signature of the sender

### How Should be the language

Brief.

Formal tone.

Polite.

Don't use informal expressions.

Be assertive

### Dos and Don'ts

- Write the letter in full block format (i.e., to the left).
- State your reason for writing in the first paragraph and stay on track.
- Always include specifics that will help ease the recipient's task
- It may be strongly worded, but always be courteous and use polite language and pleasant tone.
- Self-introduction should be avoided.
- Informal expressions, greetings or contracted forms of words should not be used.
- The language should be simple, straight forward and to the point.
- Do not ask the editor to solve the problems.



- Use 'Yours truly' or 'Yours sincerely', as the complimentary Close.
- It should be noted that you are not supposed to write any information that reveal your identity, school, place, etc....
- Possible suggestions and solutions are to be given.

### Question No. I

You are Navtej/Navita secretary, Environment club, Akash Public School, Agra. You along with a group of students went on a three - day tour through Corbet National Park. You found how the tourists abuse the available facilities and thus endanger environment. Write a letter to the editor of a national daily highlighting the situation. Suggest ways through which the environment of the park can be saved.

1. Select the possible solutions that you can offer to save the park.
  - A. Denying entry to public, keeping animals in cage, Install CCTV camera at every nook and corner of the park.
  - B. Create awareness among tourists, imposing penalty for disturbing animals, patrolling by guards
  - C. Shut park indefinitely, Stop transportation inside park, Install CCTV camera at every nook and corner of the park.
  - D. Stop people from using eatables inside park, Stop transportation inside park, patrolling by guards
2. Select an appropriate Subject for the letter.
  - A. Anti-social elements in Corbet National Park.
  - B. Deteriorating condition of Corbet National Park.
  - C. Need to shift Corbet National Park.
  - D. All of the above.
3. Some parts of the lead paragraph are missing. Select the appropriate option to fill it. Through the columns of your..... daily, I wish to draw the attention of ----- towards the ----- of Corbet National Park.
  - A. Honourable, government, developments
  - B. Esteemed, concerned authorities, changes
  - C. Esteemed, authorities concerned, deteriorating condition
  - D. Honourable, people, deteriorating condition
4. Which of the following can be used in the first paragraph of this letter.
  - A. Praise newspaper for it's popularity.
  - B. Sender's self introduction.



- C. Introduction to the issues at Corbet National Park.
  - D. All of the above.
5. What may be the possible inappropriate behaviour from the tourists that endanger the wildlife?
- i. Throwing stones at animals.
  - ii. Driving through the prohibited areas
  - iii. Taking photographs of animals.
  - iv. Throwing plastic wrappers.
- A. Only options i and ii.
  - B. Only iv.
  - C. Options i, ii, and iv
  - D. None of the above
6. Which of the following statement is false about letter to the editor?
- A. You can express your anger and emotions.
  - B. You can use formal tone of language.
  - C. You can express your concerns politely.
  - D. All of the above.

### Question No. II

You have realized the necessity of education and financial independence of women for their family, society and in turn for the nation. Write a letter to the Editor, 'The Hindu' highlighting your ideas on the importance of education of women leading to a better status for them. You are Tarun/Taruna, B-7/9, Mall Road, Delhi.

1. Which of the following sentences should not be used in the letter?
  - A. Through the columns of your esteemed daily...
  - B. Women should not be confined to the four walls of their houses...
  - C. It is highly essential for the women to stay self reliant....
  - D. I Mr. Tarun is writing this letter...
2. Which of the following can be given as advantages of educating women
  - i. Women will become self reliant
  - ii. Women will develop new perspectives
  - iii. Society may form new superstitions
  - iv. More job to women means less job to men
  - A. Only i
  - B. Only i and ii



- C. Only iii
  - D. iii and iv only
3. How can you make the letter strong and effective?
    - A. By criticizing government and authorities for their failure.
    - B. By asking the editor to take some strong steps.
    - C. By including the examples of under developed countries.
    - D. By including quotes on women's education and statistics from sophisticated countries which give more emphasis on women's education.
  4. Which of the following options should not be given as a conclusion to this letter?
    - A. I request you to take strong actions so that women can be uplifted.
    - B. Let's create a society where women can enjoy better status and positions.
    - C. Let's hope for a society where women are self reliant.
    - D. Educating women is the best way to stop atrocities against women.
  5. What would be the appropriate subject to this letter?
    - A. Importance of giving education to women and making them independent.
    - B. Women's self reliance through education.
    - C. Women and education.
    - D. Status of women in society.
  6. What would be the main objective behind this letter?
    - A. To criticize authorities.
    - B. To create awareness among public.
    - C. To please advocates of feminism.
    - D. Just to express your personal views on the topic.

### Question No.III

On Teacher's Day you read in a newspaper that privately owned and managed schools in small towns or even in the suburbs of metropolitan cities exploit their teachers by paying just a fraction of their authorized salaries. This affects their performance in the class room and thus, the lives of their students. Write a letter in 120-150 words to the editor of national daily raising your voice against such exploitation. Suggest ways to solve this problem. You are Navtej/ Navita, 112 Taj Road, Agra.

1. Select the option with relevant aspects that should be included in the letter
  - i. Name of the news paper
  - ii. Name of the editor
  - iii. Sender's Address



- iv. Formal tone
  - v. Name of schools which pay less salary to teachers
  - A. Only i and v
  - B. Only i ,iii and iv
  - C. Only i, iv and v
  - D. All of the above
2. Select the option that correctly justifies the choice of the concluding portion of this letter.
- i. I expect authorities will take serious action, please publish my letter.
  - ii. I hope my views get published in the columns of your news paper and this will be taken seriously by the authorities concerned.
  - A. Yes to option (i) because of the authoritative tone
  - B. No to option (i) because of the informal tone
  - C. Yes to option (ii) because of the polite expectation
  - D. No to option (ii) because of the certainty in tone
3. Select option with suitable complimentary closure.
- A. Yours truly, Yours sincerely
  - B. Best wishes, Kind regards.
  - C. Thanking you, respectfully
  - D. None of these.
4. Select the option with possible solutions to the issue.
- A. Government must ensure minimum wages for these teachers
  - B. Cancelling affiliation of these schools till they follow govt. rules and regulations
  - C. Setting up of a committee to look in to the matter
  - D. All of these.
5. Which of the sentences won't be included in the letter
- i. I am a voracious reader of your daily....
  - ii. I am Navtej resident of New Delhi writing this letter....
  - iii. Through the columns of your esteemed daily I would like to bring..
  - iv. I request the authorities to look into the matter ...
  - A. Only i, ii and iv
  - B. Only ii and iii
  - C. Only i, and ii
  - D. Only iii and iv





6. Which of the statements would be used in this letter
  - A. Teachers should be respected as they are the social engineers.
  - B. Teachers are the backbone of society and they should be properly rewarded.
  - C. Government should try to have discussions with school management and solve the issues.
  - D. All of the above.

### Answer Key with hints.

#### Answer key I.

1. B.  
Suggestions should be practical, feasible
2. B.  
Subject should give exact idea about the highlighted issue
3. C.  
Use most appropriate words
4. C.  
No need of self introduction and flattery. Give an introduction to the issue at the beginning itself.
5. C  
Except taking photographs all others can harm wildlife
6. A .  
Language used should be assertive

#### Answer Key II

1. D.  
No need of self introduction
2. B.  
Education help one to develop new perspectives and self reliant
3. D.  
Bringing examples from practical life can help to realize the need of education for women
4. A.  
Editor should not be asked to solve the problem, he can bring issues to the public
5. B.  
Subject should be brief and to the point.

6. B.

Main objective is to create public opinion.

**Answer key III.**

1. B.

No need to mention name of editor and schools

2. C.

Polite expectation can be expressed.

3. A.

Other options are not relevant for letter to the editor

4. D.

Practical suggestions can be given.

5. D.

i and ii not relevant.

6. D.

All are relevant

## Article Writing

An article is a piece of writing usually written to be published in a newspaper or a magazine. While they present information on a variety of topics, they are mainly written to communicate to a wider audience the writer's opinion, perspective or analysis of an issue.

To answer Multiple Choice Questions on article writing, one needs to be familiar with various aspects of article writing and critically examine the questions and options provided much like an editor of a magazine.

At its **CORE**, an article should be:

- **COHERENT:** An article must be clear and logical.
- **ORGANIZED:** An article must have an internal unity and structure.
- **RELEVANT:** The points in an article must be pertinent to the topic.
- **ENGAGING:** The reader must be drawn to the article.

The three **components** of an article are

- Format
- Content
- Expression

**Format** refers to the manner in which the article is to be presented. The three aspects of format are:

**Title:** A catchy short statement that draws the reader to the article and gives basic information about the topic.

**By-line:** The name of the writer

**Body:** It is the main component of the article. It can be broadly classified as

**Introduction:** It provides a sentence to engage the attention of the reader. This can be in the form of a relevant fact, a quote or a question. The introduction also provides some background information about the topic. Finally, the introduction provides a statement that describes the subject matter of the article.

**Discussion:** This part of the article needs to be developed according to the topic. There should be a minimum of two to three paragraphs in this part.

A few appropriate examples in the section can make the article more appealing.

The Risks of social media

by PK Mohan

Today there are more social networking accounts than there are people on the planet. Social networking allows people to share ideas with everyone. Still, users of these sites should be cautious. Social Media can be dangerous.



**Conclusion:** This part the article is usually three to four sentences in length and restates the main topic of the article. It could also summarize the new insights that are developed in the article.

**Content** refers to the value points in the article. These points have to be relevant to the topic at hand. The various points must be logically connected to each other.

**Expression** refers to several aspects of the language used in writing the article. Accuracy, appropriacy and range of vocabulary are important amongst these.

### Types of Articles

Type of Article	What is it?	Example Topic
Cause-Effect	Discusses a social issue to identify its causes and effects	Rise of Social Media Impact of internet on libraries
Expository /Informative	Conveys information and focuses on factual details. Discusses categories of a topic and its unifying principle	Development of the Modern Tourism Industry Career opportunities in the Humanities
Exploratory	Takes a subject matter, often a problem statement and analyses it in detail. Discusses a social problem and comes up with solutions or suggestions	Increasing fuel prices and poverty Water scarcity
Argumentative/Persuasive	Presents the writer's opinion with the aim of convincing the reader Arguments need to be supported by evidence	Prisons should be abolished. Reading need not improve communication skills.



## General Strategies to answer MCQs based on Article Writing

1. Read the question carefully to gain a full understanding of the following details:
  - Topic: What is the article about? Look for specific information here.
  - Purpose: Why is the article being written? To inform, explain, analyse or persuade?
  - Audience: Who is the target reader?
2. Read the questions and the options keeping in mind the CORE features of an article- Coherent, Organized, Relevant and Engaging.
3. In a coherent article, the relationship between ideas will be clear and the ideas will connect to each other logically. Linkers are a useful tool to achieve this smooth transition between points. Watch out for the appropriate use of linkers.

Purpose	Linkers
Example	for instance, for example, in some cases
Adding ideas	moreover, furthermore, in addition, and, also, as well, as well as
Contrasting Ideas	however, on the contrary, nevertheless, although, whereas, even though, unlike, in spite of, despite
Similarities	similarly, likewise
Cause	since, as, because, due to
Emphasis	indeed, in fact, obviously
Result	therefore, as a result, thus, consequently
Conclusion	to sum up, in conclusion, in summary
Sequencing	firstly, secondly, finally

3. It is easy to come up with a lot of points. The challenge is to select the points that are most relevant to the topic in question. Study the example given below:

**Topic:** Nursery education is better for children than staying at home with mother.

Points

- A. A study of the growth of nurseries in India since 1992
- B. A report on the development of children who remain at home until age 5
- C. A discussion comparing speaking ability in both groups of children
- D. An analysis of the increase of women in the labour market since 1960



While all points relate to the topic, an article on this topic should only include Options b and c, the most relevant ones. Option a does not talk about the impact of nursery education for children. Option d does not talk about children directly at all. This kind of an analysis is needed when looking for the relevant points in an article.

4. Poorly written articles often have a lot of points. These points may be relevant too. But these points are written in a haphazard manner. Organization is essential to make the article readily understood. A basic structure is provided here.

Type of Article	Suggested Organization
Cause-Effect	<ul style="list-style-type: none"> <li>• Introduction-Effects-Underlying Causes-Conclusion</li> <li>• Introduction-Causes-Effects-Conclusion</li> </ul>
Expository	<ul style="list-style-type: none"> <li>• Introduction-Category 1-Category 2-Category 3-Conclusion</li> </ul>
Exploratory	<ul style="list-style-type: none"> <li>• Introduction-Problems-Solution-Conclusion</li> </ul>
Argumentative/ Persuasive	<ul style="list-style-type: none"> <li>• Introduction-Opinion/Supporting argument 1-Supporting argument 2-Conclusion</li> </ul>

5. To make an article engaging, the intended audience must be kept in mind. The language used, the stories and quotes used must be appropriate and designed to appeal to the readers.

#### Checklist for a Good Article

Appropriate and catchy title	√
By-line	√
3-5 paragraphs	√
Introduction	√
Clear Organization	√
Conclusion	√
Coherence	√
Relevant points	√
Engaging	√



## Sample Questions

### I. Answer any six of the seven questions given, with reference to the context below:

People these days are too stressed out. This affects their happiness and productivity. Rohit/Isha decide to write an article about the impact of positive outlook on our lives to deal with this issue.

1. Which of these quotes would be most appropriate to start this article with?
  - A. “To get the full value of joy, you must have somebody to divide it with.” by Mark Twain
  - B. “Wealth does not make us happy.” by Phil Brown
  - C. “Happiness is not a state to arrive at, rather, a manner of travelling.” by Albert Camus
  - D. “The happiest of all lives is a busy solitude.” by Voltaire
2. Which of the following options best represents the points suited to include in this article?
  - A. Positive outlook-creates happiness in professional, social and personal relationships
    - develops good health and longevity
    - builds mental strength
  - B. Positive outlook-enriches relationships
    - increases career prospects
    - improves salary
  - C. Positive outlook-makes you attractive
    - makes you productive
    - makes you creative
  - D. All of the above
3. Which of these would be the best way of organizing the article?



- A. Importance of positive outlook-impact of positive outlook on relationships-impact of positive outlook on health-impact of positive outlook on attitude-conclusion
  - B. Challenges in developing positive outlook-impact of positive outlook on attitude-importance of positive outlook-conclusion
  - C. What is positive outlook-advantages and disadvantages of positive outlook-how to develop positive outlook-conclusion
  - D. Need for positive outlook-comparison between positive and negative outlook-steps to develop positive outlook
4. This is an extract taken from the article. Which option suggests the best words to use in the gaps.
- Unquestionably, a happy person makes everyone happy. It is\_\_\_\_\_. Happiness and a positive outlook can have a \_\_\_\_\_effect on personal relationships.\_\_\_\_\_, any partnership will be a strong, solid and happy relationship.
- A. fleeting, desirable, further
  - B. transferable, useful, hence
  - C. transient, good, since
  - D. contagious, beneficial, As a consequence
5. Which of these statements would be a good summary for this article?
- A. If you laugh more and think positively, you will change your life for the better.
  - B. People with positive outlooks are stronger and more capable of confronting difficult situations.
  - C. If you pay attention to the present, you can improve upon it.
  - D. Happiness directly impacts health and longevity.
6. The purpose of this article should be to
- A. inform
  - B. inspire
  - C. incite
  - D. analyse
7. For this article to be called a good one it has to
- i. be informative
  - ii. be humorous
  - iii. be systematic





- iv. be interesting
- v. end with a quote
- A. i, iii, v
- B. i, iii, iv
- C. ii, iv, v
- D. ii, iii, iv

**II. Answer any six of the seven questions given, with reference to the context below:**

For the last two years, students all over the globe have continued their education in the online mode. The entire concept of learning has undergone a sea change. Teachers have become facilitators and are encouraging learners to explore various sources and resources that aid learning. The internet and other resources have thrown open a wide world for children to use. As a student Veena/Adil too feel that self- learning through research and discovery has led to a deeper understanding of concepts. They write an article to be published in the school magazine discussing this issue.

1. Which of these titles would be best suited to an article like this?
  - A. Online education vs. Offline education
  - B. The relevance of online education in the post pandemic world
  - C. The challenges of online education
  - D. The importance of online education
2. Read the introduction to this article. From the options given below choose the best sentence that can complete the introduction.

COVID-19 has resulted in schools shut all across the globe. Globally over a billion children are out of the classroom and online learning has become the new norm. This has led many people to wonder...

  - A. whether the adoption of online learning will continue to persist post-pandemic.
  - B. whether classrooms can ever return to the traditional mode.
  - C. whether teachers can cope with the challenges on online mode.
  - D. whether schools are necessary at all.
3. Which of these statements cannot be a supporting argument for this article?
  - A. Research suggests that online learning has been shown to increase retention of information, and take less time.



- B. Issues of social justice and democracy cannot be separated from teaching and learning.
- C. There needs to be an effort to go beyond replicating a physical class/lecture through video capabilities, instead using a range of collaboration tools.
- D. Making learning fun and effective through use of technology is crucial.
4. What tone should the article have?
- A. analytical
- B. critical
- C. persuasive
- D. entertaining
5. What would be the most effective sentence to use in the introduction to this article?
- A. Nowadays education has changed a lot because of the rise of online learning.
- B. The field of education has changed dramatically as a result of online learning.
- C. The realm of education has been changed beyond recognition owing to the influence of online learning.
- D. These days, education has undergone a major shift due to online learning.
6. Which of these quotes best sums up the article?
- A. “We need to bring learning to people instead of people to learning.” by Elliot Masie
- B. “If you want to teach people a new way of thinking...give them a tool, the use of which will lead to new ways of thinking.” by Buckminster Fuller
- C. “Online learning can be a lifeline to those who have obstacles, such as geographical distances or physical disabilities.” by Paul Levinson
- D. “Don’t limit a child to your own learning, for he was born in another time.” By Rabindranath Tagore
7. Select the most appropriate checklist for this article.

Option A	Option c
<ul style="list-style-type: none"> <li>✓ Salutation</li> <li>✓ Opinions of stakeholders</li> <li>✓ Personal Observations</li> <li>✓ Designation at the end</li> </ul>	<ul style="list-style-type: none"> <li>✓ a relevant title</li> <li>✓ a by-line</li> <li>✓ content that is relevant to the topic</li> <li>✓ a conclusion with an apt summary</li> </ul>
Option B	Option D
<ul style="list-style-type: none"> <li>✓ a relevant quote as the title</li> </ul>	<ul style="list-style-type: none"> <li>✓ a relevant title</li> </ul>



✓ a byline	✓ name of the reporter
✓ an introduction that describes the subject matter	✓ conclusion with a quote
✓ a clear tone	✓ a clear tone

- A. Option A
- B. Option B
- C. Option C
- D. Option D

**III. Answer any six of the seven questions given, with reference to the context below:**

**Natasha/Yohan is deeply concerned about the influence of social media on the mental health of youngsters and decides to write an article about it to be published in the school magazine.**

1. Which of these titles would be most suitable for this article?
  - A. Social Media-impact on today's youngsters
  - B. Social Media- the new playground
  - C. The Good, Bad and In between of Social Media
  - D. Social Media and a Healthy Mind
2. Which of these ideas would be most suitable for this article?
  - i. Excessive use of social media can result in anxiety, depression and isolation
  - ii. Twitter, Instagram and Facebook are popular social media platforms.
  - iii. It is a good idea to volunteer for social causes.
  - iv. It is better for adolescents to focus on studies.
  - v. Social media can leave you feeling inadequate.
  - vi. Reducing time spent online is a good way to limit the negative influence of social media
  - vii. Interaction through social media is equally effective as real-life interaction
  - viii. All social media is harmful
  - A. i, iii, v, vi
  - B. i, ii, v, vi
  - C. ii, iv, vii, viii
  - D. iii, iv, vii, viii
3. What would the best way of organizing this article be?



- A. Definition of social media-advantages of social media-disadvantages of social media-conclusion
- B. Introduction to social media-problems with social media-possible solutions to the problem
- C. Social media and its examples-Need for social media-Suggestions for improvement
- D. Importance of social media-Steps to curb influence of social media-alternatives to social media
4. Which of these would be the most suitable way of beginning this article?
- A. 56.8% of the world’s population is on social media today.
- B. YouTube and Instagram are the most popular online platforms amongst teens.
- C. Social media is the main cause of depression amongst youngsters.
- D. Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently and in real time.
5. Natasha/Yohan comes across a study conducted by Pew Research Centre on the impact of social media on teens. Which of these statistics from the study would be most apt for using in this article?
- A. As little as 2 hours online has been linked to an increase in risk factors for suicide.
- B. Almost half of teens report being constantly connected through technology.
- C. 99% of teenagers access social media through their smart phones.
- D. 45% of teens believe social media has neither negative nor positive influence on their lives.
6. Match the problems of social media with possible solutions.

Social Media Anxiety	Report to a trusted adult
Cyber Bullying	Take a break and do something creative
Negativity	Involve yourself in a worthwhile social cause
Social Media Peer pressure	Remember that what you see on social media isn’t real

- A. A2, B1, C3, D4
- B. A3, B4, C3, D4
- C. A4, B2, C1, D3
- D. A1, B3, C4, D2
7. Which of these quotes best captures the tone of this article?



- A. “The power of social media is that it forces necessary change.” by Eric Qualman
- B. “In order to be healthy users of social media we must remember that it is always false.” by Sadie Rose
- C. “Social Media is training us to compare our lives instead of appreciating everything we are. No wonder everyone is always depressed.” By Bill Murray
- D. “Don’t use social media to impress people. Use it to impact people.” By Dave Willis

### Answer Key

I.	II	III
1. C	1. B	1. D
2. A	2. A	2. A
3. A	3. B	3. B
4. D	4. A	4. D
5. A	5. B	5. A
6. B	6. B	6. A
7. B	7. C	7. C

## LITERATURE

### The Last Lesson

- Alphonse Daudet

#### Appropriateness of the title

The story focuses on the last lesson delivered by the French teacher M. Hamel.

An order has come from Berlin to teach only German in the schools of Alsace and Lorraine. M. Hamel is to leave the school for good and a teacher in German is expected to join the school the next day. The order has far-reaching effects on the life at school. It is for the first time that people realize the value of their mother tongue.

#### Setting of the story

Set in the days of the Franco-Prussian War (1870 – 1871) in which France was defeated by Prussia led by Bismarck. Prussia then consisted of what now are the nations of Germany, Poland and parts of Austria. The French districts of Alsace and Lorraine have passed into Prussian hands.

#### Theme of the story



*The pain that is inflicted on the people of a territory by its conquerors by taking away the right to study or speak their own language.* The story highlights the attitude of linguistic chauvinism. Germans consider that their language is superior to other languages. They disrespect the languages of others. Linguistic chauvinism of Germans is reflected well in the ban on teaching of French and imposition of German language in the schools of Alsace and Lorraine.

### **Sub-theme**

*Attitudes of students and teachers to learning and teaching.* The story highlights the human tendency of procrastination. The people of Alsace don't give much importance to their lessons at the school as they maintain the thought that they have plenty of time to do things. They prefer their children to work on the farms and mills instead of sending them to school. Students postpone the learning of their mother tongue. They skip their classes and spend time for searching birds' eggs and going sliding on the Saar. The French teacher makes his students water his flowers and when he wants to go for fishing, he gives them a holiday.

### **Important events in the story**

- Franz, the narrator of the story, was running late for school one day and was worried about punishment from his French teacher M. Hamel.
- He had not learnt the rules for participles which was the task given by the teacher.
- He was attracted by the bright sunshine, the birds chirping in the woods and the Prussian soldiers drilling. But, he could resist all these temptations.
- As he hurried to school, he found a crowd in front of the bulletin board at the town hall. Being late for the school, he did not read the news on the bulletin board.
- When he reached the school, Franz could not hear the usual bustling sounds. Everything was as quiet as Sunday morning.
- The stillness worried him even more as he had hoped to slip in unnoticed in the commotion.
- Franz entered the classroom embarrassed and afraid, but was surprised when M. Hamel kindly asked him to take his seat.
- It was only after he sat down that he noticed M. Hamel dressed in clothes that he wore only on inspection days and prize days.
- There was a strange solemnness in the air of the classroom. Franz was even more surprised to see the villagers occupying the back benches of the classroom that would otherwise be empty.



- M. Hamel informed them in a grave tone that as per an order received from Berlin, it would be their last French lesson. The new master would come the next day to teach German.
- Franz was shocked by this announcement and realized that it was the news on the bulletin board.
- He was filled with regret in not learning his mother tongue in time. His books no longer seemed a nuisance and he forgot all about Hamel's iron ruler and cranky nature.
- He heard his name called out for reciting the rules for participles. Completely unprepared, he made several errors as soon as he began and stood there feeling terribly ashamed.
- Instead of scolding Franz, the teacher M. Hamel spoke about the general tendency of the people of Alsace to postpone learning. The Prussians could now mock them for not knowing to speak and write their own mother tongue French.
- M. Hamel blamed the students, parents and himself too for not learning French. Parents preferred to send their children to work on farms or at the mills. M. Hamel acted irresponsibly when he made the students to water his flowers and gave holidays so that he himself could go for fishing.
- M. Hamel spoke about French as the most beautiful, the most clear and logical language in the world. They must guard their mother tongue to retain their freedom. Mother tongue is the key to one's prison.
- While they continued with the lessons for the day, Franz found himself paying much attention to the class. The teacher also explained everything with so much patience. He taught grammar, writing, history and reading lessons.
- Franz wondered sarcastically if Prussians would make the pigeons coo in German.
- M. Hamel was gazing at everything in the class as if he wanted to fix in his mind just how everything looked in the classroom. It was a deeply emotional moment for him to leave behind forty years of his service.
- Villagers seemed to be overcome with emotions. There was an air of sadness. They felt regret in not learning their own language.
- When the church-clock struck twelve for Angelus, M. Hamel stood up to speak. But, words were stuck in his throat.
- He wrote "Vive La France!" on the blackboard and dismissed the class with a wave of his hand.

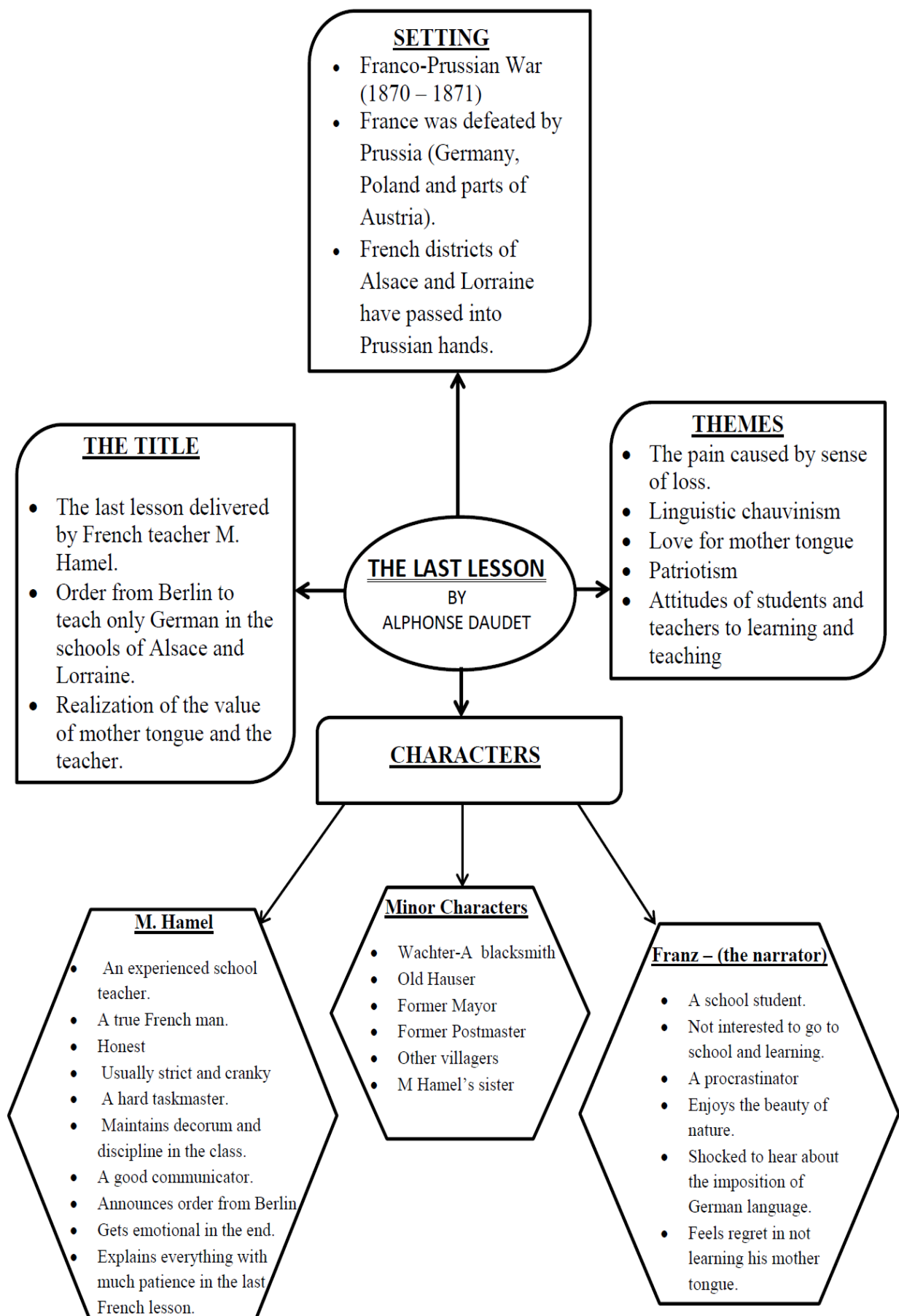


## Main Characters

**Franz** – (the narrator) – a school student – in the district of Alsace – not interested to go to school and learning – postpones learning and works given by his teacher – late for school – does not learn the rules for participles – wants to enjoy the beauty of nature – worried about the crowd near the bulletin board – surprised by the changed atmosphere at the school – shocked to hear the order from Berlin to ban teaching of French and imposition of German language in the school – change in his attitude towards his books and the teacher – realizes the worth of his mother tongue and the teacher – feels regret in not taking his lessons seriously.

**M. Hamel** – a school teacher – a true French man – an experienced teacher – 40 years of service – honest – usually strict and cranky – a hard taskmaster – maintains decorum and discipline in the class – students are afraid of him – order from Berlin to teach only German changes him – announces the order in the class – has to leave the school for good – dressed up in his ceremonial attire for the last French lesson – respectful and dedicated teacher – village elders come to school to express their gratitude to him for his faithful service – he feels heartbroken – but exercises self-control – a good communicator – takes the last lesson with much patience and sincerity – very patient and kind to the students – does not scold Franz – brings new copies for the students – gets emotional in the end – considers French language as the most beautiful language in the world – a patriotic gentleman – writes “Vive La France!” on the blackboard and dismisses the class.





**Extract Based MCQs**

1. Read the given extract to attempt questions that follow.

For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling.

- I. What was the task given to the narrator by his teacher?
- A. Learning the spelling of difficult words and phrases in French
  - B. Learning the rules for participles in French
  - C. Writing the rules for sentence construction in French
  - D. Drawing the map of France
- II. The narrator is
- A. a studious person
  - B. curious to know the secrets of nature
  - C. a procrastinator
  - D. proactive and enthusiastic about his studies
- III. Which among the following is TRUE?
- A. The narrator spent a good amount of time watching the Prussian soldiers drilling in the open field.
  - B. Every day he would feed the birds while going to school.
  - C. The narrator started for school very early that morning.
  - D. The narrator could overcome all temptations on his way to school.
- IV. Select the suitable option for the given statements.
- 1. The birds are chirping at the edge of the woods in a warm weather.
  - 2. The narrator is scared of his teacher.
- A. (1) is true, but (2) is false
  - B. (2) is false, but (1) is true
  - B. Both (1) and (2) are true, and related to each other
  - C. Both (1) and (2) are true, but unrelated to each other.
- V. Which among the following sentences gives the meaning of the word ‘drill’ as it is used in the extract above?
- A. The carpenter was drilling a hole into a wooden board.
  - B. The enemy soldiers drilled the target from 50 yards away.
  - C. The drill can be practiced every evening, especially during winter season.



D. A dentist can remove any decay or old filling from the tooth with a drill.

2. Read the given extract to attempt questions that follow.

But now it was all so still! I had counted on the commotion to get to my desk without being seen; but of course, that day everything had to be as quiet as Sunday morning.

Through the window I saw my classmates, already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm.

I. Who is 'I' referred to in the extract above?

- A. The former postmaster
- B. Franz
- C. Hauser
- D. Wachter

II. The usual atmosphere of the class was

- A. very peaceful
- B. disciplined
- C. tumultuous
- D. quite still

III. The teacher M. Hamel is

- A. cruel and cunning
- B. cranky, but honest
- C. hard working and ambitious
- D. patriotic, but insensitive

IV. Which among the following is true?

- A. The students are attending the last lesson in German.
- B. M. Hamel is frustrated at the behaviour of students in the class.
- C. Students are sitting quiet because a special Sunday prayer is organised at school.
- D. The narrator wished to enter the classroom stealthily.

V. The phrase 'counted on' here means

- A. Expected
- B. Added
- C. Depended
- D. Continued counting

3. Read the given extract to attempt questions that follow.



What a thunderclap these words were to me!

Oh, the wretches; that was what they had put up at the town-hall!

My last French lesson! Why, I hardly knew how to write! I should never learn any more! I must stop there then! Oh, how sorry I was for not learning my lessons, for seeking bird's eggs, or going sliding on the Saar!

My books that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And, M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.

- I. What were the startling and unexpected words to Franz?
  - A. The order from Berlin to teach only German in the schools of Alsace and Lorraine.
  - B. The transfer order of the French teacher M. Hamel.
  - C. Order to recite the rules for participles.
  - D. Order to take his seat before the lesson begins.
- II. Franz expresses his \_\_\_\_\_ in not learning his mother tongue seriously.
  - A. anger
  - B. elation
  - C. remorse
  - D. contentment
- III. Franz's feelings and attitude towards his school and M. Hamel changed because
  - A. he began to realise the real worth of his school and the teacher.
  - B. he was afraid of Prussian soldiers.
  - C. the teacher explained everything with much patience.
  - D. the village elders told him to do so.
- IV. Select the suitable option for the given statements.
  1. Franz forgets the irritable nature of M. Hamel.
  2. M. Hamel goes away from the school for good.
    - A. (1) is true, but (2) is false
    - B. (2) is true, but (1) is false.
    - C. (1) is the reason for (2)
    - D. (2) is the reason for (1)
- V. Who are called 'wretches'?
  - A. Students



- B. Elderly villagers
- C. Germans
- D. People of France

4. Read the given extract to attempt questions that follow.

Once some beetles flew in; but nobody paid any attention to them, not even the littlest ones, who worked right on tracing their fish-hooks, as if that was French, too. On the roof the pigeons cooed very low, and I thought to myself, “Will they make them sing in German, even the pigeons?”

I. Now the students are getting a lesson in

- A. history
- B. writing
- C. grammar
- D. maths

II. Students are attending the lesson with fierce concentration because

- A. M. Hamel is walking up and down with the terrible iron ruler in his arm.
- B. they know that their beloved mother tongue is taken away from them by Germans.
- C. they want to score good marks in the ensuing examinations.
- D. they may not be able to attend the lessons the following day as they have to work on farms.

III. The last sentence of the extract reflects

- A. extreme linguistic chauvinism of Germans
- B. racial prejudice of Germans
- C. submissive nature of people of France
- D. inclusiveness of French culture

IV. Identify the literary device used in –

On the roof the pigeons cooed very low, and I thought to myself, “Will they make them sing in German, even the pigeons?”

- A. Simile
- B. Irony
- C. Metaphor
- D. Personification

V. Through the above lines the writer conveys Franz’s



- A. enthusiasm to learn a new language
  - B. anxiety about the imposition of a new language
  - C. indifference to a foreign language
  - D. concern about pigeons
5. Read the given extract to attempt questions that follow.
- I heard M. Hamel say to me, “I won’t scold you, little Franz; you must feel bad enough. See how it is! Every day we had said to ourselves, ‘Bah! I’ve plenty of time. I will learn it tomorrow.’ And now you see where we’ve come out. Ah, that is the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you, ‘How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language?’ But you are not the worst, poor little Franz. We’ve all a great deal to reproach ourselves with.”
- I. M. Hamel has a feeling of \_\_\_\_\_ towards the people of Alsace.
- A. appreciation
  - B. anger
  - C. contempt
  - D. gratitude
- II. People of Alsace have a general attitude of
- A. promptitude
  - B. alacrity
  - C. dilatoriness
  - D. punctuality
- III. ‘Those fellows’ in the extract referred to
- A. Frenchmen
  - B. Prussians
  - C. Students who did not get admission at this school
  - D. Common people gathered at the town hall
- IV. Franz must feel bad enough for
- A. being late to reach school.
  - B. creating a distraction in the classroom.
  - C. not reading the bulletin board at the town hall.
  - D. not reciting rules for participles correctly.
- V. Find the word which is not similar in meaning to the word ‘reproach’.
- A. Criticise



- B. Blame
- C. Admire
- D. Reprimand

**Attempt the following (MCQs)**

1. Elderly villagers came to school to
  - A. make up the lessons they missed
  - B. express their gratitude to M. Hamel
  - C. thank M. Hamel and show respect for their country
  - D. protest the imposition of German language in Alsace and Lorraine
2. What was the thing that surprised Franz the most?
  - A. Crowd near the bulletin board at the town hall
  - B. Silence and stillness at his school
  - C. The village people were sitting on the back benches of the classroom
  - D. M. Hamel dressed in clothes that he wore only on inspection days and prize days
3. Which among the following is not a theme of the story “The Last Lesson”?
  - A. Love for one’s mother tongue
  - B. Rebellion against territorial invasion
  - C. Linguistic chauvinism
  - D. Patriotism
4. What were the things being taken for granted by the people of Alsace?
  - A. Time and learning at school
  - B. Money and power
  - C. Defeats in battles
  - D. Lives of elderly people
5. Bulletin board at the town hall brought news about
  - A. the orders of the commanding officer
  - B. the lost battles
  - C. the draft
  - D. All of the above
6. M. Hamel called the French language the most beautiful language in the world because it was
  - A. his mother tongue



- B. a classical language
  - C. easy to read and write
  - D. the clearest and most logical
7. According to M. Hamel, when a people are enslaved, what key do they have to the prison?
- A. Their culture
  - B. Non-corporation
  - C. Their mother tongue
  - D. Might and power
8. Franz was reluctant to go to school because
- A. he did not learn the rules for participles
  - B. he wanted to see the Prussian soldiers drill
  - C. he wanted to search birds' eggs
  - D. he wanted to enjoy warm and bright sun
9. When Franz entered the classroom, its atmosphere was
- A. solemn, strange and sad
  - B. exhilarated and jubilant
  - C. angry and violent
  - D. indifferent and apathetic
10. M. Hamel's sister was packing the trunks upstairs because
- A. she was planning for a tour the next day
  - B. they had to leave the country the next day
  - C. they were shifting their articles to a nearby building
  - D. she was going to Poland
11. Which of the following is not true?
- A. Walnut-trees in the garden had grown taller.
  - B. Desks and benches in the classroom were looking new.
  - C. The hopvine twined about the windows to the roof.
  - D. M. Hamel was sitting motionless and gazing at the things around him.
12. Arrange the following events in order of their occurrence in the story.
- 1. Old Hauser tries to spell the French letters with the little ones.
  - 2. M. Hamel walks up and down with his terrible iron ruler under his arm.
  - 3. M. Hamel praises his mother tongue.
  - 4. Franz observes the villagers sitting in the classroom.





- A. 4, 3, 1, 2
- B. 2, 4, 3, 1
- C. 2, 3, 1, 4
- D. 3, 1, 4, 3

13. Select the suitable option for the given statements.

- 1. M. Hamel puts on his fine Sunday clothes in the last French lesson.
- 2. Villagers sit on the back benches of the classroom and they all read books aloud.
- E. Both (1) and (2) are true and (1) is the reason for (2)
- F. (1) is false, but (2) is true.
- G. (1) is true, but (2) is false and (1) is not the reason for (2)
- H. (2) is true and (1) is false.

14. What message does the writer convey through the story?

- A. One should learn to read and write any one language
- B. It is of no importance to learn a new language
- C. Language does not make any difference in the attitude of a person
- D. Mother tongue is the safeguard of one's pride and culture

15. Which among the following is TRUE?

- A. Small children got distracted from the lessons when some beetles flew in.
- B. M Hamel delivered a speech on the futility of war.
- C. Franz recited the rule for participle without any error
- D. When the church-clock struck twelve, the Prussian soldiers returned from their drill.

16. M. Hamel stopped his last lesson when it was the time for

- A. Vespers
- B. Angelus
- C. Way of the Cross
- D. Memorare

17. During the time of Franco-Prussian War (1870-1871), Prussia consisted of

- A. Poland, Germany and parts of Austria
- B. Austria, Poland and parts of Germany
- C. Germany, Austria and parts of Poland
- D. England, Germany and parts of Austria

18. Find the odd one out from the following.

- A. Opening and closing of desks



- B. Franz's classmates sitting quietly in their places.
- C. M. Hamel's iron ruler rapping on the table.
- D. Lessons being repeated in unison.

19. Rule for participle in French was 'dreadful' to Franz because

- A. he could not understand it.
- B. he was afraid of it.
- C. he could never remember it.
- D. he considered it a nightmare.

20. "You could see that he, too, was crying; his voice trembled with emotion." – Who is 'he' referred here?

- A. M. Hamel
- B. Franz
- C. Hauser
- D. Wachter

### Answer key

### Extract based MCQs

Extract No. / Qn. No.	(i)	(ii)	(iii)	(iv)	(v)
Extract 1	B	C	D	D	C
Extract 2	B	C	B	D	A
Extract 3	A	C	A	D	C
Extract 4	B	B	A	C	B
Extract 5	C	C	B	D	C

### Stand alone MCQs

1	C
2	C
3	B
4	A
5	D
6	D
7	C
8	A
9	A



10	B
11	B
12	B
13	C
14	D
15	D
16	B
17	A
18	B
19	C
20	C

### LOST SPRING

**ANEES JUNG** is an Indian woman author, journalist and a columnist for major newspapers in India and abroad. The **lesson is an excerpt from Anees Jung's book titled Lost Spring :Stories of Stolen Childhood (2005)** in which she describes the **pitiable condition of poor children who missed the joys of childhood** due to the socio-economic condition. These children are denied the opportunity of schooling and forced into labour early in life. Through the life stories of Saheb-e-Alam, a ragpicker from Seemapuri and Mukesh from Firozabad, Anees Jung analyses the **poverty and traditions** which denounce the **underprivileged children to a life of exploitation**. Saheb and Mukesh lost their childhood in carrying the burden of poverty and illiteracy. In their bleak stories of exploitation, the author finds glimpses of resilience and fortitude.

### RELEVANCE OF THE TITLE LOST SPRING

Being full of colour, fragrance and freshness, Spring is the season of renewal and growth. The childhood of human life is often compared to spring as it marks the beginning of human life and is full of joy, pleasure, happiness and play. But when childhood is burdened with the hardships and difficulties of life, then it appears to be a curse. Millions of children like Saheb and Mukesh experience no spring in their lives as their childhood is consumed in making a living. Education, play and happiness are not for them. They must work to support themselves and their families. Thus, the title brings out the depravity of child labour.



## I – SOMETIMES I FIND A RUPEE IN THE GARBAGE.

- ❖ The first part tells the **writer's impressions about the life of the poor rag pickers.**
- ❖ The writer **encounters Saheb – a rag picker** scrounging for gold in garbage.

Scrounge - to search about and turn up something needed from whatever source is available

### ❖ **Saheb's family belongs to Dhaka.**

- Frequent storms swept away their fields and homes.
- Parents left behind the life of poverty in Dhaka
- Came to India to earn a living in Delhi.( looking for gold in the big city)

### ❖ **Author advises Saheb to go to school.**

- It is a **hollow advice** as there is no school in the neighbourhood.
- Author asks Saheb whether he would join if she starts a school.
- When Saheb meets the author, he runs to her asking whether the school is ready.
- She **feels ashamed having made a promise light heartedly.**
- She realizes that every word of promise is a ray of hope to these poor children.  
(Promises like mine abound in every corner of their bleak world).

### ❖ **Irony in Saheb's name :**

- Saheb's name is **Saheb-e Alam which means Lord of the Universe.**  
Unfortunately, rather than being blessed with the riches and comforts of life, he scrounges the garbage heaps to make a living.

### ❖ The author notices that the **rag pickers are barefoot.**

- When she asks them, **they give the excuse that it is part of tradition.**
- Truth is that they **can't afford to have even a pair of chappals because of their perpetual state of poverty.**

Perpetual – Continuous, everlasting, unending

### ❖ **Pathetic condition of Seemapuri** - a place on the outer limits (periphery) of Delhi.

- It is the abode of squatters from Bangladesh.

Squatter- a person who unlawfully occupies an uninhabited building or unused land.

- It has structures of mud, with roofs of tin and tarpaulin.
- It doesn't have proper sewage, drainage or running water.
- The opulence (richness) of Delhi is in no way related to the dire poverty



of the residents of Seemapuri.

- ❖ For the ragpickers of Seemapuri, **food is more important for survival than an identity.**
  - They have lived in Seemapuri for more than 30 years without an identity. (ignored by the rich and powerful). They have ration cards that enables them to buy grains. They too have accepted their situation when they say “We would rather live here than in the fields that gave us no grain”.
- ❖ **Garbage is gold to the ragpickers** – garbage is means of livelihood for the ragpickers.
- ❖ **Attitude of elders and children towards rag picking is different.**
  - **For Elders** : a means of survival. They view it as a job which will fetch them a day’s meal.
  - **For Children** : a mysterious package wrapped in wonder. Sometimes they find a rupee or even 10 rupees.
- ❖ One day Anees Jung finds Saheb watching two men playing tennis. He is wearing tennis shoes. It is the discarded shoes (of a rich boy) because there was a hole in one of them. **For Saheb who walked barefoot, even shoes with a hole is a dream come true.** But the writer says that tennis is beyond his reach.
- ❖ **The steel canister seems heavier than the plastic bag.**
  - The author encounters him in a tea stall. - he has taken up a job and is paid Rs. 800.
  - She sadly realizes that **he is no longer his own master** and this loss of freedom weighs heavily on his tender shoulders.
  - The writer is pained to see Saheb, a rag picker whose name means the ruler of earth has **lost the spark of childhood.**

### Difference in the life of Saheb as a ragpicker and worker at the tea stall

As a ragpicker	As a child labourer
Amidst the garbage dumps	Carries steel canister
Symbol of freedom	Symbol of slavery
Full of wonders	Monotonous and dull
master of his own life -- led a carefree life -- not under the control of anyone	no longer master of his own life -- restricted – under the control of the owner of the tea stall



## **I WANT TO DRIVE A CAR**

### ❖ **Dream looms like a mirage amidst the streets of Firozabad**

- Mukesh wants to become a motor mechanic.
- His dreams were like a mirage – unattainable
- Difficult for a child in Firozabad to achieve his unconventional dream.

### ❖ **Main occupation of people in Firozabad**

- Centre of India's glass blowing industry
- Every family is engaged in bangle making

### ❖ **Miserable plight of the people of Firozabad**

- Families have spent generations working around furnaces, welding glass
- About 20000 children work in hot furnaces – None of them know it is illegal
- Work in high temp, in dirty cells with no light or air
- Slog their daylight hours- often losing the brightness of their eyes.
- Their eyes are more adjusted to the dark than the light outside.

### ❖ **Condition of Firozabad**

- Dusty streets
- Stinking lanes choked with garbage
- Homes – hovels with crumbling walls , wobbly doors, no windows , crowded with families of humans and animals
- Existence similar to primeval state

### ❖ **“It is his karam, his destiny”- Mukesh's attitude towards their poverty**

- Grandmother believes – they cannot give up the God-given lineage
- Resigned themselves to their fate- accepted their poverty and miserable conditions

### ❖ **Pathos and irony in Savita's story**

- Savita, a young girl soldering pieces of glass.
- Her hands moved mechanically like a machine.
- She doesn't know the holiness of the bangle she is making.

### ❖ **Little has moved with time in Firozabad**

- Every family is engaged in bangle making
- The cry of not having money to start anything new rings in every house.
- Young men echo the lament of their elders.
- Years of mind- numbing toil have killed all initiative and ability to dream.

### ❖ **People of Firozabad cannot organize into a co operative**



- **Vicious circle of middlemen have trapped the people of Firozabad**
- If they get organized – they will be hauled by police for doing something illegal
- **No leader among them-** none to help them see things differently
- **Trapped in** spiral that moves from **poverty to apathy to greed and to injustice.**

Apathy :lack of interest , enthusiasm or energy and shows that someone is unwilling to take action, especially over something important, incurious, passionless, spiritless, your heart isn't in it (idiom)

❖ **Two distinct worlds in Firozabad**

- **One - of family** – trapped in poverty and burdened by the stigma of caste
- **Second -Vicious circle of Sahukars, middlemen, policemen and bureaucrats**

Vicious – cruel, violent, ruthless, callous, villainous

Middleman - a person who buys goods from producers and sells them to retailers or consumers (broker, dealer, intermediary)

- Together they imposed the baggage on the child that he cannot put down.
- Before he is aware, he accepts it as naturally as his father.
- **Daring is not part of growing up in Firozabad.**

Daring - adventurous, gusty,

❖ **Mukesh's plan to ~~accomplish~~ his dream**

- He wants to be a motor mechanic – ready to travel to garage to achieve his dream
- Distance of garage will not deter him

❖ **Few aeroplane fly over Firozabad**

- Mukesh doesn't want to follow the traditional occupation of bangle making - ready to travel to garage to achieve his dream.
- Author is happy to find a spark of motivation in Mukesh
- Mukesh is satisfied with a more attainable dream
- Areoplanes symbolize that is distant, just like a far- fetched dream. People of Firozabad were not exposed to grand dreams



### DIFFERENCE BETWEEN SAHEB AND MUKESH

Saheb	Mukesh
Ragpicker from Seemapuri	Bangle maker from Firozabad
Surrendered to fate	Not ready to give up
Not his own Master	Wants to be his own master
Not goal oriented	Goal oriented
Not Practical (loves to play the game of tennis)	Practical

### IMPORTANT LITERARY DEVICES

**Simile** : A simile is a [figure of speech](#) in which two essentially dissimilar [objects](#) or concepts are expressly compared with one another through the use of “like” or “as.” A proper simile creates a clear [comparison](#) between two things that are different enough from each other such that their comparability appears unlikely.

Eg :

- The dancer moved like a gazelle.
- He is as brave as a lion.
- His dream looms like a mirage amidst the dust of streets that fills his town of Firozabad.
- As her hands move mechanically like the tongs of a machine, I wonder if she knows the sanctity of the bangles she helps make.

**Metaphor**: A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. Unlike a simile, a metaphor's comparison is more indirect, usually made by stating something is something else. When a person is addressed as "you're a peach", he is being equated with a peach, with the suggestion that the person is pleasing or delightful in the way that a peach is pleasing and delightful.

Eg:

- His words cut deeper than a knife.
- Time is a thief.





- Drowned in an air of desolation.
- Web of poverty.

**Hyperbole :** Hyperbole is the use of [language](#) to exaggerate what you mean or emphasize a point. It's often used to make something sound much bigger and better than it actually is or to make something sound much more dramatic. Therefore, a **hyperbole** is not meant to be taken literally.

Eg:

- He's running faster than the wind.
- That man is as tall as a house.
- I'm so hungry I could eat a horse.
- Garbage to them is gold.
- Scrounging for gold.
- And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art.

**Contrast:** Contrast is a rhetorical device through which writers identify differences between two subjects, places, persons, things, or ideas. Simply, it is a type of opposition between two [objects](#), highlighted to emphasize their differences.

Eg:

- Seemapuri, a place on the periphery of Delhi yet miles away from it, metaphorically.
- The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulders.
- For the children it is wrapped in wonder; for the elders it is a means of survival.

**Antithesis :** Antithesis literally means “opposite” . An antithesis is a pair of statements, concept or images in which the one reverses the other. The pair is written with similar grammatical structures to show more contrast. Antithesis has three things: two or more parts, reversed or inverted ideas, (usually) parallel grammatical structure.

Eg:

- *That's one small step for a man – one giant leap for mankind.*
- *To err is human; to forgive, divine.*
- We must learn to live together as brothers or perish together as fools.
- For the children it is wrapped in wonder; for the elders it is a means of survival.

### STAND ALONE MCQs

1. The lesson “Lost Spring” is a call to end child exploitation and to let the children enjoy the days of the spring that bring joy under their feet. Choose the quote that resonate with central idea



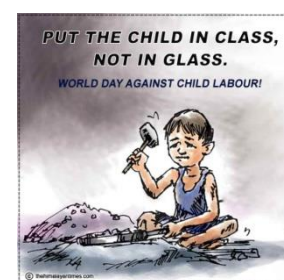
(a)



(b)



(c)



(d)

2. What does the title “Lost Spring” symbolise?
  - A. Loss of greenery and beauty of Nature
  - B. Lost blooming childhood of underprivileged children
  - C. Lost happiness of life
  - D. Lost of Youth days
3. Why does the author feel embarrassed before Saheb?
  - A. She forgets to give chappals to poor rag pickers
  - B. She makes a promise to start a school which was not meant to be kept
  - C. She forgets her promise to help him out of ragpicking.
  - D. She breaks her promise to visit Saheb’s house.
4. Which of the following is not true about Saheb?
  - A. His family has migrated from Dhaka
  - B. His name means ' Lord of the Universe'.
  - C. He is a poor, barefoot rag picker.
  - D. He lives in Firozabad, UP.
5. “It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.” Choose the best quote that reflects the innocence of the underprivileged children from Seemapuri.
  - A. “Growing up is losing some illusions, in order to acquire others” – Virginia Wolfe



- B. “Childhood and adulthood were not factors of age but states of mind.” – Alex Shakar
- C. “ The day you graduate from childhood to adulthood is the day you take full responsibility for your life’ - Darren Harrey
- D. “ Childhood is measured out by sounds and smells and sights, before the dark hour of reason grows” – John Betjeman
6. Which option has the poetic device used in “ His dream looms like a mirage amidst the dust of the streets that fill his town Firozabad”
- A. The moonlight sparked brighter than a gypsy.
- B. The sun is a creature of habit.
- C. They are as different as night and day.
- D. My house is a friend who protects me.
7. “ Hearing him, one wonders if he has achieved what many have failed in their life time. He has a roof over his head”. Which of the following is NOT FALSE in the context of the given lines?
- A. Mukesh’s father had managed to refurbish the house
- B. The writers tells that Mukesh’s family is successful and is leading a good life
- C. Mukesh can easily pursue his dream to become a motor mechanic
- D. Mukesh’s father was able to give good education to his children
8. “ And ..... is not part of his growing up” in Firozabad?
- A. Play
- B. Daring
- C. Slum violence
- D. Innocence
9. What compels the people of Firozabad to poverty?
- A. Caste and family lineage
- B. Lack of education and a good leader
- C. Bureaucrats and politicians
- D. All of these
10. Find the correct statement in the following
- A. There were many storms that swept away their fields and house.
- B. It is not lack of money but a tradition to stay barefoot
- C. Food is more important for survival than the house.
- D. Every other family in Ghaziabad is engaged in bangle making.



11. **Assertion:** The drudgery of daily work has destroyed the dreams of bangle makers.

**Reason:** There is no time to dream.

- A. Both assertion and reason are correct and reason is the correct explanation of assertion.
- B. Both assertion and reason are correct and reason is not the correct explanation of assertion.
- C. Assertion is true and reason is false.
- D. Assertion is false and reason is true.

12. **Assertion :** Mukesh wants to be a motor mechanic

**Reason:** His family is engaged in making glass bangles in Firozabad.

- A. Both assertion and reason are correct and reason is the correct explanation of assertion.
- B. Both assertion and reason are correct and reason is not the correct explanation of assertion.
- C. Assertion is true and reason is false.
- D. Assertion is false and reason is true.

13. **Assertion:** Saheb is his own master.

**Reason :** He got a job at a small tea stall, earning 800 rupees and all his meals.

- A. Both assertion and reason are correct and reason is the correct explanation of assertion.
- B. Both assertion and reason are correct and reason is not the correct explanation of assertion.
- C. Assertion is true and reason is false.
- D. Assertion is false and reason is true.

14. **Assertion :** The son of the priest prayed to goddess when he had finally got a pair of shoes, “let me never lose them”.

**Reason :** The boy from Udipi did not have shoes earlier.

- A. Both assertion and reason are correct and reason is the correct explanation of assertion.
- B. Both assertion and reason are correct and reason is not the correct explanation of assertion.
- C. Assertion is true and reason is false.
- D. Assertion is false and reason is true.



15. **Assertion:** Mukesh does not dream of flying an airplane

**Reason:** He has not seen many airplanes flying over Firozabad

- A. Both assertion and reason are correct and reason is the correct explanation of assertion.
- B. Both assertion and reason are correct and reason is not the correct explanation of assertion.
- C. Assertion is true and reason is false.
- D. Assertion is false and reason is true.

16. Choose the statement that is TRUE

- A. Survival in Seemapuri is synonymous to rag picking.
- B. Sahukars are the only ones who torture the bangle makers
- C. Saheb's dream is to play cricket
- D. The job Saheb takes up gives him the chance to be his own master.

17. 'Food is more important for survival than an identity. "If at the end of the day we can feed our families and go to bed without an aching stomach, we would rather live here than in the fields that gave us no grain," say a group of women in tattered saris when I ask them why they left their beautiful land of green fields and rivers. Wherever they find food, they pitch their tents that become transit homes. Children grow up in them, becoming partners in survival. And survival in Seemapuri means ragpicking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more.'

- A. In which of the following sentences the word "pitch" is used with the same meaning as above
  - a. It was pitch dark and rainy.
  - b. Dean opted to pitch his pavilion in City Park.
  - c. It wasn't bad enough she had to pitch her cookies in front of him, now she was going to cry.
  - d. I invited him to pitch shoes with me but he wouldn't have any of it.
- B. The phrase 'transit homes' refers to the dwellings that are \_\_\_\_
  - a. Dirty
  - b. Inadequate
  - c. Brittle
  - d. Temporary



- C. What does ‘acquired the proportions of a fine art’ mean?
- Rag picking has regained to its lost status.
  - A segment of rag pickers are skilled in fine arts.
  - Rag picking has attained the position of a skill.
  - Only a few people are expert in rag picking.
- D. “If at the end of the day we can feed our families and go to bed without an aching stomach, we would rather live here than in the fields that gave us no grain”. This shows that they are
- Pragmatic
  - Diffident
  - Evaders
  - Unpatriotic

18. ‘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 their elders. Little has moved with time, it seems, in Firozabad. Years of mind-numbing toil have killed all initiative and the ability to dream. “Why not organise yourselves into a cooperative?” I ask a group of young men who have fallen into the vicious circle of middlemen who trapped their fathers and forefathers. “Even if we get organised, we are the ones who will be hauled up by the police, beaten and dragged to jail for doing something illegal,” they say. There is no leader among them, no one who could help them see things differently. Their fathers are as tired as they are. They talk endlessly in a spiral that moves from poverty to apathy to greed and to injustice.’

- A. “They talk endlessly in a spiral that moves from poverty to apathy to greed and to injustice” The given lines show that
- Bangle making has become so inherent that they don’t even try to learn a different work.
  - The politicians and bureaucrats discuss the pathetic condition of the bangle makers.
  - Bangle makers are caught up in a maze like existence
  - The people of Firozabad lead a life of greed.
- B. Why did bangle makers not have any ability to do something else?
- They are tired
  - There is no leader to guide them



- c. They are petrified of police  
d. All the above
- C. What is the problem prevalent in all the homes of Firozabad?
- a. Scarcity of resources to continue family tradition of bangle making  
b. Scarcity of capital to initiate new enterprise  
c. Lack of availability of loans  
d. Deficiency of medical facilities.
- D. Match the expressions with their meaning in the given table.

1 mind-numbing	A. an attempt to resolve one problem creates another which leads back to original situation
2 vicious circle	B. trapped in intricate problems of poverty
3 caught in the web of poverty	C so bad /boring that one is unable to think clearly

- a. 1 – B , 2 – C , 3 – A  
b. 1 – C, 2 – A , 3 – B  
c. 1 – A , 2 – B, 3 – C  
d. 1 – B, 2 –A , 3 – C

### Key to Answers

1	D
2	B
3	B
4	D
5	D
6	C
7	A
8	B
9	D
10	A
11	C



12	B
13	D
14	A
15	A
16	A
17	A b B d C c D a
18	A c B d C b D b





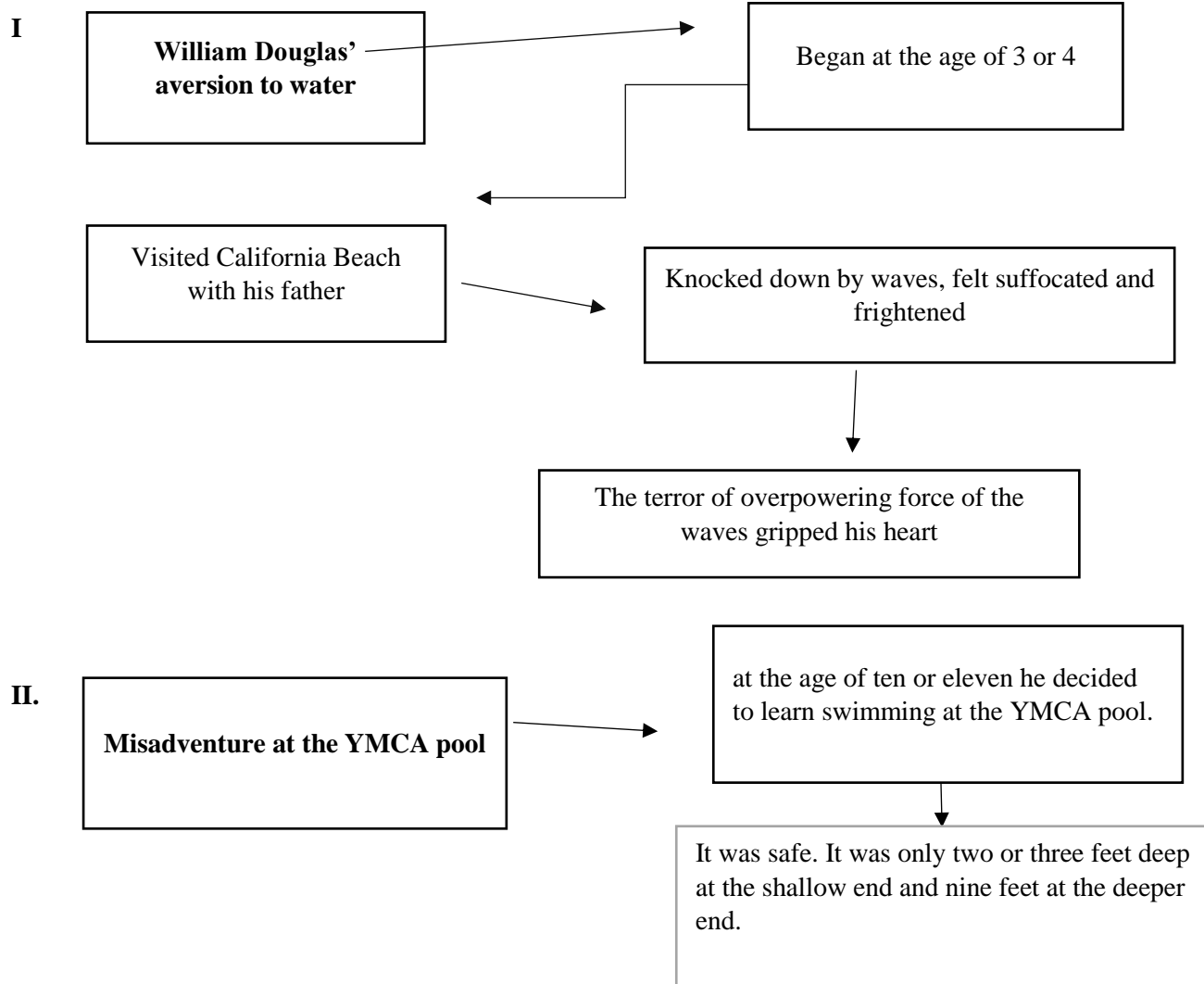
## DEEP WATER

-WILLIAM .O. DOUGLAS

‘Deep Water’ is an excerpt taken from William Douglas’ autobiography ‘*Of Men and Mountains*’. In this lesson the author William Douglas talks about his fear of water and how he finally overcame it. He developed his aversion to water at the tender age of 3 or 4 when he was knocked down by the waves on California Beach. Another misadventure at the YMCA pool further aggravated his fear. This fear of water haunted him for years. Finally with the help of an instructor and his strong will power and untiring endeavours he overcame his fear. He swam in different pools and lakes to ensure that his deep rooted fear of water was completely eradicated.

This lesson conveys the message that with courage, perseverance and a strong will power one can turn the impossible into possible.

### LESSON AT A GLANCE





He observed other boys and tried to learn by aping them. He had begun to feel at ease when the misadventure happened

- one day he reached the pool when no one was there  
—so decided to sit on the side of pool and wait—  
unexpectedly an eighteen year old boy picked him  
and tossed him into the deeper end.

- He landed in a sitting position, swallowed water and went at once to the bottom—  
got frightened but planned that as soon as his feet hit the bottom, he would make a  
big jump and come to the surface, lie flat and paddle to the edge of the pool. - nine  
feet appeared to be ninety—his lungs ached, his legs became rigid and paralysed— he  
tried thrice to hit the bottom with all his might to spring upwards but failed—finally  
gave up all his efforts and crossed to oblivion

### III.

**Saved but handicapped  
by fear of water**

-- On regaining consciousness he found himself  
lying on his stomach and vomiting.

-- he never went back to the pool.-- he started  
avoiding water , whenever he went near water, the  
terror would seize him, his legs would get paralysed  
and icy horror would grab his heart.

--this fear deprived him of the joy of fishing,  
boating, canoeing and swimming

### IV

**Determined to  
overcome his FEAR**

-- decided to get an instructor—practised five days a  
week—a rope attached to belt around him went through a  
pulley that ran on an overhead cable—went back and  
forth across the pool for three months. -- repeated the  
exercise of putting his face under water and exhale and to  
raise his nose and inhale.---thus ,piece by piece, the  
instructor built a swimmer out of Douglas in six months.

---however Douglas wanted to ensure that he had  
completely overcome his fear, so he went to Lake  
Wentworth and Warm Lake to swim .---tiny vestiges of  
fear still gripped—but he challenged the fear and swam  
on—he had conquered his fear.



## **STAND ALONE MCOs**

**Q1.** Why did Douglas consider the YMCA pool as safe?

- A. No one had drowned in the YMCA pool.
- B. It was two or three feet deep at the shallow end and nine at the deeper end.
- C. There were instructors to help him.
- D. He could easily learn swimming by aping other boys.

**Q2.** What was the ‘misadventure’ that Douglas spoke about in the lesson?

- A. Overpowering force of the waves experienced at California beach.
- B. He was Pushed by his instructor in to the pool
- C. He nearly drowned in the Yakima River.
- D. He was thrown in to the YMCA pool by a boy.

**Q3.** Which option describes the qualities of Douglas’ instructor?

- 1. Patient
  - 2. Friendly
  - 3. Methodical
  - 4. Courageous
  - 5. Encouraging
- A. 1,3 & 5
  - B. 2,4 &5
  - C. 1,2 & 3
  - D. 1, 3&4.

**Q4.** Where is Lake Wentworth?

- A. In Washington
- B. In New York
- C. In California
- D. In New Hampshire.

**Q5.** Who said, “All we have to fear is fear itself”?

- A. Theodore Roosevelt
- B. William Douglas
- C. Franklin .D. Roosevelt
- D. John. F. Kennedy.

**ANSWER KEY**

Q1 (B) It was two or three feet deep at the shallow end and nine at the deeper end.

Q2. (D) He was thrown in to the YMCA pool by a boy.

Q3 (A) 1, 3 & 5

Q4. (D) In New Hampshire

Q5. (C) Franklin .D. Roosevelt

**EXTRACT BASED MCQs**

I. My introduction to the YMCA 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.

1. Which unpleasant memories were being revived?
  - A. Drowning in the Yakima River.
  - B. Experiencing the overpowering force of waves at California.
  - C. The drowning of his friend in the YMCA pool.
  - D. Being scolded by his mother when he expressed his desire to learn swimming.
2. What does the word 'paddle' mean in this context?
  - A. To push a pole through the water.
  - B. To walk barefoot in shallow water.
  - C. To swim by moving hands and feet up and down.
  - D. None of the above.
3. How did he start learning to swim?
  - A. With a rope tied around his belt.
  - B. By aping other boys.
  - C. Under the supervision of an instructor.
  - D. With the help of life guards.
4. Where did the 'Misadventure' happen?
  - A. In the YMCA swimming pool.
  - B. In the Yakima River.
  - C. On California beach.
  - D. In Lake Wentworth



II. Then all efforts 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 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 sleep.... I crossed to oblivion, and the curtain of life fell.

1. Choose the correct option with reference to the two statements given below:

Statement 1: The author tried his best to jump out of water.

Statement 2: After a while, the author ceased his efforts.

- (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 related causes.
- (d) Both the statements are the effects of independent causes.

2. Why did he cease all his efforts?

- (a) He was rescued by an instructor.
- (b) He accepted his approaching death.
- (c) He lost his faith in his efforts.
- (d) He felt disappointed with his failure.

3. The idiom 'the curtain of life fell' corresponds to an aspect of:

- (a) Sports
- (b) Theatre
- (c) Art and Craft
- (d) Cinema.

4. Which phrase indicates that the author lost his consciousness?

- (a) It wiped out fear
- (b) Tender arms like mother's
- (c) I crossed to oblivion
- (d) It was quiet and peaceful.

III. I laughed and said, "Well, Mr. Terror, what do you think you can do to me?" It fled and I swam on.

1. Identify the literary device used in the above line.

- A. Metaphor
- B. Anaphora
- C. Personification
- D. Simile

2. Who / What fled away?



- A. His instructor
  - B. His friend
  - C. His fear
  - D. His confidence.
3. Where was he swimming?
- A. YMCA pool
  - B. Lake Wentworth
  - C. Yakima River
  - D. Warm Lake.
4. What does the author's laughter indicate?
- A. He has a good sense of humour.
  - B. He likes to mock at others.
  - C. He has gained confidence to face his fear.
  - D. All the above.
- IV. In death there is peace. There is terror only in fear of death, as Roosevelt knew when he said, "All we have to fear is fear itself." Because I had experienced both the sensation of dying and the terror that fear of it can produce, the will to live somehow grew in intensity. At last I felt released- free to walk the trails and climb the peaks and to brush aside fear.
1. What does the narrator mean by 'in death there is peace.'?
- A. That death is more peaceful than life.
  - B. That dead must rest in peace.
  - C. That death is painful.
  - D. All of these.
2. The phrasal verb 'brush aside' means.....
- A. To paint.
  - B. To entice
  - C. To ignore
  - D. To forget.
3. The author had released himself from the grip of.....
- A. Slavery.
  - B. Pride.
  - C. Fear.
  - D. Anger.
4. Choose the quote that DOES NOT resonate the central idea of the extract.
- A. Overcoming challenges make life meaningful.
  - B. Fear is the path to the dark side.



- C. Courage is the resistance to fear, mastery of fear not absence of fear.
- D. He who has overcome his fears will truly be free.

## ANSWERS

### I.

- 1. (B) Experiencing overpowering force of waves at California.
- 2. (C) To swim by moving hands and feet up and down.
- 3. (B) By aping other boys.
- 4. (A) In the YMCA swimming pool.

### II.

- 1. (A) If statement 1 is the cause, statement 2 is the effect.
- 2. (B) He accepted his approaching death.
- 3. (C) theatre
- 4. (D) I crossed to oblivion.

### III.

- 1. (C) Personification.
- 2. (C) His Fear.
- 3. (B) Lake Wentworth
- 4. (c) He has gained confidence to face his fear.

### IV. x

- 1. (A) That death is more peaceful than life.
- 2. (C) To ignore.
- 3. (C) Fear
- 4. (B) Fear is the path to dark side.

## ASSERTION-REASONING MCQs

- I.** Assertion: The Yakima River was treacherous.

Reason: Many people drowned in the Yakima River.

- A. Both A & R are true, but R is not the correct explanation of A.
- B. Both A & R are true and R is the correct explanation of A
- C. A is true but R is False.
- D. A is false but R is true.

- II.** Assertion; Douglas decided to learn swimming at the YMCA Pool.



Reason: The YMCA pool was closer to his house.

- A. Both A & R are true but R is not the correct explanation of A.
- B. Both A & R are true and R is the correct explanation of A.
- C. A is true but R is false.
- D. A is false but R is true.

**III.** Assertion: Douglas never went back to the pool after the misadventure.

Reason: The YMCA pool was not safe.

- A. A & R are true but R is not the correct explanation of A.
- B. A & R are true and R is the correct explanation of A.
- C. A is true and R is false.
- D. A is false and R is true.

**IV.** Assertion: Douglas did not know how to swim.

Reason: This handicap deprived him of the joy of canoeing, boating and swimming.

- A. Both A & R are true but R is not the correct explanation of A.
- B. Both A & R are true and R is the correct explanation of A.
- C. A is true but R is false.
- D. A is false but R is true.

**V.** Assertion: Douglas decided to hire an instructor to learn swimming.

Reason: He wanted to overcome his fear of water.

- A. Both A & R are true but R is not the correct explanation of A.
- B. Both A & R are true and R is the correct explanation of A.
- C. A is true but R is false
- D. A is false but R is true.

### ANSWERS

- I. (B) Both A & R are true and R is the correct explanation of A
- II. (C) A is true but R is false.
- III. (C) A is true but R is false
- IV. (A) Both A & R are true but R is not the correct explanation of A.
- V. (B) Both A & R are true and R is the correct explanation of A.





## The Third Level

Jack Finney

Jack Finney's short story depicting the post war trauma/ setbacks takes us through the unfulfilled dream of the protagonist who is in search of the third level, his only means to buy two tickets for getting to the Galesburg of 1890s.

The writer resorts to the flashback technique to help readers learn more about his protagonist. He starts the story by bringing in the presidents of railroads to disprove Charley, the central figure. His claim of being to the third level of the Grand Central is dismissed by his friends as a 'waking dream wish fulfilment' and his hobby of stamp collection as a 'temporary refuge from reality'.

### Theme

Time travel is the theme of the lesson as the story moves between past and present.

Charley's escapism as a refuge from reality and his attempts to be connected to the past by glorifying it form the theme of the story. The third level, the imaginary subway that takes one to the places in the past, becomes a medium of escape for Charley.

### Important Events

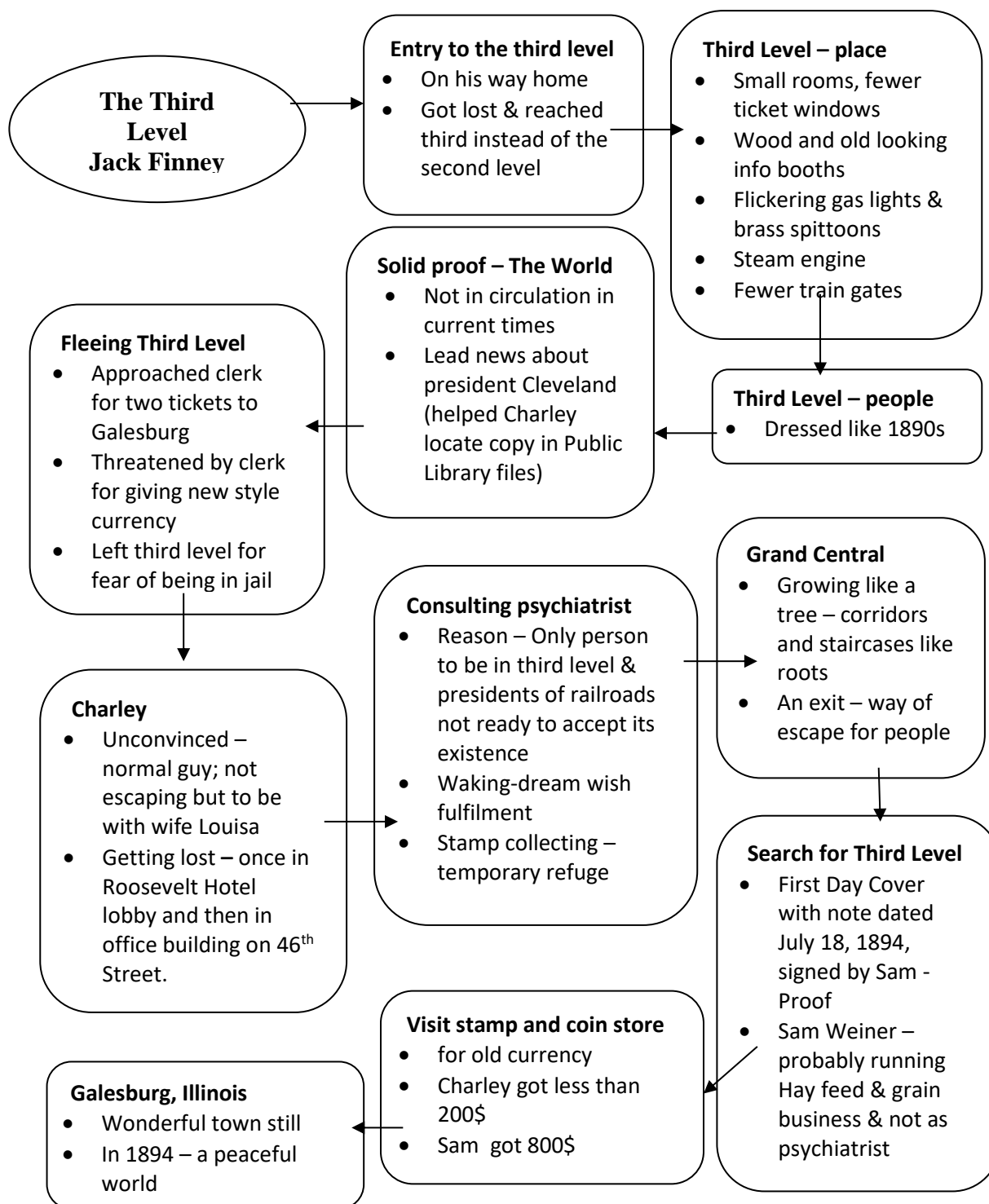
- Charley enters the third level of the Grand Central Station on his way to his uptown apartment.
- He is forced to leave the third level as he is not having old style currency to buy two tickets to Galesburg, Illinois of the 1890s.
- He consults Sam Weiner, his psychiatrist friend, who dismisses this visit as a waking-dream wish fulfilment. Other friends too point to his hobby of stamp collection which, according to them, is nothing but a temporary refuge from reality.
- He withdrew nearly all his savings to get less than two hundred dollars in old style bills.
- He gets a note inside a first day cover, apparently signed by his psychiatrist friend inviting the couple to keep looking for the third level for it is worth the effort.

### Main Characters

**Charley** - 31 yrs old ordinary guy, wearing a tan gabardine suit & straw hat with a fancy band – hobby of stamp collecting (treated as temporary refuge from reality by his friends) -Not convinced – Grand father and President Roosevelt too had this hobby – besides he is just like others of his time - not escaping but to be with wife Louisa - getting lost - once got into a tunnel but got out in Roosevelt Hotel lobby - another time came up in office building on 46<sup>th</sup> Street.

**Sam Weiner** – dismissed Charley’s visit to the third level as waking-dream wish fulfilment – Charley’s hobby (stamp collecting) as temporary refuge from reality – his disappearance & First Day Cover with note dated July 18, 1894, signed by Sam – Proof that made Charley & Louisa looking every weekend - running Hay feed & grain business & not as psychiatrist – withdrew 800 dollars worth old style currency

**Louisa** – wife of Charley – sad to know about her husband’s unhappiness – becomes worried after Charley withdraws money for getting old style currency – convinces Charley to stop looking for the third level till getting the note signed by Sam.





## Points to remember

1. Entry to the Third Level
  - 1.1 On his way home
    - 1.1.1 boarded subway instead of bus
    - 1.1.2 entered Grand Central to go to Second level
    - 1.1.3 got lost, reached Third Level
  - 1.2 Third Level – place
    - 1.2.1 small rooms, fewer ticket windows & train gates
    - 1.2.2 wood & old looking info booth
    - 1.2.3 flickering gas lights & brass spittoons
    - 1.2.4 steam engine (Currier & Ives locomotive with funnel shaped stack)
  - 1.3 Third Level – people
    - 1.3.1 dressed like 1890 something
    - 1.3.2 green eye shade & long black sleeve protectors – man in info booth
    - 1.3.3 derby hat, black four-button suit with tiny lapels, big, black, handlebar moustache – man with gold watch in vest pocket
    - 1.3.4 dress with leg-of mutton sleeves & skirts, high-buttoned shoes – woman entered through train gate
  - 1.4 Solid Proof – The World (not in circulation in Charley’s times)
    - 1.4.1 news boy selling copies (dated June 11, 1894)
    - 1.4.2 lead news about President Cleveland (helped Charlie locate copy in Public Library files)
  - 1.5 Fleeing Third Level
    - 1.5.1 approached clerk for two tickets to Galesburg, Illinois
    - 1.5.2 threatened by clerk for trying to give new style currency
    - 1.5.3 left for fear of being in jail
2. Consulting Psychiatrist
  - 2.1 Reason
    - 2.1.1 only person to be in Third level
    - 2.1.1 presidents of the New York Central and the New York, New Haven and Hartford railroads not ready to accept existence
  - 2.2 waking-dream wish fulfilment
    - 2.2.1 means to escape



- 2.2.2 unhappy – as the modern world is full of insecurity, fear, war, worry etc.
- 2.3 Stamp collecting as evidence
  - 2.3.1 his temporary refuge from reality – friends
  - 2.3.2 Charley – unconvinced for his grandfather & President Roosevelt had
- 3 Charley
  - 3.1 31 yrs old ordinary guy, wearing tan gabardine suit & straw hat with a fancy band
  - 3.2 Not convinced
    - 3.2.1 ordinary like others
    - 3.2.2 not escaping but to be with wife Louisa
  - 3.3 getting lost
    - 3.3.1 once got into a tunnel but got out in Roosevelt Hotel lobby
    - 3.3.2 another time came up in office building on 46<sup>th</sup> Street
- 4 Grand Central
  - 4.1 growing like a tree
    - 4.1.1 new corridors & staircases like roots
    - 4.1.2 new tunnels
  - 4.2 an exit, way of escape for people
- 5 Search for Third Level
  - 5.1 stopped looking as Louisa was worried
  - 5.2 Sam Weiner's disappearance
    - 5.2.1 First Day Cover with note dated July 18, 1894, signed by Sam - Proof
    - 5.2.2 Charley & Louisa looking every weekend
    - 5.2.3 running Hay feed & grain business & not as psychiatrist
  - 5.3 Visit to Stamp & coin store – for Old currency
    - 5.3.1 Charley less than 200 dollars
    - 5.3.2 Sam 800 dollars
- 6 Galesburg, Illinois
  - 6.1 wonderful town still
  - 6.2 in 1894- peaceful world

### **STAND ALONE MCOs**

Q1. What did Sam mean when he said that Charley had a 'waking dream wish fulfilment'?

- A. a dream that will become reality



- B. a dream that helps him forget his present
- C. a dream that helps him to go to future
- D. a dream that helps him forget the past

Q2. ‘*That made my wife kind of mad.*’ What made Louisa mad/unhappy?

- A. Charley’s unhappiness
- B. Charley’s waking dream wish fulfilment
- C. Charley’s happiness
- D. Charley’s temporary refuge from reality

Q3. What do his friends refer to as ‘temporary refuge from reality’?

- A. His visit to Third level
- B. His occupation
- C. Stamp collection, his hobby
- D. Grand Central as an exit

Q4. Now, I don’t know why this should have happened to me. Why did Charley say so?

- i. He is just like any other men of his times
- ii. He wasn’t trying to escape
- iii. He is not like other men at the third level
- iv. He was on his way to his uptown apartment
- v. He already has a means of escape

- A. i, ii & v
- B. ii, iii & v
- C. i, iii & iv
- D. i, ii & iv

Q5. Choose the option that suits the Grand Central Station as seen by Charley.

- A. Station is like a huge tree
- B. Developing fast in an inconspicuous way
- C. New staircases, corridors & tunnels like roots of tree
- D. All the above

Q6. **Assertion (A)** My three hundred dollars bought less than two hundred in old-style bills, but I didn’t care.

**Reason (R)** Eggs were just thirteen cents a dozen.

- A. A is true but R is false
- B. Both A and R are correct and R is the correct explanation for A
- C. Both A and R are correct but R is not the correct explanation for A



D. A is false but R is true

Q7. Classify (1) to (4) as **Fact (F) or Opinion (O)**, based on your reading of *The Third Level*.

1. Charley consulted his psychiatrist friend.
2. Charley's visit to third level as *a waking dream wish fulfilment*.
3. Charley wanted two tickets to Galesburg of 1890s
4. Charley's grandfather had a nice collection of stamps

- A. F - 1, 3 & 4; O - 2
- B. F - 1, 2, 3; O - 4
- C. F - 2; O - 1, 3 & 4
- D. F- 3 & 4; O - 1 & 2

### **EXTRACT BASED MCQs**

I. Read the given extract to attempt the questions that follow.

*Of course the money was old-style bills, half again as big as the money we use nowadays, and different-looking. I turned away and got out fast. There's nothing nice about jail, even in 1894.*

Q8. From where did Charley get out fast?

- A. Psychiatrist's consulting room
- B. Roosevelt Hotel
- C. Subway
- D. Third Level

Q9. What made Charley think about jail?

- A. For trespassing into the third level
- B. Clerk's threat that he can't escape
- C. His failure to get tickets
- D. His failure to keep change

Q10. Why was Charley unable to get tickets from the Third level to go to Galesburg?

- A. Didn't have enough money
- B. Didn't have new style currency
- C. Didn't have old style currency
- D. Couldn't communicate to clerk

Q11. Why did Charley turn away and get out fast?

- A. Clerk refused to give tickets for he was looking strange



- B. Clerk refused to give tickets for he did not have change
- C. Clerk refused to give tickets for there were no trains to Galesburg
- D. Clerk refused to give tickets because he thought that Charley was trying to cheat him.

Q12. Select the option that best displays a cause-effect relationship.

A	Cause	Effect
	Charley gave old style currency	Clerk warned that he can't escape
C	Cause	Effect
	Clerk threatened to arrest Charley	Charley gave new style currency
B	Cause	Effect
	Charley gave new style currency	Clerk threatened to arrest Charley
D	Cause	Effect
	Clerk threatened to arrest Charley	Charley gave old style currency

II. Read the given extract to attempt the questions that follow.

*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 may be — 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.*

Q13. Identify the figure of speech used that conveys the growing/developing nature of the Grand Central station?

- A. Metaphor
- B. simile
- C. synecdoche
- D. transferred epithet

Q14. Why does the writer talk about the tunnels to Times Square and Central Park?

- A. To tell us that these two places are in New York.
- B. Both these places are accessible
- C. These are exits of Grand Central
- D. Grand Central is ever growing

Q15. The development of the station seems to be inconspicuous. How do we know?

- A. Growing like branches of tree





- B. Can accommodate any number of passengers
- C. New tunnels are being developed without causing disturbance
- D. a third level to the station is added

Q16. What is it that Charley did not disclose to his friend?

- A. Grand Central is an exit
- B. Grand Central has many exits
- C. Many people enter Grand Central
- D. None of the above

Q17. Why didn't Charley disclose '*that idea*' to his psychiatrist?

- A. Psychiatrist wouldn't maintain its secrecy
- B. Psychiatrist wouldn't believe him
- C. Psychiatrist would want to visit the third level
- D. Psychiatrist would convey to the presidents of railroads

### Answer Key

Q1.B Q2.A Q3.C Q4.D Q5.D Q6.B Q7.A Q8.D Q9.B  
Q10.C Q11.D Q12.B Q13.B Q14.D Q15.C Q16.A Q17.B



## THE ENEMY

Pearl S. Buck

### GIST OF THE LESSON

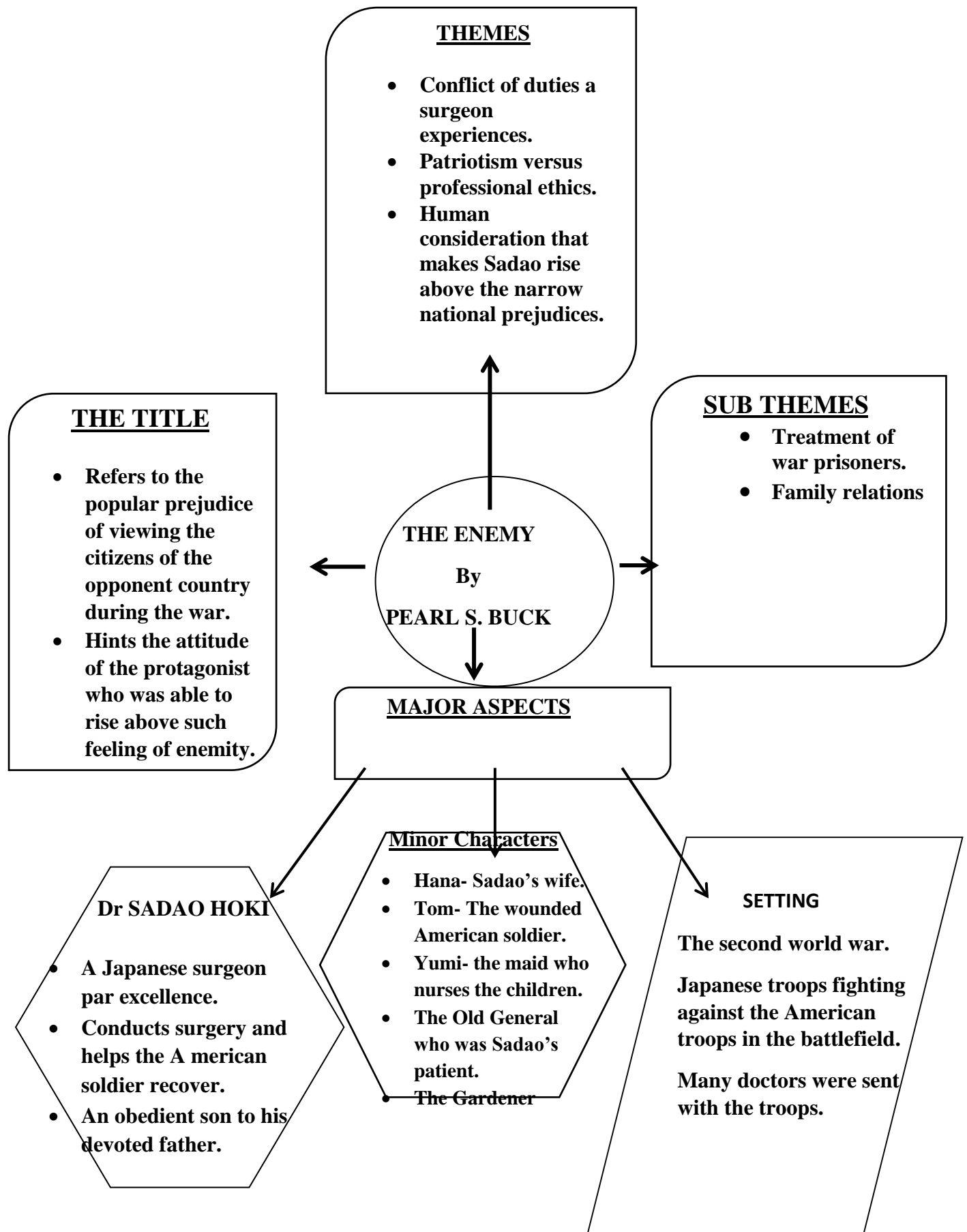
Through this beautiful short story, 'The Enemy' Pearl S. Buck presents before us the eternal value of love for a fellow being even during difficult times. The story explores the mind of Dr Sadao Hoki, a Japanese surgeon who experiences a conflict of duties between his obligation as a doctor and his patriotic feelings.

The backdrop of the story is the second world war time when the Japanese and the American troops fight against each other in the war front. Though initially confused, Dr Sadao took inside the dying American soldier who was washed ashore near Sadao's house. The love for a fellow being made the surgeon rise above the narrow national prejudices and he nursed him back to normalcy. His wife Hana who also spent some years in America as a student helped him overcome this dilemma even in the face of open defiance from the domestic staff.

Though the old General who was under treatment of Dr Sadao had promised him to send his private assassins to kill the American soldier, he forgot the entire matter due to his preoccupation with his health problems. Sadao sent the soldier safely in an open boat to reach a nearby island and informed the old General that he had escaped.

### IMPORTANT POINTS TO REMEMBER

- Dr Sadao Hoki, a Japanese surgeon finds a wounded American soldier on the beach near his house.
- Moved by his duty as a doctor, Sadao takes him inside.
- Hana, his wife helps him conduct the surgery to take out the bullet from very near to the kidney of the injured young man.
- The servants in the house start protesting against the master's sheltering an enemy soldier in the house.
- Sadao and Hana do not want to develop any relation with the soldier.
- Meanwhile the young soldier tells Hana that his name is Tom.
- One morning the servants leave the house in open defiance.
- Yumi, the maid who nursed the baby feels sentimental and cries for the baby.
- The old Gardener who has been serving the house since Sadao's father's time also leaves the house in protest of his master's decision.
- Dr Sadao and his family face a difficult time when the servants leave the house refusing to serve the master who helps an enemy soldier.
- Sadao informs the old General who is under his treatment about the American soldier sheltered in his house.
- The old General does not want Sadao to be treated as a traitor as Sadao was so skilled a surgeon that he can heal any serious wound.
- But as the General was preoccupied with his own health problems he forgets to send his private assassins to kill the young American.
- Sadao helps the American soldier escape and informs the old General that he has escaped.





## MAJOR CHARACTERS

### Dr SADAO HOKI

He is the protagonist of the story. A surgeon par excellence, he is responsible for saving the life of Tom, an American prisoner of war who is washed ashore on the beach near Sadao's house. He seems to be an ideal husband to Hana whom he met in America while undergoing his course in medicine. Dr Sadao Hoki sets a model for an obedient son as he held his father in high esteem. The story suggests that the reason for his helping the prisoner by risking the safety of his family is indeed the latent human impulse to be kind to one's fellow beings.

### HANA

Sadao's wife who helps him in every aspect. A devoted wife and a dutiful lady, she finds herself at tough times when she nurses the wounded American herself. She comes out as a strong lady when the readers find her manage her household well even after the servants had left their house.

### TOM

Tom is the wounded American who is washed ashore near the beach in Sadao's house. Though confused initially, he later finds himself being protected by the family of Sadao. He leaves Sadao's house rather unwillingly according to the instructions given to him.

### THE OLD GENERAL

He was under treatment of Dr Sadao Hoki. He was expecting a surgery at anytime. This was the reason why Sadao was not sent with the troops fighting abroad. He did not want Sadao to be arrested and labelled as a traitor. He was undoubtedly self-absorbed and hence forgot to send the private assassins to kill the American soldier.

## STAND ALONE MCOs

- What prompted Dr Sadao to help the wounded American soldier?
 

A. His duty as a doctor	C. his obligation towards his American professor
B. his respect for humanity	D. his sympathy
- The young soldier was asked to flash light if his food ran out
 

A. Thrice	C. twice
B. once	D. not at all
- How many years did Sadao spend in America?
 

A. 5 years	C. 6 years
B. 8 years	D. 3 years
- The American soldier was nursed by



- |  |                               |
|--|-------------------------------|
| A. Hana  | C. Sadao himself              |
| B. Yumi  | D. The Gardener               |
| 5. Sadao removed the bullet from very close to the soldier's |                               |
| A. Lungs   | C. Liver                      |
| B. heart   | D. Kidney                     |
| 6. The first treatment Sadao gave to the wounded soldier was |                               |
| A. he was operated upon                                      | C. his wounds were dressed    |
| B. he was fed  | D. his wounds were washed     |
| 7. What kind of a man was Sadao's father ?                   |                               |
| A. An Educationalist   | C. very humanistic            |
| B. a true patriot  | D. very modern in his outlook |
| 8. Sadao's land lady nursed him through                      |                               |
| A. Influenza   | C. fever                      |
| B. pneumonia   | D. an injury                  |
| 9. Sadao made the prisoner dress up in                       |                               |
| A. Korean clothes  | C. American clothes           |
| B. Chinese clothes   | D. Japanese clothes           |
| 10. Who refused to wash the American soldier?                |                               |
| A. Yumi  | C. Gardener                   |
| B. B. Hana   | D. Sadao                      |

### **EXTRACT BASED MCQs**

#### **I. Read the extract given below and answer the questions that follow.**

"Yes, yes" the General said . "It only makes me feel you more indispensable to me. Evidently you can save anyone- you are so skilled.....Then certainly I can allow nothing to happen to you," the General said with anxiety. His long pale Japanese face became expressionless, which meant that he was in deep thought. You cannot be arrested ,," the General said,closing his eyes.

- |  |                       |
|--|-----------------------|
| A. "It only makes me feel you more indispensable to me." Who is indispensable?                 |                       |
| a. The General   | c. Hana               |
| b. Sadao   | d. the soldier        |
| B. The old General is.....   |                       |
| a. Patriotic   | c. curious            |
| b. self-centered   | d. caring             |
| C. The old General expresses .....   |                       |
| a. Confidence  | c. his love for Sadao |
| b. his faith in Sadao  | d. patriotism         |
| II. "Even the servants see more clearly than we do. Why are we different from other Japanese?" |                       |
| A. Identify the speaker?   |                       |
| a. Hana  | c. Sadao's father     |
| b. Sadao   | d. none of these      |
| B. What does the speaker refer to here?  |                       |
| a. Treating the American soldier   | b. patriotism         |



- c. both a. and b. d. none of these
- C. Whom does the speaker address?
- a. Sadao c. c. both a and b.  
b. b. Yumi d. d. none of these
- III. Sadao had taken this into his mind as he did everything his father said, his father who never joked or played with him but who spent infinite pains upon him who was his only son. Sadao knew that his education was his father's chief concern. For this reason he had been sent at twenty two to America to learn all that could be learned of surgery and medicine.
- A. What all can be inferred from the passage given above ?
- a. Sadao's father was a very serious man.  
b. His father as very credulous.  
c. He had concern for his son.  
d. Both a and c
- B. Choose the correct alternative from the following options for assertion (A) and reason (R).  
Assertion (A): Sadao did everything his father said.  
Reason (R) : He had been sent at twenty two to America.
- a. Both (A) and ( R) are true .But( R) is not the correct explanation of (A).  
b. (A) is true but (R)is false.  
c. (A) is false but ( R) is true.  
d. Cannot be inferred.
- C. Sadao respected his father in every aspect. This statement is.....
- a. Partially true c. Cannot be inferred  
b. True d. Partially false.
- IV. “ The master ought not to heal the wound of this white man,” he said bluntly to Hana. “The white man ought to die. First he was shot. Then the sea caught him and wounded him with her rocks. If the master heals what the gun did and what the sea did they will take revenge on us.
- A. Identify the speaker of the above lines?
- a. Yumi c. The Gardener  
b. the cook d. none of the above
- B. What is the attitude of the speaker?
- a. Impatient c. Argumentative  
b. Convincing d. Both (a) and (c)
- C. The speaker is\_\_\_\_\_
- a. afraid of the enemy  
b. prejudiced  
c. patriotic  
d. both (a) and (b)



- V. "A White man!" Hana whispered. Yes, it was a white man. The wet cap fell away and there was his wet yellow hair, long, as though for many weeks it had not been cut and upon his young and tortured face was a rough yellow beard.
- A. What did Dr Sadao and Hana mean by 'a white man'?
- the man whose face appeared white due to sand
  - an American prisoner of war
  - a man wearing white shirt
  - none of these
- B. Hana's remark "A white man!" on seeing the white man indicated what she was feeling. Pick the option that correctly states her feeling.
- Horror
  - Shocked
  - Unfamiliar
  - Annoyed
- 1 and 2
  - 2 and 3
  - 2 and 4
  - 1 and 4.
- C. How did the white man's face appear?
- Young
  - Tortured
  - Fresh
  - Both a and b
- D. Why didn't the white man know the presence of Dr.Sadao and Hana ?
- As he was sleeping
  - As he was pretending to be unconscious
  - As he was unconscious
  - None of these.

### **ASSERTION & REASON BASED QUESTIONS**

- VI. Two statements (Assertion and Reason) are given below: Choose the option from the ones that follow the Statements.

Assertion: Yumi refused to wash the white man.

Reason: Hana was a dutiful wife who wanted to support her husband.

- Both A & R are true and R is the correct explanation of A.
- Both A & R are true but R is not the correct explanation of A
- A is true but R is false
- A is false but R is true

- VII. Assertion: Dr Sadao was a true Patriot.

Reason: He informed the general about the presence of the white man in his house.

- Both A & R are true and R is the correct explanation of A.
- Both A & R are true but R is not the correct explanation of A
- A is true but R is false
- A is false but R is true



VIII. Assertion: Sadao's father was a true Japanese.

Reason: He did not want to harbour the wounded American in their house.

- a. Both A & R are true and R is the correct explanation of A.
- b. Both A & R are true but R is not the correct explanation of A
- c. A is true but R is false
- d. A is false but R is true
- e. Both A and R are false

IX. Assertion : The old General trusted the surgeon.

Reason: He sent his private assassins to kill the American soldier.

- a. Both A & R are true and R is the correct explanation of A.
- b. Both A & R are true but R is not the correct explanation of A.
- c. A is true but R is false.
- d. A is false but R is true.

X. Assertion: Tom was unwilling to leave Sado's house.

Reason: He knew that he would be easily caught.

- a. Both A & R are true and R is the correct explanation of A.
- b. Both A & R are true but R is not the correct explanation of A
- c. A is true but R is false
- d. A is false but R is true.

XI. Find out the true statement(s) from the sentences given below.

- A. Sadao was an obedient son.
- B. Sadao was his father's only son and his father sent him to America.
- C. Sadao married Hana against his father's wish.
- D. Everything in his father's room was Japanese.

- a. A and C are true
- b. A,B & D are true
- c. A is true but D is false
- d. A is false but B and D are true.

XII. Identify the false statement(s) from those given below.

- A. Yumi nursed the baby and she was very sentimental.
  - B. The Gardener said his old master's son knew what he should do.
  - C. The cook was getting impatient with their master.
  - D. When the baby cried Hana sent for Yumi.
- a. D is false.
  - b. A and D are false.
  - c. C and B are false.
  - d. C is false.



ANSWER KEY
1. A
2. C
3. B
4. A
5. D
6. C
7. B
8. A
9. D
10. A
I A. b
A. b
B. b
II A. (a)
C. (c)
D. (a)
III.A. (d)
B.(a)
C.(b)
IV.A. (c).
B. (d)
C.(b)
V. A. (b)
B. (c)
C. (d)
D. (c)
VI. (b)
VII. (a)
VIII. (c)
IX. (b)
X. (a)
XI. (b)
XII. (a)



## POETRY

1. My Mother at Sixty Six by Kamala Das
2. An Elementary School Classroom in a Slum by Stephen Spender
3. Keeping Quiet by Pablo Neruda

## IN A NUTSHELL

### My Mother at Sixty Six

The speaker in the poem expresses the pain of separation from her ageing mother, on their way to the airport in the car.

### An Elementary School Classroom in a Slum

The underprivileged children of an elementary school classroom in a slum are described in detail by the poet. These children do not have basic needs satisfied and according to the poet, the higher authorities can certainly bring about a change in this by providing the children with basic facilities and giving them exposure to the world outside.

### Keeping Quiet

The poet makes a heartfelt plea for harmony, unity, peace and brotherhood. He requests us to stop for a while and introspect. This, according to him, can result in meaningful activities which in turn can make our lives beautiful.

## HOW TO APPROACH POETRY FOR YOUR EXAM?

- Title of the Poem and the name of the Poet (learn this by heart)
- Summary of the poem. (Sample is given above for reference-in a nutshell)
- Vocabulary Table (Prepare the most important words/key words-with their meaning- that are used in the poem and are also necessary for expressing the key concerns in the poem)
- Figures of Speech (Make a list of all the figures of speech used- Make a table of figures of speech for each poem with the lines for reference)
- Extracts & Questions: Try to make as many questions as possible on the lines of each poem. This can help in answering any type of question based on the poem.
- Assertion Type Questions: Assertion-Reasoning, Statements, Fact-opinion, Cause-effect types of questions are to be practised for better comprehension of the poems.
- Stand Alone Extracts: The practice recommended for Extracts & Questions above will help you tackle these questions.



## MOST IMPORTANT

While all these strategies are highly recommended for your effective performance in the questions on Poetry, do not overlook or underestimate the pivotal role of creativity in your interpretation of a poem.

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

Kamala Das

#### Analysis of the poem

My Mother at Sixty-Six is a poignant poem by Kamala Das which deals with the themes of ageing, a person's love for her mother, separation, uncertainty and death. A sensory and deeply sensitive poem, My Mother at Sixty-Six, is a first person confessional poem that captures the reader's attention and provides a glimpse of the subtle intricacies of a mother-daughter relationship. The poem captures the speaker's train of thought and the entire poem is written in a single sentence. The poem makes use of a natural unaffected rhythm, striking imagery and a sense of movement to convey the insecurities and apprehensions of the poet about her rapidly ageing mother and the inevitable separation that must follow. This helplessness is poignantly brought out in the poem. The Emotions experienced by the poet are essentially universal in nature. The fear of losing a loved one is a theme that the reader can identify with.

The main events in the poem are summarised in the form of notes for easy reference:

#### NOTE MAKING

1. On the way to Airport
  - 1.1. notices mother
    - 1.1.1. pale, wan, aged
  - 1.2 . like a corpse
  - 1.3 dozing, open mouthed
  - 1.4 late winter moon
2. Effects on the poet
  - 2.1 sad
  - 2.2. nostalgic
  - 2.3 pain of separation
  - 2.4 childhood fear
3. Diverts mind



- 3.1 merry children playing
- 3.2 trees sprinting
- 4. At the A.P.
  - 4.1. after check in
  - 4.2 notices mother again
  - 4.3 fear again
  - 4.4 smiles
  - 4.5 parting words see you soon, Amma

Points to remember:

- ❖ The sprinting of the trees symbolises the fast-passing years of human life from childhood to old age. This image, which shows movement and power, is in contrast to that of her old and frail mother
- ❖ Children spilling out represent liveliness, vigour, fitness, beauty, exuberance and joy. This image contrasts dramatically with that of her mother, who is nearing her death and has grown frail, withdrawn, poor, and withered.
- ❖ The poet draws a resemblance to 'the late winter moon' to suggest her mother's imminent death. Winter, being the last season of the year, is synonymous with dormancy and lifelessness. With old age, the mother of the poet has started to lose all her strength and radiance
- ❖ The parting words of the poet, "see you soon, Amma," signify her farewell to her mother and an attempt to leave her optimistically and cheerfully.
- ❖ The face of poet's mother was pale, ashen -weak, painful, extremely aged. Her mother was too much fragile due to age -factor. Being too old, her signs of agedness could be seen over her wrinkled face.
- ❖ Poetess compared her mother's face with a corpse (dead body) as no sign of action can be seen on the face of a corpse. Similarly poet's mother's face was pale, still and weak.

Here is a list of poetic devices used in the poem.

S.no	Poetic Device	Example from the poem
1	Simile	her face ashen like that of a corpse



		wan, pale as a late winter's moon
2	Personification	trees sprinting
3	Repetition	smile and smile and smile
4	Metaphor	Merry children spilling

For the Term End Exam we have to deal with two types of MCQs: Stand Alone and Extract based

### **STAND ALONE MCQs**

- What is the theme of the poem “My Mother at Sixty Six”?
  - love towards nature
  - poet’s fear of losing her mother
  - Poet’s love for her father
  - All of the above
- Why was the mother’s face looking like that of a corpse?
  - It was dull and dark
  - It was pale, lifeless and colourless
  - It was tiresome and sombre
  - It was wrinkled
- What did the poet notice about her mother on her way to the airport?
  - She has grown old
  - She was sleeping with her mouth open
  - Her face looked like that of a corpse
  - All of the above
- Name the poetic device used in “Trees sprinting”?
  - Repetition
  - Simile
  - Alliteration
  - Personification
- What do the parting words, “See you soon Amma!” signify?
  - Poet’s carelessness
  - Poet’s hurry
  - Poet’s way of saying goodbye



- d. Poet's optimistic farewell
6. Why does the poet display a fake smile.
  - a. to make herself happy
  - b. to make her mother happy
  - c. to make others happy
  - d. to hide her pain
7. The image of merry children is created to \_\_\_\_\_
  - a. to show energy and exuberance of young children
  - b. to show the way children play
  - c. to compare herself with the children
  - d. to show the pranks done by children
8. Which figure of speech has been used in the line "wan, pale as late winter's moon".
  - a. simile
  - b. metaphor
  - c. alliteration
  - d. personification
9. Which word in the in the poem is similar in meaning to "go like lightning speed"?
  - a. spilling
  - b. merry
  - c. sprinting
  - d. away
10. How is the imagery of young trees and merry children a contrast to the mother?
  - a. mother is old in comparison to the trees and children
  - b. mother's health-hopelessness and trees and merry children –youthfulness and hope
  - c. like spring and autumn season
  - d. mother is like ash while trees are green and children are happy.
11. Choose an example of simile as used in the poem.
  - a. familiar ache
  - b. like that of a corpse
  - c. wan and pale
  - d. the merry children
12. Out of the options given choose the distinctive feature of this poem
  - a. Its simile
  - b. the metaphors used



- c. alliteration and imagery
  - d. narrative style using a single sentence in a set of 14 lines
13. The poet, Kamala Das, uses her elongated smile to:
- a. make herself happy
  - b. make her mother feel sad
  - c. to hide her pain
  - d. to comfort her mother
14. The poet, who was with her mother, looks out of the car:
- a. to enjoy the sprinting trees
  - b. as she was feeling bored
  - c. to see the merry children
  - d. in attempt to distract herself
15. The thought that made the poet painful was:
- a. her mother's frail health
  - b. her mother was going to die
  - c. she was leaving her mother
  - d. she would never see her mother again.
16. The poet uses the simile "as late winter's moon" to signify:
- a. shine and strength
  - b. energy and vigour
  - c. dull and decay
  - d. dark and cloudy
17. What do merry children symbolise?
- a. vigour and vitality
  - b. confidence and energy
  - c. anxiety and despair
  - d. excitement and ecstasy
18. Pick out a word from the poem which can be the antonym of "miserable"
- a. merry
  - b. sprinting
  - c. spilling
  - d. corpse
19. Choose a poetic device that is not used in the poem
- a. simile



- b. metaphor
- c. imagery
- d. synecdoche

20. What were the parting words of the poet

- a. Good Bye
- b. see you
- c. Adieu
- d. See you soon Amma

**ANSWER KEY FOR STAND ALONE MCQs**

Q1.b	Q6.d	Q11.b	Q16.c
Q2.b	Q7.a	Q12.d	Q17.a
Q3.d	Q8.a	Q13.c	Q18.a
Q4.d	Q9.c	Q14.d	Q19.d
Q5.d	Q10.b	Q15.d	Q20.d

**EXTRACT BASED MCQs**

Read the extracts and answer the questions that follow:

1. “..... I looked again at her

Wan, pale as late winter’s moon

And felt that old familiar ache,

My childhood fear,

But all I said was, see you soon,

Amma”

- A. What was the childhood fear that troubled the poet?

- i. The fear of losing her mother
- ii. The fear of being alone
- iii. The fear of ageing of her mother
- iv. Her mother’s pale face

- B. What do the parting words suggest?





- i. assuring her mother that she will be young and energetic
  - ii. Consoling her mother about her future prospects
  - iii. Assuring her mother that they will meet again
  - iv. both i and ii
- C. Which figure of speech has been used in “smile and smile and smile”
- i. Simile
  - ii. Metaphor
  - iii. Alliteration
  - iv. Repetition
- D. What do you understand by “familiar ache”
- i. Fear of losing her mother
  - ii. Fear of getting separated
  - iii. Childhood fear of losing her mother
  - iv. All of the above
2. “.....I saw my mother ,
- Beside me,
- Doze, open mouthed, her face
- Ashen like that
- of a corpse and realised with
- pain....”
- A. Why did the mother’s face look like that of a corpse?
- i. She was no more alive
  - ii. Due to old age
  - iii. She was suffering from anaemia
  - iv. Mother was not maintaining her health
- B. Identify the literary device used in this line; ‘ashen like that of a corpse’
- i. Simile
  - ii. repetition
  - iii. personification
  - iv. metaphor
- C. Why was there pain in the realisation?



- i. She may not see her mother again
- ii. She may not be able to take care of her mother
- iii. Her mother looked more aged
- iv. None of these

D. Why did she put that thought away

- i. It was destructive
- ii. It was painful and disheartening
- iii. It was humorous
- iv. It was joyful and vibrant

3. and

Looked out at young

Trees sprinting, the merry children

Spilling out of their homes

A. What did the poet see out of the car window?

- i. children playing out door
- ii. sprinting trees
- iii. cows grazing
- iv. both i) and ii)

B. Which figure of speech has been used in the lines “wan, pale as late winter’s moon”

- i. Personification
- ii. Simile
- iii. Metaphor
- iv. alliteration

C. What has the poet’s mother been compared to?

- i. sprinting trees
- ii. merry children
- iii. winter’s moon
- iv. winter’s sun

D. Which feeling of the poet is well expressed on her realisation that her mother was getting old?

- i. merry
- ii. doubtful
- iii. afraid
- iv. agitated



E. Choose the option that displays the same literary device as given in the above extract:  
“pale as late winter’s moon”

- i. I wandered lonely as a cloud
- ii. She likes the flowers that bloom
- iii. I had the same feeling as he had
- iv. none of the above

F. Given below are some of the books and their authors. Which title perfectly describes the condition of the poet’s mother?

- i. Somewhere Towards the End – by Diana Athill
- ii. Nothing to be Frightened of –Julian Barnes
- iii. If Cats disappeared from the World – Genki Kawamura
- iv. The Picture of Dorian Gray – Oscar Wilde

G. Choose the option that appropriately describes the relationship between the two statements given below.

Statement 1: The poet knows her mother was aged.

Statement 2: The poet feels the pain of separation

- i. Introduction and conclusion
- ii. reason and effect
- iii. question and answer
- iv. beginning and ending

H. Some poetic devices and examples from the poem are given below. Choose the option that fits the poetic device to its example.

- i. Simile: merry children spilling out – Repitition:smile and smile and smile
- ii. Personification: Young trees sprinting – Metaphor:Merry children spilling
- iii. Simile: pale as a late winter’s moon – Imagery: all I did was smile
- iv. Imagery: old familiar ache – Simile: pale as a late winter’s moon

4. And felt that

old

familiar ache, my childhood’s fear

but all I said was,see you soon,

Amma,

All I did was smile and smile and

Smile.....

A. Choose the option that applies correctly to the two statements given below



Assertion: The poet gave an elongated smile

Reason: She wants to leave her mother on a note of optimism

- a. Assertion can be inferred but the reason can not be inferred
- b. Assertion can not be inferred but the reason can be inferred
- c. Both assertion and reason can not be inferred
- d. Both assertion and reason can be inferred

B. Why has the poet's pain of losing her mother described as "familiar"?

- a. There had been occasions in her life when she had to leave her mother
- b. As a child she often fell down and felt pain
- c. The poet was a heart patient
- d. None of the above

C. How did the poet hide her pain?

- a. By giving an elongated smile
- b. By covering her face
- c. By looking away from her mother
- d. None of the above.

D. What may be the reason for comparing her mother to a late winter's moon?

- a. Late winter's moon has lustre and brightness
- b. Mother was pale and colourless and lacked brightness of youth
- c. Mother was active and energetic
- d. None of the above.

### KEY FOR EXTRACT BASED MCQs

EXTRACT 1	EXTRACT 2	EXTRACT 3	EXTRACT 3	EXTRACT 4
A. i	A. ii	A. iv	E. i	A. D
B. iii	B. i	B. ii	F. i	B. a
C. iv	C. i	C. iii	G. ii	C. a
D. iv	D. ii	D. iii	H. ii	D. b



## ASSERTION AND REASONING TYPE QUESTIONS

1. Choose the correct option with reference to the two statements given below:

Assertion: The poet brings in the image of merry children spilling out of their homes.

Reason: The merry children present an image of happiness and exuberance. This image is in stark contrast to the ‘dozing’ old mother who is an image of ageing, decay and passivity.

- a. Both A & R are correct. R is the correct explanation of A
  - b. Both A & R are correct. R is not the correct explanation of A
  - c. A is right, R is wrong
  - d. R is right, A is wrong
2. Assertion: The poet compares her mother to young trees.

Reason: Her mother was also young once.

- a. Both, A and R, are true and R is the correct explanation of A
  - b. Both, A and R, are true but R is not the correct explanation of A
  - c. A is true but R is false
  - d. A is false but R is true
3. Assertion: The poet gracefully accepts the reality of her mother growing old.

Reason: She left the airport without much difficulty.

- a. Both, A and R, are true and R is the correct explanation of A
  - b. Both, A and R, are true but R is not the correct explanation of A
  - c. A is true but R is false
  - d. Both A and R are false.
4. Assertion: The poet was honest and didn’t have any hesitation in describing her mother’s ageing face.

Reason: She compares her mother’s face to a corpse.

- a. Both, A and R, are true and R is the correct explanation of A
  - b. Both, A and R, are true but R is not the correct explanation of A
  - c. A is true but R is false
  - d. A is false but R is true
5. Assertion: The poet wards quickly off the thought of her mother getting old.



Reasoning: The poet didn't want to confront the inevitability of fate that was to dawn upon her mother.

- a. A can be inferred but R cannot be inferred
  - b. A cannot be inferred but R can be inferred.
  - c. Both A & R can be inferred
  - d. Both A & R cannot be inferred
6. Assertion: The poet was scared of losing her mother or her company from her childhood days.

Reason: So, the poet was expecting this and hence ready for this to happen.

- a. Both, A and R, are true and R is the correct explanation of A
  - b. Both, A and R, are true but R is not the correct explanation of A
  - c. A is true but R is false
  - d. A is false but R is true
7. Assertion: The poet didn't reveal her sorrow on her face in the airport.

Reason: She didn't like to create a scene there.

- a. Both, A and R, are true and R is the correct explanation of A
- b. Both, A and R, are true but R is not the correct explanation of A
- c. A is true but R is false
- d. A is false but R is true

### Answer Key

1.a	2.d	3.d	4.a	5.c	6.c	7.b
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## POEM: AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

POET: STEPHEN SPENDER

### QUICK FACTS

No. of Stanzas in the poem: FOUR

#### Stanza 1: Description of the children in the slum classroom

Four children are described.

- A tall girl with a weighed down head: a tall girl with her head bent down. She may be feeling tired, sick or feeling shy.
- The paper seeming boy with ray's eyes: a boy who is thin and malnourished with the tiny and restless eyes of a rat
- The stunted, unlucky heir of twisted bones, reciting a father's gnarled disease, His lesson, from his desk: a boy with a genetic disease reciting his lesson.
- At the back of the dim class one unnoted, sweet and young..... : a sweet boy sitting at the back of the class. He is dreaming of freedom to play.

#### Stanza 2: Description of the Donations in the classroom and their inappropriateness in the classroom

Four donations are described.

- Shakespeare's head: a picture / sculpture of the writer, Shakespeare.
- Cloudless at dawn, civilized dome riding all cities: picture of tall buildings in the city against the backdrop of a clear morning sky
- Belled, flowery, Tyrolean valley: the picture of a green landscape from Austria
- Open-handed map awarding the world its world: a world map hung on the wall

These donations are of no use to the poor, malnourished children in the slum classroom. The world of the children is the slum and these donations neither show them their reality nor help them lead a better life.

#### Stanza 3: Comments by the poet on the donations in the classroom & on the living conditions of the children

The poet expresses his anger at the way the slum children are treated. According to the poet, it is unjust and cruel to show the children a world which is far from their reach. They lead a



miserable life without basic amenities in the congested and dingy slum. There are children wearing broken spectacles but nobody has donated them new spectacles or helped them improve their living conditions.

#### **Stanza 4: Solutions offered by the poet**

The poet is hopeful about the future of the slum children. According to him, if the inspectors and visitors to the school or the governor take initiative and interest, the life of these underprivileged children can be improved. These children need basic amenities, they must be given an education which is related to their life experiences and they must be exposed to the wide world outside. Theoretical education is not going to help. Experience should be given emphasis. If it is done, their future will not be foggy and dark, it will be bright and sunny.

#### **VOCABULARY TABLE**

These words are inevitable in writing about and also in comprehending the key areas of concern in the poem. (Learners can add more to the list based on their comprehension of the poem)

Malnourished
Malnutrition
Underprivileged
Pale face
Genetic disease
Dull
Rootless weeds (referring to malnourished hair)
Bleak/dark/foggy/uncertain/vague..... future
Inappropriateness/incongruity/irony etc..
Catacombs: underground cemeteries (referring to the slum that is cut off from the outside world)
Call for action/clarion call/solutions
Prosperity/better lifestyle/experiential learning/integrating learning with life situations etc.

#### **EXTRACT TYPE QUESTIONS**

- I. The paper-seeming boy, with rat's eyes. The stunted, unlucky heir  
Of twisted bones, reciting a father's gnarled disease, His lesson, from his desk.**





Q1. Why is the boy called ‘unlucky heir’?

- A. Because he suffers from a disease
- B. Because he has inherited a disease from his father and not wealth
- C. Because he is not rich
- D. Because he is poor

Q2. Rat’s eyes are....

- A. Big
- B. dull and pale
- C. small and restless
- D. watery

Q3. The figure of speech used in ‘paper-seeming boy’ is....

- A. Simile
- B. Metaphor
- C. Alliteration
- D. Pun

**II. 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.**

Q1. “let their tongues run naked into books” means...

- A. Let them have their own thinking, uninfluenced by others
- B. Let them have food first
- C. Let them experience and feel what they learn
- D. Options A and C

Q2. Which imagery in the poem used throughout provides a meaningful contrast to the imagery of the “sun”?

- A. Green fields
- B. Rootless weeds
- C. Civilized dome
- D. Foggy slum



Q3. 'azure' is....

- A. Bright yellow colour
- B. Bright blue colour
- C. Green colour
- D. Red colour

**III. Surely, Shakespeare is wicked, the map a bad example.**

**With ships and sun and love tempting them to steal —**

**For lives that slyly turn in their cramped holes**

**From fog to endless night?**

Q1. In the line, "Surely, Shakespeare is wicked", Spender wants to say that...

- A. Shakespeare is wicked literally
- B. Shakespeare is not wicked but the act of keeping Shakespeare's picture in the slum classroom shows wickedness
- C. Shakespeare's writings are about wicked people
- D. None of these

Q2. What does the expression, 'fog to endless night' signify?

- A. The plight of the slum children is going to be better soon
- B. The plight of the slum children is going from bad to worse
- C. Life in the slums during winter season
- D. The vastness of the slum

Q3. The poet uses, 'cramped holes' to show

- A. The congested life in the slums
- B. The lack of hygiene in the slums
- C. The poverty in the slums
- D. The lack of proper education in the slums

## ANSWER KEY

I. Q1 - B

Q2 - C

Q3 - A



- II. Q1 - D  
Q2 - D  
Q3 - B

- III. Q1 - B  
Q2 - B  
Q3 - A

### ASSERTION TYPE QUESTIONS

- I. A. The donations kept in the classroom are of no use to the slum children  
R. The slum children have more advanced facilities
- A. A is false but R is true  
B. A is true but R is not the correct explanation of A  
C. Both A and R are true  
D. Both A and R are false
- II. Statement 1: The slum children are not exposed to the wide world outside  
Statement 2: The slum children are not given the right education and exposure
- A. Statement 1 is true but 2 is false  
B. Statement 1 and 2 are false  
C. Statement 1 is true but 2 is not the correct explanation for 1  
D. Statement 1 is true and 2 is the correct explanation for 1
- III. A: The poet is hopeful about the future of the slum children  
R: According to the poet, the higher authorities can bring about a change in the life of the slum children.
- A. A is not true  
B. A is true but R is not the correct explanation for the same  
C. A is true and R is the correct reason for A  
D. Both are not true



## ANSWER KEY

- I - B
- II - D
- III - C

### STAND ALONE EXTRACTS

- I. “like rootless weeds, their hair torn round their pallor”. What does the comparison signify?
  - A. The slum children are malnourished
  - B. The slum children have thick and dense hair
  - C. The slum children are well nourished
  - D. The face of the children is pale like weeds
  
- II. “Far far from gusty waves, these children’s faces”. How many children are described in the first stanza of the poem?
  - A. Three
  - B. Five
  - C. Four
  - D. Two
  
- III. “like bottle bits on stones”. The figure of speech used here is..
  - A. Metaphor
  - B. Simile
  - C. Personification
  - D. Repetition

## ANSWER KEY

- I. A
- II. C
- III. B



## KEEPING QUIET

- By Pablo Neruda (1904-1973)

GIST: Neruda appeals to the world to keep quiet and stay still. He advises the world that if it embraces silence, the differences between people vanish and they become united. Introspection and retrospection would help humans to build a harmonious and peaceful world where social justice and environmental conservation are ensured. The message resonates with the much-needed life hack of “switching off” in the digital age

The poet addresses humanity as a whole. He urges the people of the world to count up to twelve and then be quiet. He desires a moment of silence on the Earth when no language is spoken. In this way there will be no language barrier between people. In this moment of silence the poet doesn't want anyone to move their arms. He wants everyone to remain motionless

When there is no rush; no movement and noise of engines, the sudden strangeness will elevate the people into an exotic moment. A bond of togetherness will bless the people of the world.

The moment of silence would bring about miraculous results. Introspection and retrospection will help people to become wiser. Fishermen would regret their confrontations with nature (whaling) and the salt gatherer (working class man) would look at their hurt hands (realize the fact that they are being exploited).

The moment of silence would bring about unimaginable changes in people's mind-sets. Even the 'war mongers' would put on clean clothes (suggests the change in their attitude) and join their brothers in the shade (join the pacifists). The poet brings about the irony of the war, where there is no survivors to celebrate their victory.

The poet further takes the burden to explain the difference between total inactivity and meaningful activity. He doesn't want to be misunderstood as a campaigner of inactivity. He insists that he is advocating a very active silence as he wants life to continue on earth and doesn't wish to establish any association with death. His purpose is to foster life through introspection and reflection.

The busy and self-centred humans engrossed in their greedy pursuits would hatch misunderstandings which may cause wars and further their own destruction. Neruda is confident that an all-prevailing silence can wipe out the misunderstandings and help in building a peaceful world.

The fact that there is life under the apparent stillness is proven by Mother Earth.

The poet exits the scene after offering his wonderful line of thought,

## POETIC DEVICES

The poem falls into the category called **Free verse**. It is the name given to poetry that doesn't use any strict meter or rhyme scheme.



- I. **Antithesis** – As a rhetorical device, antithesis pairs exact opposite or contrasting ideas in a parallel grammatical structure

**Eg.** “count to twelve and we will all keep still”

- II. **Repetition** (Repetition is when words or phrases are repeated in a literary work. Repetition is often used in poetry or song, and it is used to create rhythm and bring attention to an idea. . )

**Eg.** Let’s not speak in any language/let’s stop for a second.

- III. **Anaphora** is a figure of speech in which words repeat at the beginning of successive clauses, phrases, or sentences.

**Eg** “without rush, without engines”

- IV. **Alliteration**- The same syllable is repeated at the beginning of successive words

**Eg.** Sudden strangeness, hurt hands

- V. **Irony**-The definition of irony as a literary device is a situation in which there is a contrast between expectation and reality.

**Eg.** Green wars; wars with gas, wars with fire; victory with no survivors

- VI. **Pun**- In puns, duplicity of sense is created because of the unity of sound.

**Eg** Let’s not move our arms “

‘Arms’ is an instance of pun Arm here stands for a body part as well as weaponry

- VII. **Metaphor**- Metaphor is a common poetic device where an object in, or the subject of, a poem is described as being the same as another otherwise unrelated object.

**Eg.** Put on clean clothes (Change in perspective is hinted) ,In the shade(Peace)

- VIII. **Euphemism**- (Euphemism refers to figurative language designed to replace phrasing that would otherwise be considered harsh, impolite, or unpleasant. This literary device allows for someone to say what they mean indirectly, without using literal language, as a way of softening the impact of what is being said.)

**Eg** No truck with death-Not to be associated with death

- IX. **Transferred Epithet** -a modifier (usually an adjective) qualifies a noun other than the person or thing it is actually describing. In other words, the modifier or epithet is transferred from the noun it is meant to describe to another noun in the sentence.



'Fishermen in the cold sea' is a transferred epithet used by the poet in the poem. Here, the poet actually refers to fishermen as cold-hearted for damaging other species for their selfish needs. So, the word cold actually describes the fishermen and not the sea. Therefore, it is an example of transferred epithet.

- X. **Personification-** Personification is a poetic device where animals, plants or even inanimate objects, are given human qualities

**Eg.** The Earth can teach us

- XI. Symbolism is a literary device that refers to the use of symbols in a literary work. A symbol is something that stands for or suggests something else; it represents something beyond literal meaning. In literature, a symbol can be a word, object, action, character, or concept that embodies and evokes a range of additional meaning and significance.

**Eg** The poet uses various symbols in the poem. e.g. "Brothers" symbolise mankind, "green wars" refer to biological war fare , "wars with gas" refers to pollution, "clean clothes" symbolise change of perspective, "shade" symbolises protection etc.

### **STAND ALONE MCOs**

1. What does the title of the poem suggest?
  - a. Inactivity
  - b. Fear
  - c. unhappiness
  - d. Maintenance of silence
2. Why does the poet ask the people to count to twelve?
  - a. The number twelve represents the hours of the day.
  - b. A year has 12 months.
  - c. Counting has been considered as an act of calming down by psychiatry.
  - d. None of these
3. What is the essence or message of the poem?
  - a. Introspection and retrospection can build a peaceful world.
  - b. Death and resurrection can be avoided.
  - c. Speak well and interact with people to make the bond stronger.
  - d. Wars help to solve the problems of the world.
4. Why does the poet prefer silence to language?
  - a. Language creates noise
  - b. Poet doesn't like noise
  - c. language creates unity amongst people
  - d. language creates barriers or obstacles in the form of misunderstanding among people
5. How will keeping quiet protect our environment?
  - a. It will avoid noise pollution.
  - b. People will not fight
  - c. People will correct their mistakes
  - d. People will confront nature



6. By negating the use of any language, Neruda
  - a. Advocates silence
  - b. Encourages a breakdown of all cultural predispositions.
  - c. Rises above all discriminations
  - d. All of these.
7. “Not move our arms so much” What is the poetic device used?
  - a. metaphor
  - b. alliteration
  - c. pun
  - d. simile
8. “Fisherman in the cold sea

would not harm whales.”

Which of the following statements stands congruent to the idea expressed in the lines?

- a. Conflict between the man and the environment
  - b. Harmony between the man and the environment
  - c. Parallel between man and environment.
  - d. Conflict between man and God
9. What should not be confused with total inactivity or death?
  - a. passivity
  - b. sleep
  - c. talking people
  - d. Stillness and silence
10. What can be a cure or an antidote to violent actions?
  - a. speaking practice
  - b. wise words
  - c. polished language
  - d. Practice of silence
11. What is the sadness in the poem that the poet speaks about?
  - a. Misunderstandings
  - b. unnecessary movements
  - c. speaking aloud
  - d. fighting
12. What does the earth symbolise?
  - a. perseverance and new beginning from total destruction
  - b. stillness and passivity
  - c. greenery and beauty
  - d. prosperity
13. Why is the moment of silence called ‘exotic’?
  - a. because of the beautiful scenery around
  - b. because it has never happened before.
  - c. because of large gathering
  - d. because of perfect peace and harmony
14. The man gathering salt is a representative of \_
  - a. the Rich
  - b. the Working Class
  - c. the Powerful





d. the Exploiters

15. Which images in the poem show that the poet condemns or hate violence?

- a. fishermen not harming whales
- b. wars leaving behind no survivors to celebrate
- c. poet's refusal to deal with death
- d. All these

**1. Assertion: Self-introspection is necessary for all human beings.**

**Reason: It will help them to build a peaceful world.**

- a. Both assertion and reason are correct and reason is the correct explanation of assertion.
- b. Both assertion and reason are correct but reason is not the correct explanation of assertion.
- c. Assertion is true and reason is false.
- d. Assertion is false and reason is true.

## ASSERTION AND REASONING TYPE MCQs

**Q.2 Assertion: The poet asks the people to count up to twelve**

**Reason: Counting helps people to control their anger.**

- a. Both assertion and reason are correct and reason is the correct explanation of assertion.
- b. Both assertion and reason are correct but reason is not the correct explanation of assertion.
- c. Assertion is true and reason is false.
- d. Assertion is false and reason is true.

**Q3. Classify (1) to (4) as fact (F) or opinion (O), based on your reading of Keeping Quiet.**

- 1. Neruda asks us to invest a tiny bit of our life in silence.**
- 2. Neruda's advice seems to be very practical**
- 3. Neruda asks us to learn from Mother Earth**
- 4. Neruda's advice helps the betterment of the individual as well as society.**
  - a. F-1,3 ; O-2,4
  - b. F-1,2 ; O-2,4
  - c. F-2 ; O-1,3,4
  - d. F-2,4 ; O 1, 3

**Q.4 Assertion : Neruda asks people to keep quiet.**

**Reason : He wants life to continue on earth..**

- a. Both assertion and reason are correct and reason is the correct explanation of assertion.
- b. Both assertion and reason are correct but reason is not the correct explanation of assertion.
- c. Assertion is true and reason is false



d. Assertion is false and reason is true

5. Choose the option that match the relevant thoughts from Neruda's poem Keeping Quiet with lines from famous poems that echo the same idea. .

1. Human beings threaten their own existence by their wanton activities.	i. A poor life this if, full of care, We have no time to stand and stare.- <i>Leisure</i> by William Henry Davies
2. Man is so engrossed in his greedy pursuits that he doesn't find time to enjoy life.	ii. For the modern man, The clock ticks by so quickly. There's no time to breathe!- <i>Dominic Windram</i>
3. Human beings are in a mad rush	iii. What man has made of man! - <i>Lines written in early spring</i> - Wordsworth
4. Neruda undermines the glory of wars in the line "Victory with no survivor"	iv. My friend, you would not tell with such high zest To children ardent for some desperate glory, The old Lie: <i>Dulce et decorum est Pro patria mori.</i> *-( <i>Dulce et Decorum Est</i> by Wilfred Owen)  * <b>Latin phrase from the Roman poet Horace: "It is sweet and fitting to die for one's country."</b>

- a. 1-iii, 2-i, 3-ii, 4-iv
- b. 1-ii, 2-I, 3-iv, 4—iii
- c. 1-I, 2-ii, 3-iii, 4-iv

Q.6 Based on the poem, choose the correct option with reference to the two statements given below.

Statement 1: The poet urges his countrymen to stop for a while.

Statement 2: The poet urges all men to stop for a second.

- 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.

Q.7 Based on the poem, choose the correct option with reference to the two statements given below.



Statement 1: The poet is in anguish at the plight of the earth and expresses hope that the situation may improve

Statement 2: The poet's fears of total destruction of the earth are baseless

- Statement 1 is true but Statement 2 is false.
- Statement 1 is false but Statement 2 is true.
- Both Statement 1 and Statement 2 are true.
- Both Statement 1 and Statement 2 cannot be inferred.

Q.8. Based on the poem 'Keeping Quiet', choose the correct option with reference to the two statements given below.

Statement 1: The poet cautions that one should not mistake doing nothing for total inactivity

Statement 2: The poet clarifies that he does not want any association with death.

- Statement 1 is true but Statement 2 is false.
- Statement 1 is false but Statement 2 is true.
- Both Statement 1 and Statement 2 are true.
- Both Statement 1 and Statement 2 cannot be inferred.

### EXTRACT BASED MCQs

- Read the extracts and answer the questions that follow:

*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*

- For once on the face of Earth... What does "on the face of Earth" mean here?
  - Once in a life time
  - A part of the Earth
  - The countries of the Earth
  - None of these.
- Which of the following ideas is not expressed in the above lines?
  - Silence divides, language unites.
  - Cessation of activities helps human mind to flourish
  - The poet appeals to rise above linguistic discriminations
  - People become united in the moment of silence

- "Let freedom ring from Stone Mountain of Georgia.*  
*Let freedom ring from Lookout Mountain of Tennessee.*  
*Let freedom ring from every hill and molehill of Mississippi."*  
*Dr. Martin Luther King Jr*

- Identify the lines from the extract where you can find the poetic device employed in



the above speech.

- a. without rush, without engines,
  - b. let's not speak in any language, let's stop for one second,
  - c. without rush, without engines
  - d. sudden strangeness
4. We would all be together in a sudden strangeness-The poet tries to create a sense of \_\_\_\_\_ in the lines.
- a. enmity
  - b. brotherhood
  - c. hatred
  - d. strangeness

**2. "Those who prepare green wars,  
wars with gas, wars with fire,  
victory with no survivors,  
would put on clean clothes and  
walk about with their brothers  
in the shade, doing nothing."**

1. Which of the following statements doesn't air Neruda's view point about war?
  - a. Wars are manufactured.
  - b. The poet stands firmly against wars and believes that in silence the seeds of fraternity sprouts
  - c. Wars never yield any winners, and the loss is far greater than what can be measured.
  - d. Wars are inevitable in the enduring struggle for human dignity and power.
2. Who would 'put on clean clothes'?"
  - a. survivors
  - b. war mongers
  - c. Pacifists
  - d. brothers.
3. What does "put on clean clothes "mean?
  - a. change in attitude
  - b. Dress up for an occasion
  - c. wear a mask
  - d. hide one's attitude.
4. Choose the correct option.

Line from the poem	a)	b)	c)	d)
would put on clean clothes	.metaphor	personification	irony	antithesis
green wars,	Irony	metaphor	oxymoron	metaphor



in the shade	metaphor	alliteration	metaphor	irony
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*3. 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*

1. “If we were not so single minded...” In the given line, single minded can imply
  - a. Materialism , greed and selfishness
  - b. Determination
  - c. Lack of purpose
  - d. Introvert nature.
2. Why does the poet refer to “huge silence”?
  - a. The whole world is silent
  - b. The rich and powerful are silent
  - c. The silence lasts for a long time
  - d. None of these
3. What sadness is referred to by the poet?
  - a. Poverty
  - b. Death
  - c. Doing nothing
  - d. Misunderstandings
4. How, according to the poet, do the people threaten themselves with death?
  - a. Misunderstandings that lead to deadly wars
  - b. Diseases that lead to death
  - c. Speed that leads to accidents
  - d. None of these



4. *Perhaps the earth can teach us*

*As when everything seems dead*

*And later proves to be alive.*

*Now I will count up to twelve*

*And you keep quiet and I will go.*

1. Read the following statements and choose the option that doesn't mirror the idea given in the lines.
  - a. The Earth changes, in winter, everything freezes, becomes lifeless but after some time, the season changes again, and everything comes back to life.
  - b. Taking a pause and introspecting into our lives will give it a new meaning.
  - c. " Switching off "is an important life hack in the digital age
  - d. Earth teaches that human beings die and later become alive
2. The poetic device used in the lines is-----
  - a. Metonymy
  - b. Metaphor
  - c. Personification
  - d. Alliteration
3. The Earth is cited as the best teacher because it proves that
  - a. Silence can cause destruction.
  - b. Under the apparent stillness there is life.
  - c. Life comes to a standstill in silent moments.
  - d. Cessation of activities will cause death.
4. Why does the poet wish to go?
  - a. He has conveyed his message to humanity.
  - b. No one heeds to his message
  - c. People dislike him
  - d. He is convinced that his message is worthless.

### Answer key

#### STAND ALONE MCQs

1. (d)Maintenance of silence
2. (c.).Counting has been considered as an act of calming down by psychiatry
3. (a)Introspection and retrospection can build a peaceful world
4. (d) Language creates barriers or obstacles in the form of misunderstanding among people
5. (c)People will correct their mistakes
6. (d)All of these
7. (c)pun
8. (a)Conflict between the man and the environment
9. (d.)stillness and silence



10. (d) Practice of silence
11. (a) Misunderstandings
12. (a) Perseverance and new beginning from total destruction
13. (b) because it has never happened before
14. (b) the Working Class
15. (d) All these

### ASSERTION AND REASON QUESTIONS

1. a) Both assertion and reason are correct and reason is the correct explanation of assertion
2. b) Both assertion and reason are correct but reason is not the correct explanation of assertion
3. a) F-1,3 ; O-2,4
4. a) Both assertion and reason are correct and reason is the correct explanation of assertion
5. d). 1-iii, 2-i, 3-ii, 4-iv
6. b) Statement 1 is false but Statement 2 is true.
7. a) Statement 1 is true but Statement 2 is false
8. c) Both Statement 1 and Statement 2 are true.

### EXTRACT BASED QUESTIONS.

- 1.1.c. The countries of the Earth
- 1.2.a. Silence divides, language unites.
- 1.3. b. let's not speak in any language,
- 1.4. let's stop for one second
  
- 2.1 d) Wars are inevitable in the enduring struggle for human dignity and power
- 2.2 b) War mongers'
- 2.3. a) change in attitude
- 2.4 . a)
  
- 3.1 a. Materialism , greed and selfishness
- 3.2 a. The whole world is silent
- 3.3 d. Misunderstandings
- 3.4 a. Misunderstandings that lead to deadly wars
  
- 4.1 (d) Earth teaches that human beings die and later become alive
- 4.2 . (c) Personification
- 4.3. (b) Under the apparent stillness there is life
- 4.4 (a) He has conveyed his message to humanity

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**English Core (301) Sample Question Paper (Term 1) Class - XII****Time: 90 Minutes****Max. Marks 40****General Instructions:**

1. The Question Paper contains THREE sections.
2. Section A-READING has 18 questions. Attempt a total of 14 questions, as per specific instructions for each question.
3. Section B-WRITING SKILLS has 12 questions. Attempt a total of 10 questions, as per specific instructions for each question.
4. Section C-LITERATURE has 30 questions. Attempt 26 questions, as per specific instructions for each question.
5. All questions carry equal marks.
6. There is no negative marking

**READING****I. Read the passage given below**

- I got posted in Srinagar in the 1980s. Its rugged mountains, gushing rivers and vast meadows reminded me of the landscapes of my native place – the Jibhi Valley in Himachal Pradesh. Unlike Srinagar that saw numerous tourists, Jibhi Valley remained clouded in anonymity. That's when the seed of starting tourism in Jibhi was planted. I decided to leave my service in the Indian Army and follow the urge to return home.
- We had two houses – a family house and a traditional house, which we often rented out. I pleaded with my father to ask the tenant to vacate the house so that I could convert it into a guesthouse. When my family finally relented, I renovated the house keeping its originality intact, just adding windows for sunlight.
- I still remember the summer of 1992 when I put a signboard outside my first guesthouse in Jibhi Valley! The village residents, however, were sceptical about my success. My business kept growing but it took years for tourism to take off in Jibhi Valley. Things changed significantly after 2008 when the government launched a homestay scheme. People built homestays and with rapid tourism growth, the region changed rapidly. Villages turned into towns with many concrete buildings. Local businesses and tourists continued putting a burden on nature.
- Then, with the 2020-21 pandemic and lockdown, tourism came to a complete standstill in Jibhi Valley. Local people, who were employed at over a hundred homestays and guesthouses, returned to their villages. Some went back to farming; some took up pottery and some got involved in government work schemes. Now, all ardently hope that normalcy and tourism will return to the valley soon. In a





way, the pandemic has given us an opportunity to introspect, go back to our roots and look for sustainable solutions.

- V. For me, tourism has been my greatest teacher. It brought people from many countries and all states of India to my guesthouse. It gave me exposure to different cultures and countless opportunities to learn new things. Most people who stayed at my guesthouse became my repeat clients and good friends. When I look back, I feel proud, yet humbled at the thought that I was not only able to fulfill my dream despite all the challenges, but also play a role in establishing tourism in the beautiful valley that I call home. (394 words)

Source: <https://www.outlookindia.com/outlooktraveller/explore/story/71458/how-one-mans-conviction-put-jibhi-valley-on-the-world-tourism-map>

**Based on your understanding of the passage, answer any eight out of the ten questions by choosing the correct option**

**Q.1** The scenic beauty of Srinagar makes the writer feel

- A. awestruck
- B. nostalgic
- C. cheerful
- D. confused

**Q.2** A collocation is a group of words that often occur together.

The writer says that Jibhi valley remained clouded in anonymity.

Select the word from the options that correctly collocates with *clouded in*.

- A. disgust
- B. anger
- C. doubt D. terror

**Q.3** Select the option that suitably completes the given dialogue as per the context in paragraph II.

Father: Are you sure that your plan would work?

Writer: I can't say (1) .....

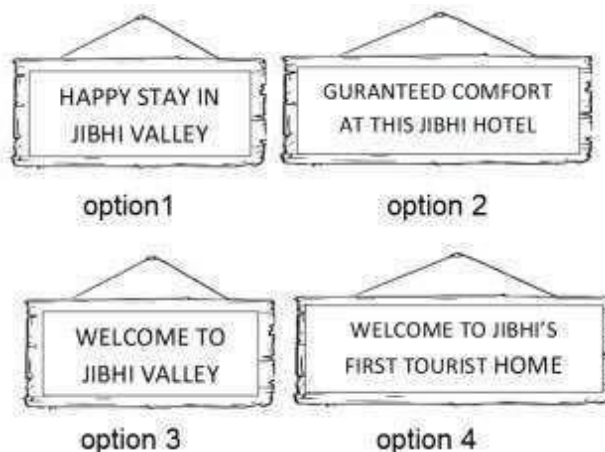
Father: That's a lot of uncertainty, isn't it?

Writer: (2) ..... , father. Please let's do this.

- A. (1) that I would be able to deal with the funding (2) Well begun is half done

- B. (1) anything along those lines, as the competition is tough (2) Think before you leap  
 C. (1) that, because it's a question of profit and loss (2) All's well that ends well  
 D. (1) I'm sure, but I can say that I believe in myself (2) Nothing venture nothing win

**Q.4** Which signboard would the writer have chosen for his 1992 undertaking, in Jibhi Valley?



- A. option 1  
 B. option 2  
 C. option 3  
 D. option 4

**Q.5** Select the option that clearly indicates the situation before and after 2008, in Jibhi Valley.

A.	Before 2008	After 2008
	picturesque landscapes	construction sites and commerce

B.	Before 2008	After 2008
	zero tourism in the valley	sceptical villagers

C.	Before 2008	After 2008
	buildings and hotels	profitable ventures

D.	Before 2008	After 2008
	scenic surroundings	zero tourism in the valley

**Q.6** What is the relationship between (1) and (2)?

- (1) ...tourism came to a complete standstill in Jibhi Valley.  
 (2) ... tourism has been my greatest teacher.



- A. (2) is the cause for (1).
- B. (1) repeats the situation described in (2).
- C. (2) elaborates the problem described in (1). D. (1) sets the stage for (2).

**Q.7** The writer mentions looking for sustainable solutions. He refers to the need for sustainable solutions because he realises that

- A. even though all natural ecosystems are essential pillars of resilience, we need to focus on using their resources to address the economic needs of mankind, as a priority.
- B. the exposures to pandemics are a reality and a big threat to the countries across the world.
- C. for an economic recovery to be durable and resilient, a return to ‘business as usual’ and environmentally destructive investment patterns and activities must be avoided.
- D. there is an increasing urgency in the climate movement and the need for collaborative action for the future.

**Q.8** Select the option that lists the customer review for the writer’s project.

- A. Beautiful accommodation in the lap of nature. Luxurious cottage with indoor pool and garden.
- B. Comfortable and peaceful. Neat room with ample sunlight. Pleasant and warm host.
- C. Enjoyed the sprawling suite on the fifth floor. Great view. Professional service.
- D. Remote locale, good food and clean room. Would have loved more natural light, though.

**Q.9** Which quote summarises the writer’s feelings about the pace of growth of tourism in JibhiValley?

- A. We kill all the caterpillars, then complain there are no butterflies. - John Marsden B.

Nature will give you the best example of life lessons, just open your eyes and see.

– Kate Smith

- C. We do not see nature with our eyes, but with our understanding and our hearts. - William Hazlett
- D. I’d rather be in the mountains thinking of God than in church thinking of the mountains. - John Muir

**Q.10** Select the option that lists what we can conclude from the text.

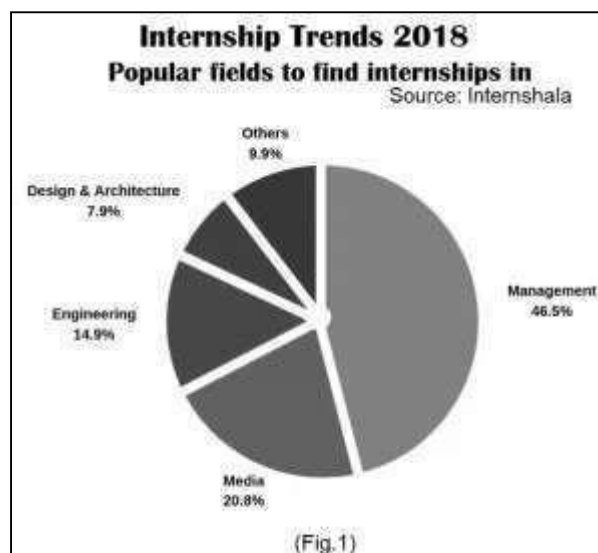
- (1) people of Jibhi Valley practiced sustainable tourism.
- (2) the people of Jibhi valley gradually embraced tourism.
- (3) tourists never revisited Jibhi Valley.
- (4) the writer was an enterprising person.

- A. (1) and (2) are true.
- B. (2), (3) and (4) are true.
- C. (2) and (4) are true.
- D. (1), (3) and (4) are true.

**II. Read the passage given below.**

- I. Over the last five years, more companies have been actively looking for intern profiles, according to a 2018-19 survey by an online internship and training platform. This survey reveals that India had 80% more internship applications — with 2.2 million applications received in 2018 compared to 1.27 million in the year before. The trend was partly due to more industries looking to have fresh minds and ideas on existing projects for better productivity. What was originally seen as a western concept, getting an internship before plunging into the job market, is fast gaining momentum at Indian workplaces.

- II. According to the survey data, India's National Capital Region has been the top provider of internships, with a total of 35% internship opportunities, followed by Mumbai and Bengaluru at 20% and 15%, respectively. This includes opportunities in startups, MNCs and even government entities. The survey also revealed popular fields to find internships in (Fig 1). There has been growing awareness among the students about the intern profiles sought by hiring companies that often look for people with real-time experience in management than B- school masters.



- III. The stipend has been an important factor influencing the choice of internships. The survey data reveals that the average stipend offered to interns was recorded



as ₹7000 while the maximum stipend went up to ₹85,000. According to statistics, a greater number of people considered virtual internships than in-office internships. Virtual internships got three times more applications than in-office, since a large chunk of students were the ones already enrolled in various courses, or preferred working from home.

- IV. Internship portals have sprung up in the last three to four years and many of them already report healthy traffic per month. Reports suggest that on an average, an internship portal company has around 200,000-plus students and some 8,000 companies registered on it. It gets around two lakh visits online every month. The Managing Director of a leading executive search firm says that though these web platforms are working as an effective bridge between the industry and students, most established companies are still reluctant to take too many interns on board for obvious reasons. (355 words)

**Source:**

- (1) <https://www.businessinsider.in/internships-in-india-on-the-rise-with-startups-leading-the-way/articleshow/67655265.cms>  
 (2) <https://www.businesstoday.in/magazine/features/story/online-portals-helping-college-students-paid-internships-46215-2014-06-03>

**Based on your understanding of the passage, answer any six out of the eight questions by choosing the correct option.**

**Q.11** Select the correct inference with reference to the following:

*Over the last five years, more companies have been actively looking for intern profiles...*

- A. The past five years have seen active applications by interns to several companies.
- B. The activity for intern profiling by the companies has reached a gradual downslide over the past five years.
- C. There were lesser companies searching for intern profiles earlier, as compared to those in the recent five years.
- D. Several companies have initiated intern profiling five times a year in the recent past.

**Q.12** Select the central idea of the paragraph likely to precede paragraph I.

- A. Process of registering for internships
- B. Knowing more about internships
- C. Dos and Don'ts for an internship interview
- D. Startups and internships

**Q.13** Select the option that displays the true statement with reference to Fig 1.



- A. Internships for Engineering and Management are the top two favourites.
- B. Design & Architecture internships are significantly more popular than Others.
- C. Internships for Media and Others have nearly equal popularity percentage. D. Management internships' popularity is more than twice that for Media.

### For the Visually Impaired Candidates

The survey states that internship opportunities

- A. are the most in Mumbai.
- B. can be available in MNCs.
- C. are limited to the National Capital Region.
- D. Can be pursued only after a B-school degree.

**Q.14** Based on your reading of paragraphs II-III, select the appropriate counter-argument to the given argument.

Argument: I don't think you'll be considered for an internship just because you've been the student editor and Head of Student Council.

- A. I think I have a fair chance because I'm applying for a virtual position than an in-office one.
- B. I have real-time experience in managing a team and many companies consider it more meritorious than a degree in Management.
- C. I know that my stipend might be on the lower side but I think that it's a good 'earn while you learn' opportunity.
- D. Lot of metro-cities have a good percentage of positions open and I think I should definitely take a chance.

**Q.15** Select the option that displays the correct cause-effect relationship.

	cause	effect
A.	Several students had academic courses to complete	Students applied for online internship

	cause	effect
B.	A large chunk of students preferred in-office internships	Applications were three times more than for virtual internships



C.	cause	effect
	A greater number of students wanted to work from home	Several students had courses to complete

D.	cause	effect
	Students applied for online internship	An equal number of students applied for work-from-home

**Q.16** The survey statistics mention the average stipend, indicating that

- A. 50% interns were offered ₹85,000.
- B. ₹7,000 was the lowest and ₹85,000 was the highest.
- C. most interns were offered around ₹7,000. D. No intern was offered more than ₹7,000.

**Q.17** The phrase ‘healthy traffic’ refers to the

- A. updates from portals about health and road safety.
- B. statistics about adherence to traffic rules by the portals.
- C. sizeable number of visitors to the portal per month.
- D. monthly data about the health of internship applicants.

**Q.18** Read the two statements given below and select the option that suitably explains them.

- (1) Established companies are reluctant to take too many interns on board.
- (2) Probability of interns leaving the company for a variety of reasons, is high.

- A. (1) is the problem and (2) is the solution for (1).
- B. (1) is false but (2) correctly explains (1).
- C. (1) summarises (2).
- D. (1) is true and (2) is the reason for (1).

### WRITING

**III. Answer any four out of the five questions given, with reference to the context below.**

The President of R.W.A. Chelavoor Heights, Kozhikode, has to put up a notice to inform residents about a power-cut for their residential area.

**Q.19** Select the appropriate title for the notice.



- A. Choosing Own Power Cuts
- B. Scheduled Power Cut
- C. The Need to Save Power
- D. Power and Resident Safety

**Q.20** Select the option that lists the most accurate opening for this notice.

- A. Greetings and attention please, to one and all in Chelavoor Heights.
- B. This notice is written to share some news with you all about...
- C. This is to inform all the residents of Chelavoor Heights about...
- D. I wish to share with all officials of R.W.A. Chelavoor Heights that...

**Q.21** Select the option with the information points to be included in the body of the notice.

- (1) Opinion about regular power cuts
- (2) Resolution for power cuts
- (3) Reason for the power cut
- (4) Timings of the power cut
- (5) Complaint against regular power cuts
- (6) Date of the power cut

- A. (1) and (4)
- B. (2), (3) and (5)
- C. (2) and (6)
- D. (3), (4) and (6)

**Q.22** Would this notice reflect the name of the R.W.A?

- A. Yes, because it is the issuing body.
- B. No, because it is understood through the signature.
- C. Yes, because it makes it informal.
- D. No, because the title makes it clear.

**Q.23** Select the appropriate conclusion for this notice.

- A. Stay informed.
- B. Collaboration solicited.
- C. Stay prepared.
- D. Inconvenience regretted.



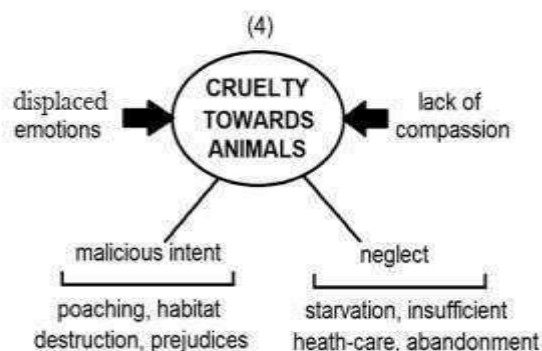
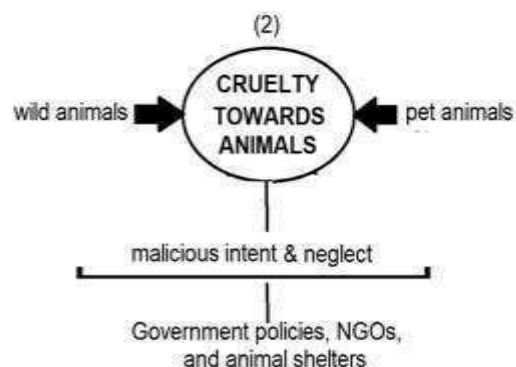
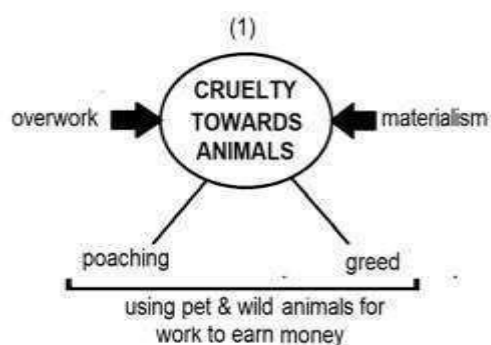
**IV. Answer any six of the seven questions given, with reference to the context below.**

Venu is a member of *Co-existence*, a school club that actively promotes animal rights and care. He has to write an article emphasising the need for prevention of cruelty to animals and peaceful co- existence between animals and human beings.

**Q.24** Select the option that lists an appropriate title for Venu’s article.

- A. Man and Animal-A Struggle to Co-exist
- B. The Rehabilitation and Conservation of Species
- C. Remodelling the Future by Peaceful Co-existence
- D. Smart Moves- Survival of the Fittest

**Q.25** Which option (1-4), should Venu choose to elaborate on reasons for cruelty to animals?



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



For the Visually Impaired Candidates

While elaborating on the causes for cruelty, which is the cause Venu SHOULD NOT include?

- A. Habitual poaching
- B. Animal activists
- C. Deliberate neglect
- D. Animal abuse

**Q.26** Which option would help Venu with the appropriate organisation of relevant ideas for this article?

- A. Expressing concern about several cases of cruelty to animals—Exploring the reasons—Stating the effects—Providing suggestions for peaceful co-existence— Presenting a conclusive outlook
- B. Stating the effects of cruelty to animals— Presenting a concluding viewpoint—Providing suggestions for peaceful co-existence—Expressing concern for animal cruelty— Exploring the reasons for cruelty to animals
- C. Introducing the purpose of the article—Information about policies and laws for animal protection—Exploring the reasons for the laws— Providing suggestions for peaceful co-existence —Presenting a pledge for awareness
- D. Exploring the laws for animal protection—Questioning the efficacy of the laws—Providing suggestions for improvements in the behaviour towards animals— Introducing the purpose of the article—Appeal for joining *Co-Existence*

**Q.27** Which suggestions, from those given below, would be appropriate for Venu’s article?

- A. reducing human-wildlife conflict, banning habitat destruction, creating more wildlife sanctuaries
- B. protecting the environment, penalising poachers
- C. strengthening execution of animal rights’ laws, increasing awareness, reducing human- wildlife conflict
- D. creation of more wildlife sanctuaries and promotion of research on animals.

**Q.28** Read a sentence from Venu’s article draft and help him complete it by selecting the most appropriate option.

*As animals find their natural habitat shrinking daily, their interactions with humans keep rising, often to the (i) \_\_\_\_\_ of the humans and with (ii) \_\_\_\_\_ for the animals.*

- A. (i) joy (ii) dangerous outcomes



- B. (i) thrill (ii) lethal consequences
- C. (i) irritation (ii) minimal effects
- D. (i) fear (ii) disastrous results

**Q.29** Which quote should Venu use to summarise the central idea of his article?

- A. "Animals are such agreeable friends—they ask no questions; they pass no criticisms."

– George Eliot

- B. "The greatness of a nation and its moral progress can be judged by the way its animals are treated." – Mahatma Gandhi

- C. A tiger may pray, "O Lord, how wicked are these men who do not come and place themselves before me to be eaten; they are breaking Your law." – Swami Vivekananda

- D. "Clearly, animals know more than we think, and think a great deal more than we know."

- Irene M. Pepperberg

**Q.30** Read the following options for the self-checklist for this article and select the option that includes the most appropriate self-checklist for this article.

(1)

MY ARTICLE CONTAINS	<input checked="" type="checkbox"/> <input type="checkbox"/>
1. first person address to the audience as title	
2. content that lists the topical points	
3. opinions of stakeholders as by-line	
4. personal observations	
5. designation and date at the end	

(2)

MY ARTICLE CONTAINS	<input checked="" type="checkbox"/> <input type="checkbox"/>
1. an eye-catching title that is thematically related	
2. content that offers a balanced view of the issue	
3. input for the cause-effect & suggestions	
4. a conclusion including personal observations	
5. a by-line	

(3)

MY ARTICLE CONTAINS	<input checked="" type="checkbox"/> <input type="checkbox"/>
1. a thoughtful quote as title	
2. content that analyses pros and cons	
3. address of the writer	
4. a conclusion including published evidence	
5. expression of gratitude by-line	

(4)

MY ARTICLE CONTAINS	<input checked="" type="checkbox"/> <input type="checkbox"/>
1. relevant data & by-line as title	
2. content that offers a balanced view of the issue	
3. name of the publishing body	
4. a conclusion including personal observations	
5. designation and date at the end	



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

## LITERATURE

**This section has sub-sections: V, VI, VII, VIII, IX. There are a total of 30 questions in the section. Attempt any 26 questions from the sub-sections V to IX.**

### V. Read the given extract to attempt questions that follow:

“I have nothing else to do,” he mutters, looking away. “Go to school,” I say glibly, realising immediately how hollow the advice must sound.

“There is no school in my neighbourhood. When they build one, I will go.”

“If I start a school, will you come?” I ask, half-joking. “Yes,” he says, smiling broadly.

A few days later I see him running up to me. “Is your school ready?”

“It takes longer to build a school,” I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world.

**Q.31** Saheb’s muttering and ‘looking away’ suggests his

- A. anger
- B. shyness
- C. embarrassment
- D. anxiety

**Q.32** Of the four meanings of ‘glibly’, select the option that matches in meaning with its usage in the extract.

- A. showing a degree of informality
- B. lacking depth and substance
- C. being insincere and deceitful
- D. speaking with fluency

**Q.33** Who do you think Saheb is referring to as ‘they’, in the given sentence?

*“When they build one, I will go”*

- A. The officials
- B. The inhabitants
- C. The teachers



D. The journalists

**Q.34** Select the option that lists the feelings and attitudes corresponding to the following:

(1) *I ask half-joking*

(2) *...he says, smiling broadly*

A.	(1) part arrogance, part seriousness
	(2) hesitation

B.	(1) part amusement, part irritation
	(2) submissiveness

C.	(1) part concern, part hurt
	(2) pride

D.	(1) part humour, part earnestness
	(2) self-belief

**Q.35** Select the option that lists reasons why Saheb's world has been called 'bleak'.

- (1) The absence of parental presence
- (2) The poor socio-economic conditions
- (3) His inability to address problems
- (4) His lack of life-skills
- (5) The denied opportunities of schooling

- A. (1) and (4)
- B. (2) and (5)
- C. (3) and (5)
- D. (2) and (4)

**VI. Read the given extract to attempt questions that follow:**

Tiny vestiges of the old terror would return. But now I could frown and say to that terror, "Trying to scare me, eh? Well, here's to you! Look!" And off I'd go for another length of the pool. This went on until July. But I was still not satisfied. I was not sure that all the terror had left. So, I went to Lake Wentworth in New Hampshire, dived off a dock at Triggs Island, and swam two miles across the lake to Stamp Act Island. I swam the crawl, breast stroke, side stroke, and back stroke. Only once did the terror return. When I was in



the middle of the lake, I put my face under and saw nothing but bottomless water. The old sensation returned in miniature.

**Q36.** Why did Douglas go to swim at Lake Wentworth?

- A. To showcase his skills for all who had doubted him.
- B. To honour the efforts of his swimming instructor.
- C. To build on his ability of swimming in a natural water body.
- D. To know for sure that he had overcome his fear of drowning in water.

**Q37.** Select the option that lists the correct inference based on the information in the extract.

- A. Triggs Island and Stamp Act Island are both located in Lake Wentworth.
- B. Lake Wentworth is a part of Triggs Island.
- C. Stamp Act Island is two miles away from New Hampshire.
- D. Lake Wentworth is connected via docks to New Hampshire.

**Q38.** What was the reason for the ‘return’ of terror?

- A. Superstitions about the dock at Triggs Islands
- B. Recent reports about drowning incidents
- C. Prior drowning experiences
- D. Warnings by experienced swimmers

**Q39.** Douglas mentions that the *old sensation returned in miniature*.

He means that he felt the familiar feeling of fear .....

- A. at irregular intervals.
- B. on a small scale.
- C. repeatedly.
- D. without notice.

**Q40.** How did Douglas handle the ‘old sensation’?

- A. Addressed it.
- B. Avoided it.
- C. Submitted to it.
- D. Stayed indifferent to it.



VII. Read the given extract to attempt questions that follow:

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 his desk. At back of the dim class

One unnoted, sweet and young. His eyes live in a dream...

**Q41.** The poet draws attention to the problem of \_\_\_\_ while describing the boy as *paper-seeming*.

- A. malnutrition
- B. untidiness
- C. isolation
- D. abandonment

**Q42.** Which option has the underlined phrase that applies the poetic device used for 'rat's eyes'?

- A. He shut up like a clam when interrogated.
- B. She runs as swift as a gazelle.
- C. He is considered the black sheep of the family. D. She ran away chattering with fear.

**Q43.** Select the correct option to fill the blank.

The tall girl's head is weighed down due to the \_\_\_\_\_.

- A. effect of diseases
- B. need for concentration
- C. desire to remain unnoticed
- D. burdens of poverty

**Q44.** The literal meaning of 'reciting' refers to delivering the lesson aloud. What does its figurative meaning refer to?

- A. Showing extra interest in the lesson.
- B. Carrying his father's disease.
- C. Resigning to his disease and condition. D. Voicing the poor conditions, he lives in.

**Q45.** How does the 'unnoted' pupil present a contrast to others?



- A. He appears to be in a world of dreams.
- B. He struggles with the fulfilment of dreams.
- C. He seems taller than most.
- D. He sits in the dimmest part of the classroom.

**VIII. Read the given extract to attempt questions that follow:**

He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station. But that's the reason, he said, and my friends all agreed.

Everything points to it, they claimed.

My stamp collecting, for example; that's a 'temporary refuge from reality.' Well, maybe, but my grandfather didn't need any refuge from reality.

**Q46.** Why did Sam's verdict make Charley's wife 'mad'?

- A. It made it difficult for her to accept that Charley would consult a psychiatrist.
- B. It seemed to suggest to her that she was the cause of Charley's unhappiness.
- C. It made her aware of Charley's delicate state of mind.
- D. It offended her that Charley and Sam collectively accused her.

**Q47.** Sam's explanation to the reaction of Charley's wife was \_\_\_\_\_ in nat

- A. critical
- B. aggressive C. clarifying
- D. accusatory

**Q48.** Select the option that signifies the condition of people of the 'modern world' mentioned in the extract.

- (1) unsure
- (2) lazy
- (3) offensive
- (4) anxious
- (5) afraid

- A. (1) and (3)
- B. (2) and (5)
- C. (2), (3) and (4)
- D. (1), (4) and (5)

**Q49.** Select the option that displays a cause-effect set.





	cause	effect
A.	Charley's stamp collecting	Wandering into the third level

	cause	effect
B.	Everybody wants to escape	Modern world full of insecurity

	cause	effect
C.	Charley's wandering into the third level	Charley's stamp collecting

	cause	effect
D.	Modern world full of insecurity	Everybody wants to escape

**Q50.** Why didn't Charley's grandfather need refuge from reality?

- A. He was too busy to bother.
- B. He had chosen to deny his reality.
- C. He lived in peaceful times.
- D. He was a very secure person.

**IX. Attempt the following.**

**Q51.** In 'Keeping Quiet' the poet does not want the reader to confuse his advice for\_ with total inactivity.

- A. experimentation
- B. relaxation
- C. isolation
- D. introspection

**Q52.** On his way to school, Franz says that he had the strength to resist and chose to hurry off to school.

The underlined phrase suggests that Franz was

- A. hesitant.
- B. threatened.
- C. tempted.
- D. repentant.
- E.



**Q53.** Select the suitable option for the given statements, based on your reading of *Lost Spring*.

- (1) The writer notices that Saheb has lost his carefree look.
- (2) Saheb has had to surrender his freedom for ₹800 per month.

- A. (1) is false but (2) is true.
- B. Both (1) and (2) are true.
- C. (2) is a fact but unrelated to (1). D. (1) is the cause for (2).

**Q54.** Select the option that lists the qualities of Douglas' trainer.

- (1) adventurous
- (2) generous
- (3) patient
- (4) methodical
- (5) encouraging
- (6) courageous

- A. (1) and (6)
- B. (3), (4) and (5) C. (2) and (5)
- D. (1), (4) and (6)

**Q55.** The metaphor 'lead sky', is used by Stephen Spender to bring out

- A. the image of sky-high constructions in the slum.
- B. a response to death and destruction.
- C. the strong dreams and aspirations of the children.
- D. a sense of hopelessness and despair.

**Q56.** Sadao's servants leave his house, but none of them betrays the secret of the American P.O.W. Select the option that explains this.

- A. The servants truly believed that they must not be a part of the household which sheltered a prisoner of war, but their love and loyalty to Sadao made them keep the secret safe.
- B. The servants knew that any information about the P.O.W would result in punishment for them and their families which is why they revealed nothing.
- C. The servants were superstitious and scared with a white man on the premises and consequently, chose to remove themselves and stay silent about the situation.
- D. The servants did not want to incur the wrath of Dr. Sadao and lose their jobs, therefore they chose to exit instead, and return later.



**Q57.** Classify (1) to (4) as fact (F) or opinion (O), based on your reading of *The Third Level*.

- (1) First day covers are never opened.
- (2) Grand Central is growing like a tree.
- (3) President Roosevelt collected stamps.
- (4) Sam was Charley's psychiatrist.

- A. F-1,3,4; O-2
- B. F-2, 3; O-1,4
- C. F-2; O-1,3,4
- D. F-3,4; O-1,2

**Q58.** Identify the tone of Pablo Neruda in the following line:

*Perhaps the Earth can teach us....*

- A. Confident and clear about the future events.
- B. Dramatic about the prediction he made.
- C. Convinced about the sequence of events to follow.
- D. Uncertain, yet hopeful about the possibility.

**Q59.** Dr. Sadao mutters the word 'my friend' while treating the American P.O.W. in the light of the circumstances, we can say that this was

- A. humourous.
- B. climactic.
- C. ironical.
- D. ominous.

**Q60.** The sight of young trees and merry children, on the way to Cochin, is the poet's aging mother.

- A. like a divine assurance for
- B. in sharp contrast to
- C. a distraction from pain for
- D. the bridge between the poet and



**MARKING SCHEME**  
**Sample Question Paper**  
**CLASS-XII (ENGLISH**  
**Core) Term 1**

- Accept responses in sequence if the student submits all responses instead of using available option.
- Accept the response if either the option number or the answer in words is correct.

I.

**Q.1** B. nostalgic

**Q.2** C. doubt

**Q.3** D. (1) I'm sure but I can say I believe in myself (2) Nothing venture nothing win

**Q.4** D. option 4

**Q.5**

	Before 2008	After 2008
A.	picturesque landscapes	construction sites and commerce

**Q.6** D. (1) sets the stage for (2).

**Q.7** C. for an economic recovery to be durable and resilient, a return to 'business as usual' and environmentally destructive investment patterns and activities must be avoided.

**Q.8** B. Comfortable and peaceful. Neat room with ample sunlight. Pleasant and warm host.

**Q.9** A. We kill all the caterpillars, then complain there are no butterflies. - John Marsden

**Q.10** C. (2) and (4) are true.

II.

**Q.11** C. There were lesser companies searching for intern profiles earlier, as compared to those in the recent five years.

**Q.12** B. Knowing more about internships

**Q.13** D. Management internships' popularity is more than twice that for Media.

(Visually Impaired candidates—B. can be available in MNCs.)

**Q.14** B. I have real-time experience in managing a team and many companies consider it more meritorious than a degree in Management. **Q.15**

	cause	effect
A.	Several students had courses to complete	Students applied for online internship

**Q.16** C. most interns were offered around ₹7,000.

**Q.17** C. sizeable number of visitors to the portal per month.

**Q.18** D. (1) is true and (2) is the reason for (1).



III.

- Q.19** B. Scheduled Power Cut  
**Q.20** C. This is to inform all the residents of Chelavoor Heights about...  
**Q.21** D. (3), (4) and (6)  
**Q.22** A. Yes, because it is the issuing body.  
**Q.23** D. Inconvenience regretted.

IV.

- Q.24** C. Remodelling the Future by Peaceful Co-existence  
**Q.25** D. Option 4

(Visually Impaired Candidates—B. Animal activists)

- Q.26** A. Expressing concern about several cases of cruelty to animals—Exploring the reasons—Stating the effects—Providing suggestions for peaceful co-existence—Presenting conclusive outlook  
**Q.27** C. Strengthening execution of animal rights' laws, Increasing awareness, Reducing human-wildlife conflict  
**Q.28** D. (i) fear (ii) disastrous results  
**Q.29** B. "The greatness of a nation and its moral progress can be judged by the way its animals are treated." – Mahatma Gandhi  
**Q.30** B. Option (2)

V.

- Q.31** C. embarrassment  
**Q.32** B. lacking depth and substance  
**Q.33** A. The officials  
**Q.34**

(1) part humorous, part earnestness
(1) belief

- Q.35** B. (2) and (5)

VI.

- Q.36** D. To know for sure that he had overcome his fear of drowning in water.  
**Q.37** A. Triggs Island and Stamp Act Island are both located in Lake Wentworth.  
**Q.38** C. prior drowning experiences  
**Q.39** B. on a small scale  
**Q.40** A. Addressed it.

VII.

- Q.41** A. malnutrition  
**Q.42** C. He is considered the black sheep of the family.  
**Q.43** D. burdens of poverty



**Q.44** B. Carrying his father's disease

**Q.45** A. He appears to be in a world of dreams.

**VIII.**

**Q.46** B. It seemed to suggest to her that she was the cause of Charley's unhappiness.

**Q.47** C. clarifying

**Q.48** D. (1), (4) and (5)

**Q.49** D

cause	effect
modern world full of insecurity	Everybody wants to escape

**Q.50** C. He lived in peaceful times.

**IX.**

**Q.51** D. introspection

**Q.52** C. tempted

**Q.53** B. Both (1) and (2) are true.

**Q.54** B. (3), (4) and (5)

**Q.55** D. a sense of hopelessness and despair

**Q.56** A. The servants were urged to leave due to a sense of patriotism and self-preservation but their love and loyalty to Sadao compelled them to keep the secret safe.

**Q.57** A. F-1,3,4; O-2

**Q.58** D. Uncertain, yet hopeful about the possibility.

**Q.59** C. ironical

**Q.60** B. in sharp contrast to