

**DIRECTORATE OF EDUCATION**  
**Govt. of NCT, Delhi**

**SUPPORT MATERIAL**  
**(2021-2022)**

**Class : IX**  
**ENGLISH**

Under the Guidance of

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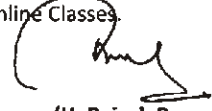
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**MESSAGE**

I would like to congratulate the members of Core Academic Unit and the subject experts of the Directorate of Education, who inspite of dire situation due to Corona Pandemic, have provided their valuable contributions and support in preparing the Support Material for classes IX to XII.

The Support Material of different subjects, like previous years, have been reviewed/ updated in accordance with the latest changes made by CBSE so that the students of classes IX to XII can update and equip themselves with these changes. I feel that the consistent use of the Support Material will definitely help the students and teachers to enrich their potential and capabilities.

Department of Education has taken initiative to impart education to all its students through online mode, despite the emergency of Corona Pandemic which has led the world to an unprecedented health crises. This initiative has not only helped the students to overcome their stress and anxiety but also assisted them to continue their education in absence of formal education. The support material will ensure an uninterrupted learning while supplementing the Online Classes.



(H. Rajesh Prasad)

**UDIT PRAKASH RAI, IAS**  
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### **MESSAGE**

The main objective of the Directorate of Education is to provide quality education to all its students. Focusing on this objective, the Directorate is continuously in the endeavor to make available the best education material, for enriching and elevating the educational standard of its students. The expert faculty of various subjects undertook this responsibility and after deep discussions and persistent efforts, came up with Support Material to serve the purpose.

Every year the Support Material is revised/updated to incorporate the latest changes made by CBSE in the syllabus of classes IX to XII. The contents of each lesson/chapter are explained in such a way that the students can easily comprehend the concept and get their doubts solved.

I am sure, that the continuous and conscientious use of this Support Material will lead to enhancement in the educational standard of the students, which would definitely be reflected in their performance.

I would also like to commend the entire team members for their contributions in the preparation of this incomparable material.

I wish all the students a bright future.

(UDIT PRAKASH RAI)  
*9/10*  
*27/11*

**Dr. RITA SHARMA**  
Additional Director of Education  
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Govt. of NCT of Delhi  
Directorate of Education  
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D.O. No. PA/Aed/DE/Sch/31

Dated: 29.06.2021

## MESSAGE

It gives me immense pleasure to present the revised edition of the Support Material. This material is the outcome of the tireless efforts of the subject experts, who have prepared it following profound study and extensive deliberations. It has been prepared keeping in mind the diverse educational level of the students and is in accordance with the most recent changes made by the Central Board of Secondary Education.

Each lesson/chapter, in the support material, has been explained in such a manner that students will not only be able to comprehend it on their own but also be able to find solution to their problems. At the end of each lesson/chapter, ample practice exercises have been given. The proper and consistent use of the support material will enable the students to attempt these exercises effectively and confidently. I am sure that students will take full advantage of this support material.

Before concluding my words, I would like to appreciate all the team members for their valuable contributions in preparing this unmatched material and also wish all the students a bright future.

  
(Rita Sharma)

# भारत का संविधान

## उद्देशिका

हम, भारत के लोग, भारत को एक <sup>1</sup>[संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,

तथा उन सब में

व्यक्ति की गरिमा और <sup>2</sup>[राष्ट्र की एकता

और अखंडता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० (मिति मार्गशीर्ष शुक्ला सप्तमी, संवत् दो हजार छह विक्रमी) को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं ।

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1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3-1-1977 से) "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित ।

2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3-1-1977 से) "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित ।

<sup>1</sup>[भाग 4क  
मूल कर्तव्य

51क. मूल कर्तव्य-भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह-

(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्रगान का आदर करे ;

(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे ,

(ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे ;

(घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे ;

(ङ) भारत के सभी लोगों में समरसता और समान भातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हो, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध है ;

(च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझे और उसका परिरक्षण करे ;

(छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणि मात्र के प्रति दयाभाव रखे ;

(ज) वैज्ञानिक दृष्टिकोण, मानववाद और जानार्जन तथा सुधार की भावना का विकास करे ;

(झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे ;

(ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाइयों को छू ले :]

<sup>2</sup>[(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिए शिक्षा के अवसर प्रदान करे ।]

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<sup>1</sup> संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 11 द्वारा (3-1-1977 से) अंतःस्थापित ।

<sup>2</sup> संविधान (छियासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (1-4-2010 से) अंतःस्थापित ।

## PART IV A

### FUNDAMENTAL DUTIES

**51A. Fundamental Duties** – It shall be the duty of every citizen of India.

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem.
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom.
- (c) to uphold and protect the sovereignty, unity and integrity of India.
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women.
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures.
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individuals and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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1. Ins. by the Constitution (Forty second Amendment Act, 1976, s 11 (w.e.f. 3-1-1977)

2. Ins. by the Constitution (Eighty Sixth Amendment) Act, 2002, s 4 (w.e.f. 1-4-2010)

**DIRECTORATE OF EDUCATION**  
**Govt. of NCT, Delhi**

**SUPPORT MATERIAL**  
**(2021-2022)**

**ENGLISH**  
**Class : IX**

**NOT FOR SALE**

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**PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS**

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**LIST OF GROUP LEADER AND SUBJECT EXPERTS  
FOR PREPARATION / REVIEW OF SUPPORT MATERIAL**

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**CLASS-IX**

**Subject-English (Language and Literature)**

<b>Group Leader</b>	<b>Designation</b>	<b>School</b>
Ms. Ravinder Kaur	HOS	SKV Peeragarhi Village

**Subject Expert**

<b><i>Name</i></b>	<b><i>Designation</i></b>	<b><i>School</i></b>
<b>Ms. Arti Qanungo</b>	TGT (English)	GGSSS School Block Shakarpur
<b>Ms. Harish Yadav</b>	TGT (English)	GBSSS Amalwas Jwalapuri
<b>Mr. Mandeep Walia</b>	PGT (English)	SKV Aya Nagar
<b>Mrs. Seema Goyal</b>	TGT (English)	SBV Peeragarhi Village



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**ENGLISH LANGUAGE AND LITERATURE**  
**(Code No. 184)**  
**(2021-2022)**  
**(Rationalised Curriculum)**

**Background**

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

**Objectives**

Objectives of the course are to enable learners to:

- Build greater confidence and proficiency in oral and written communication .
- Develop the ability and knowledge required in order to engage in independent reflection and inquiry.
- Use appropriate English to communicate in various social settings
- Equip learners with essential language skills to question and to articulate their point of view
- Build competence in the different aspects of English
- Develop sensitivity to, and appreciation of, other varieties of English, like Indian English and the culture they reflect.
- Enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- Develop curiosity and creativity through extensive reading.
- Facilitate self-learning to enable them to become independent learners.
- Review, organise and edit their own work and work done by peers
- Integrate listening and speaking skills in the curriculum.
- Give a brief oral description of events / incidents of topical interest
- Retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews etc.)
- Participate in conversations, discussions, etc, on topics of mutual interest in non-classroom situations.
- Narrate a story which has been depicted pictorially or in any other non-verbal mode

- Respond in writing to business letters, official communications email etc.
- Read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates etc.
- Write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed in the form of article, speech, or a debate
- Write a summary of short lectures on familiar topics by making / taking notes
- Write an assessment of different points of view expressed in a discussion / debate
- Read poems effectively (with proper rhythm and intonation)
- Transcode information from a graph / chart to a description / report and write a dialogue, short story or report

### **Language Items**

In addition to consolidating the grammatical items practised earlier the courses at the secondary level seek to reinforce the following explicitly:

- Sequence of tenses
- Reported speech in extended texts
- Modal auxiliaries (those not covered at upper primary)
- Non-finites (infinitives, gerunds, participles)
- Conditional clauses
- Complex and compound sentences
- Phrasal verbs and prepositional phrases
- Cohesive devices
- Punctuation (Semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

### **Methods and Techniques**

The methodology is based on a multi-skin , activity based, learner-centered approach. Care is taken to fulfill the functional (communicative), literary (aesthetic) and cultural (Sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, She/he presents language items, contrive situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are :

- Role play
- Simulating real-to-life situations
- Dramatising and miming
- Problem solving and decision making

- Interpreting information gives in tabular form and schedule
- Using newspaper clippings.
- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

**ENGLISH LANGUAGE AND LITERATURE**  
**(Code No. 184)**  
**Syllabus Class - IX (2021-2022)**

Section		
A	Reading Skills	40 Periods
B	Writing Skills with Grammar	40 Periods
C	Literature Textbook and Supplementary Reading Text	50 Periods

**SECTION A : READING**

**Unseen Passage**

**20 Marks**

Multiple Choice Questions based on a **Discursive Passage of 400-450 words** to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered. **(10x1=10)**

II. Multiple Choice Questions based on a Case-based factual Passage (with visual input-statistical data, chart etc). of 200-250 words to test analysis and interpretation. Ten out of twelve questions to be answered **(10x1=10)**

**(Total length of two passages to be 600-700 words)**

**Literature Textbooks**

III. Multiple Choice Questions based on an extract from drama/prose to test inference, evaluation and vocabulary. Any 1 out 2 extracts to be done. **(5x1=5)**

IV. Multiple Choice Questions based on an extract from poetry to test analysis and interpretation. Any 1 out of 2 extracts to be done **(5x1=5)**

## **Grammar**

V. Ten Multiple Choice Questions, out of twelve, to be answered. Questions shall be based on the following

- i) Tenses
- ii) Modals
- iii) Subject - Verb Concord
- iv) Reported speech
  - a) Commands and requests
  - b) Statements
  - c) Questions
- v) Determiners
- vi) Use of Passive Voice
- vii) Clauses : Noun, Adverb Clauses of condition and time, Relative
- viii) Prepositions

## **SECTION B : WRITING**

**10 marks**

- I. Writing a Descriptive Paragraph (word limit 100-120 words) on a person a diary entry based on visual or verbal cue/s. One out of two questions is to be answered. **5 marks**
- II. Writing a story (word limit 100-120 words) on the basis of given cue/s. One out of two questions is to be answered. **5 marks**

## **LITERATURE TEXTBOOKS**

**30 Marks**

- III. Four out of six Shorts Answer Type Questions to be answered in 20-30 words each from BEEHIVE and MOMENTS (two out of these from BEEHIVE and two out of three from MOMENTS). **2x4=8 Marks**
- IV. Four out of six Short Answer Type Questions to be answered in 40-50 words from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS). **3x4=12 Marks**
- V. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be passage based question taken from a situation/plot from the texts. **5 Marks**
- VI. One out of two Long Answer Type Questions from MOMENTS on theme a plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. **5 Marks**

**Prescribed Books : Published by NCERT, New Delhi**

- Beehive – Textbook for class IX
- Moments – Supplementary Reader for Class IX

**Words and Expression-I, Workbook**

**NOTE : Teachers are advised to :**

- (i) Encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) Reduce teacher - talk time and keep it to the minimum,
- (iii) Take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

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

**Reading Section :** Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

**Writing Section :** All types of short and extended writing tasks will be dealt with.

**Grammar :** Grammar items mentioned in the syllabus will be taught and assessed.

**INTERNAL ASSESSMENT**

**Listening and speaking competencies**

**30 periods**

Assessments of Listening and Speaking Skills will be for 05 marks.

It is recommended that listening and speaking skills should be regularly practiced.

**Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used. Please refer to the Circular no. Acad-33/2020 dated 14th May 2020 at the [http://cbseacademic.nic.in/webmaterial/Circular/2020/33 Circular 2020.pdf](http://cbseacademic.nic.in/webmaterial/Circular/2020/33%20Circular%202020.pdf) for details.**

**Guidelines for Assessment in Listening and Speaking Skills**

**i. Activities:**

- Activities for listening and speaking available at [www.cbseacademic.in](http://www.cbseacademic.in) can be used for developing listening and speaking skills of students.
- Subject teachers should also refer to books prescribed in the syllabus.

- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

**ii. Parameters for Assessment:**

The listening and Speaking skills are to be assessed on the following parameters:

- i. Interactive competence (Initiation & turn taking, relevance to the topic).
- ii. Fluency (cohesion, coherence and speed of delivery).
- iii. Pronunciation
- iv. Language (accuracy and vocabulary).

**CLASS-IX**  
**English Language and Literature 2021-2022**  
**(Code No. 184) Marks-80**

Sections	Competencies	Total Marks	%Weightage
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	20	25%
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	20	25%
Literature Textbook and supplementary Reading Text	Recalling, reasoning, appreciation, applying literacy conventions, extrapolating, illustrating and justifying etc. Extracting relevant information identifying the central theme and sub-themes, understanding the writers message and writing fluently.	40	50%
<b>Total</b>		<b>80</b>	



## SECTION-A

### READING SKILLS

Read the following passage carefully and answer any ten questions from twelve that follow:

1. According to the World Health Organisation, 4 types of COVID-19 variants causing the disease are circulating the globe. COVID-19, the disease spread by the corona virus, has claimed millions of lives so far. As the world continues to fight the deadly corona virus, the emergence of new variants of **SARS-CoV-2** has put the world on high alert. A World Health Organization (WHO) report warned that four variants of SARS-CoV-2 causing the disease are circulating the globe.
2. According to WHO. "a variant of **SARS-COV-2** with a D614G substitution in the gene encoding the spike protein emerged in late January or early February 2020." This mutated virus replaced the initial **COVID strain** — the one identified in China and became more dominant, said the report. The strain with D614G may increase infection and transmission but was not found to be more dangerous than the previous strain. The reports suggested that it does not cause severe illness or alter the effectiveness of the vaccines.
3. The second variant referred to as the "Cluster 5" variant was discovered in August and September 2020, in North Jutland, Denmark. Danish authorities identified the mutation in Denmark's mink breeding farms. According to the WHO report, Cluster 5 may result in "reduced virus neutralization in humans, which could potentially decrease the extent and duration of immune protection following natural infection or vaccination." So far, the Danish authorities have identified only a few cases. They believe that this variant does not spread as widely as its counterparts.
4. On 14 December 2020, UK authorities reported to WHO that they discovered a new variant, called SARS-CoV-2 VOC 202012/01. It was first identified in southeast England. Reports have suggested that this variant of coronavirus is 70 percent more transmissible than the other mutations. It even forced many countries to suspend flights to and from the UK. Preliminary research has found that the UK variant has increased transmissibility. But it did not indicate any changes in the severity of the disease. It was also reported that VOC 202012/01 variant was reported in 31 other countries/territories/ areas in five of the six

WHO regions.

5. The fourth variant, 501Y.V2, was found in South Africa on December 18, 2020. Preliminary studies have suggested that the variant is associated with a higher viral load, which suggests increased transmissibility. However, there is no clear evidence that the new variant is causing more severe outcomes.

**On the basis of your understanding of the passage, answer any TEN questions from the twelve that follow:**

1. According to this WHO report how many COVID-19 variants are there ?
  - a) One
  - b) Two
  - c) Three
  - d) Four
2. A variant of SARS-CoV-2 with a D614G substitution in the gene encoding the spike protein emerged in
  - a) late December 2020
  - b) late January 2020
  - c) early January 2020
  - d) late February 2020
3. Which of the following statement is correct ?
  - a) The strain with D614G may increase infection.
  - b) The strain with D614G may increase transmission.
  - c) The strain with D614G was not found to be more dangerous than the previous strain.
  - d) All of the above.
4. The second variant is referred to as
  - a) SARS COVID
  - b) D614G
  - c) Cluster 5
  - d) Clotting 5
5. The second variant was discovered in
  - a) China
  - b) Denmark
  - c) South Africa
  - d) UK

6. On, \_\_\_\_\_ UK authorities reported to WHO that they discovered a new variant, called SARS-CoV-2 VOC 202012/01
- a) 14 December 2020
  - b) 14 January 2020
  - c) 14 February 2020
  - d) None of these
7. Which of the following is true?
- a) Reports have suggested that this variant of coronavirus is 60 per cent more transmissible than the other mutations.
  - b) Reports have suggested that this variant of coronavirus is 70 per cent less transmissible than the other mutations.
  - c) Reports have suggested that this variant of coronavirus is 70 per cent more transmissible than the other mutations.
  - d) None of these
8. What are the changes in severity of the UK variant?
- a) more severe
  - b) less severe
  - c) no changes in severity.
  - d) not determined
9. The fourth variant is associated with
- a) higher viral load
  - b) increased transmissibility
  - c) Both a) and b)
  - d) None of these
10. The fourth variant, 501Y.V2, was found in
- a) South America
  - b) South Africa
  - c) Denmark
  - d) UK
11. What is true about the fourth variant?
- a) There is clear evidence that the new variant is causing more severe outcomes.
  - b) There is no clear evidence that the new variant is causing more severe outcomes.
  - c) It was found in South America.
  - d) It was found in Denmark.

12. Which word in the passage means change in the structure of a gene resulting in a variant from that may be transmitted to subsequent generations.
- a) infections
  - b) transmission
  - c) mutation
  - d) variation

**Answers**

- 1. d) Four
- 2. b) late January 2020
- 3. d) All of the above
- 4. c) Cluster 5
- 5. b) Denmark
- 6. a) 14 December 2020
- 7. c) Reports have suggested that this variant of coronavirus is 70 percent more transmissible than the other mutations.
- 8. c) no changes in severity.
- 9. c) Both a) and b)
- 10. b) South Africa
- 11. b) There is no clear evidence that the new variant is causing more severe outcomes.
- 12. c) mutation

**PASSAGE 2**

- 1. Social and emotional learning (SEL) can help students learn the competencies and skills they need to build resilience and effectively manage their emotions, behaviour and relationships with others. A setting that promotes social and emotional well-being and resilience is particularly important for students who face challenges at home or have a history of stressful or traumatic events in their youth, commonly referred to as Adverse Childhood Experience. Supporting students in this way can lead to better health and educational outcomes for individuals while also creating a positive school environment for all.
- 2. Teaching our students how to understand and process their emotions is incredibly important now, more than ever. Teachers are trained to start conversations about identifying, expressing, and accepting all kinds of emotions with lessons specifically geared toward Social-Emotional Learning. There are 5 main components of Social Emotional Learning:

- **Self-awareness:** Identifying and recognising emotions; recognising personal interests and strengths; maintaining a well-grounded sense of self-confidence.
  - **Self-management:** Regulating emotions to handle stress, control impulses, and motivating oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals; expressing emotions appropriately.
  - **Social awareness:** Being able to take the perspective of and empathise with others; recognising and appreciating individual and group similarities and differences.
  - **Relationship skills:** Establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict; seeking help when needed.
  - **Responsible decision-making:** Making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms; the likely consequences of taking alternative courses of action; evaluation and reflection.
3. Schools are an ideal setting to support the social and emotional well-being of students and offer resources and opportunities to build resilience. When schools support social and emotional well-being, students typically have fewer disciplinary issues, can focus more on school work, and can develop skills to communicate better. This can translate to improved academic outcomes and better health later in life.
  4. We can use art for SEL. Making something for someone else is a great way to encourage students to think about others. Intentionally taking the time to focus on creating something for another person specifically strengthens the social awareness and relationship skills of students.

**On the basis of your understanding of the passage, answer any TEN questions from the twelve that follow:**

1. Social and emotional learning (SEL) can help students learn
  - a) the competencies and skills they need to build resilience
  - b) effectively manage their emotions, behaviour
  - c) Effectively manage their relationships with others
  - d) All of the above

2. Teachers are trained to start conversations about
  - a) identifying all kind of emotions
  - b) expressing all kind of emotions
  - c) accepting all kinds of emotions
  - d) all of the above
3. Full form of SEL is
  - a) Social and Educational Learning
  - b) School and Education Level
  - c) Social and Emotional Learning
  - d) School Emotional Learning
4. What is synonym for toughness in paragraph 1?
  - a) resilience
  - b) competencies
  - c) traumatic
  - d) None of these
5. What is antonym of worse in paragraph 1?
  - a) promotes
  - b) better
  - c) adverse
  - d) positive
6. Which of the following is not the main component of SEL
  - a) Self management
  - b) self awareness
  - c) leadership skills
  - d) relationship skills
7. Which of the following tells us to maintain a well-grounded sense of self-confidence?
  - a) Self-management
  - b) Social awareness
  - c) Self-awareness
  - d) Relationship Skills
8. What do you mean by self-management
  - a) control impulses
  - b) Regulating emotions to handle stress
  - c) motivating oneself to persevere in overcoming obstacles
  - d) All of the above

9. What happens when schools support social and emotional well-being
  - a) students typically have more disciplinary issues
  - b) students cannot focus on school work
  - c) students can develop skills to communicate better
  - d) students have worse academic outcomes.
10. what is the noun form of communicate
  - a) commune
  - b) comunicasion
  - c) communion
  - d) communication
11. What do you mean by Relationship skills
  - a) Establishing and maintaining healthy relationships based on cooperation
  - b) constructively resolving interpersonal conflict
  - c) only a
  - d) both a and b
12. What will be the adverb form of effective
  - a) effectively
  - b) effectivly
  - c) effectivelly
  - d) efficiently

**Answers:-**

- 1) d)All of the above
- 2) d)All of the above
- 3) c) Social and Emotional Learning
- 4) a) resilience
- 5) b) better
- 6) c) leadership skills
- 7) b) Social awareness
- 8) d)All of the above
- 9) c) students can develop skills to communicate better
- 10) d) communication
- 11) d) both a and b
- 12) a) effectively

### PASSAGE 3

- 1 The Centre on Wednesday said that the bird flu outbreak, had so far been reported at 12 epicentres across four states — Kerala, Rajasthan, Madhya Pradesh and Himachal Pradesh — and issued advisories to contain further spread of the infection. Of the 12 epicenters, the bird flu has been reported in crows in Baran, Kota, Jhalawar region of Rajasthan as well as Mandsaur, Indore, Malwa areas of Madhya Pradesh. In Himachal Pradesh, the infection was found in migratory birds in Kangra region and in poultry ducks in Kottayam, Alappuzha (4 epicentres) in Kerala.
2. Bird flu is a highly contagious viral disease caused by Influenza Type A viruses, which generally affects poultry birds such as chickens and turkeys. There are many strains of the virus; some of them are mild and may merely cause a dip in egg production or other mild symptoms among chickens, while others are severe and lethal. The Union Ministry of Fisheries and Animal Husbandry have asked other states to keep a vigil on any unusual mortality amongst birds.
3. The Kerala government declared bird flu outbreak as "state disaster" after the Centre notified the outbreak of H5N8 subset of Influenza A in two districts of Kottayam and Alappuzha. Following the announcement by Kerala, neighbouring state Karnataka has put four bordering districts on high alert. After an advisory from the Ministry of Environment, Forests and Climate Change, the state Animal Husbandry department issued the alert for Dakshina Kannada, Udupi, Mysuru, Kodagu districts. The Kodagu district administration put up checkpoints in the border areas of Kutta. Makutta and Karike for screening poultry birds and other products arriving from Kerala and also sanitising the transport vehicles as a precautionary measure. Kodagu Deputy Commissioner Annies Kanmani Joy directed officials to sanitise all poultry-carrying vehicles arriving from Kerala before their entry into the district.
4. The government has also issued an appeal to the public to inform control rooms set up by the animal husbandry department of any dead bird near their houses. The ministry also said that it has set up a "control room" in New Delhi to keep a watch on the situation and to take stock on a daily basis the preventive and control measures undertaken by the state authorities.
5. Among measures suggested to affected states include: strengthening biosecurity of poultry farms, disinfection of affected areas, proper



disposal of dead birds/carcasses, timely collection and submission of samples for confirmation and further surveillance, intensification of surveillance plan as well as the general guidelines for prevention of disease spread from affected birds to poultry and human. States have also been suggested to coordinate with the forest department for reporting any unusual mortality of birds.

**On the basis of your understanding of the passage, answer any TEN questions from the twelve that follow:**

1. Bird flu outbreak has been reported in
  - a) Kerala
  - b) Rajasthan
  - c) Madhya Pradesh
  - d) All of the above
2. Bird flu is a highly contagious viral disease caused by
  - a) Influenza Type A virus
  - b) Influenza Type B virus
  - c) Influenza Type C virus
  - d) Influenza Type D virus
3. Bird flu generally affects
  - a) chickens
  - b) turkeys
  - c) Cattle
  - d) Both a and b
4. Which Ministry has asked other states to keep a vigil on any unusual mortality amongst birds.
  - a) The Union Ministry of Birds
  - b) The Union Ministry of Fisheries and Animal Husbandry
  - c) The Union Ministry of Animal Husbandry
  - d) The Union Ministry of Fisheries
5. The Kerala government declared bird flu outbreak as
  - a) National disaster
  - b) State disaster
  - c) Bird disaster
  - d) Animal disaster
6. For screening poultry birds arriving from Kerala, the Kodagu district administration put up checkpoints in the border areas of

- a) Kutta
  - b) Makutta
  - c) both a and b
  - d) none of the above
7. Who is Kodagu Deputy Commissioner?
- a) Annies Kanmani Joy
  - b) B.S. Yediyurappa
  - c) Gudlepa Harikari
  - d) None of these
8. The government has also issued an appeal to the public to inform control rooms about
- a) the birds near their houses
  - b) the animals near their houses
  - c) the dead birds near their houses
  - d) none of these
9. Which among the following is not a measure suggested to affected states regarding bird flu?
- a) strengthening biosecurity of poultry farms
  - b) disinfection of affected areas
  - c) proper disposal of dead birds/carcasses
  - d) avoid collection and submission of samples for confirmation and further surveillance.
10. Which word in paragraph 2 means infectious ?
- a) mild
  - b) contagious
  - c) mortality
  - d) symptoms
11. Which among the following options is the noun form of prevent ?
- a) preventive
  - b) prevented
  - c) prevention
  - d) prevension
12. What is the antonym of harmless in para 2 ?
- a) lethal
  - b) vigil
  - c) mild
  - d) symptoms

**Answers:**

1. d) All of the above
2. a) Influenza Type A virus
3. d) Both a and b
4. b) The Union Ministry of Fisheries and Animal Husbandry
5. b) State disaster
6. c) both a and b
7. a) Annies Kanmani Joy
8. c) the dead birds near their houses
9. d) avoid collection and submission of samples for confirmation and further surveillance.
10. b) contagious
11. c) prevention
12. a) lethal

**PASSAGE - 4**

**Read the passage given below and answer the questions that follow :**

1. First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew. The cover of each volume of The Hardy Boys states that the author of the series is Franklin W. Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W. Dixon and Carolyn Keene are not real people. If Franklin W. Dixon and Carolyn Keene never existed, then who wrote The Hardy Boys and Nancy Drew mysteries?
2. The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting. A ghostwriter writes a book according to a specific formula. While ghostwriters are paid for writing the books, their authorship is not acknowledged, and their names do not appear on the published books.
3. The initial idea for both The Hardy Boys and the Nancy Drew series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's books. Stratemeyer noticed the increasing popularity of mysteries among adults, and surmised that children would enjoy reading mysteries about younger

detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghostwriter to convert it into a book of slightly over 200 pages. After the ghostwriter had written a draft of a book, he or she would send it back to Stratemeyer, who would make a list of corrections and mail it back to the ghostwriter. The ghostwriter would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.

4. Because each series ran for so many years, Nancy Drew and The Hardy Boys both had a number of different ghostwriters producing books; however, the first ghostwriter for each series proved to be the most influential. The initial ghostwriter for The Hardy Boys was a Canadian journalist named Leslie McFarlane. A few years later, Mildred A. Wirt, a young writer from Iowa, began writing the Nancy Drew books. Although they were using prepared outlines as guides, both McFarlane and Wirt developed the characters themselves. The personalities of Frank and Joe Hardy and Nancy Drew arose directly from McFarlane's and Wirt's imaginations. Many teachers and librarians objected to the ghostwriting process, claiming it was designed to produce books quickly rather than create quality literature. Some libraries—including the New York Public Library—even refused to include the books in their children's collections. Ironically, this decision actually helped sales of the books, because children simply purchased them when they were unavailable in local libraries.
5. Most readers have never heard of Edward Stratemeyer, Leslie McFarlane, or Mildred Wirt, but people throughout the world are familiar with Nancy Drew and Frank and Joe Hardy.

On the basis of your understanding of the passage, answer ANY TEN questions from the twelve that follow. (1x10=10)

- i) According to the passage, the Nancy Drew mystery series was introduced in
  - a) 1925
  - b) 1927
  - c) 1929
  - d) 1930
- ii) Which of the following would be the best title for this passage?
  - a) Ghostwriting: A Way of Life
  - b) Who Were Leslie McFarlane and Mildred A. Wirt?
  - c) The Hardy Boys and Nancy Drew: Ghostwriting, a Series

- d) The Dubious yet Profitable Practice of Ghostwriting
- iii) What surprised the fans of both the series was the fact that the authors on the cover of the book were actually
- a) not real detectives
  - b) not real people
  - c) not real authors
  - d) not real readers.
- iv) According to the passage, which of the following people was a real writer?
- a) Carolyn Keene
  - b) Franklin W. Dixon
  - c) Leslie McFarlane
  - d) Edward Stratemeyer
- v) The Hardy Boys and Nancy Drew books were created based on the idea that
- I. mystery books for adults are popular
  - II. children enjoy reading about characters they can relate to
  - III. girls and boys are not interested in the same things
- a). I only
  - b). I and II only
  - c). II and III only
  - d). I, II, and III
- vi) According to the passage, a ghostwriter is someone who-
- I. writes about mysterious or strange events
  - II. does not receive credit as the author
  - III. bases his or her books on predetermined guidelines
- a) I only
  - b) I and II only
  - c) II and III only
  - d) I, II and III
- vii) Edward Stratemeyer's company published books specially for-
- a) teenagers
  - b) women
  - c) children
  - d) adults
- viii) While making of each book of the series, which one of the following work was NOT done by E Stratemeyer-

- a) deciding the plot.
  - b) deciding the setting.
  - c) writing the book.
  - d) publication.
- ix) The books were rather bought than borrowed from library by the children as-
- I. They were not available in the local libraries
  - II. The librarians refused to include them in their collection
  - III. They were very cheap so were easily affordable
- a) I only
  - b) I & II
  - c) III only
  - d) I & III
- x) Which of the following does not exactly mean "popular" -
- a) favourite
  - b) admired
  - c) well known
  - d) well liked.
- xi) As used in paragraph 3, which is the best definition for surmised?
- a) guessed
  - b) questioned
  - c) knew
  - d) proved
- xii) Which one of the following is NOT a synonym of the word, 'Initial'
- a) first
  - b) latest
  - c) foremost
  - d) earliest.

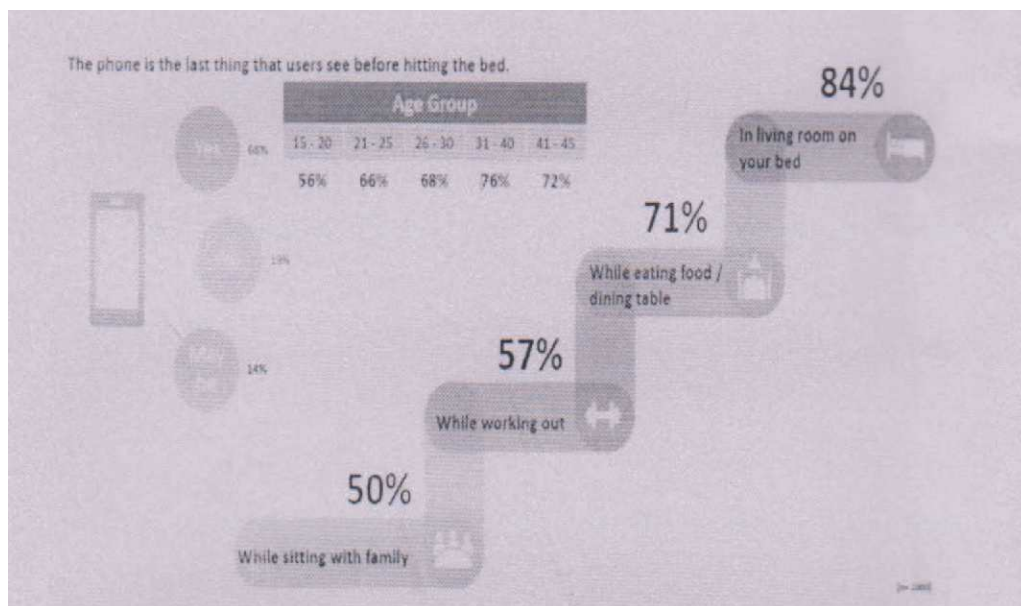
### **PASSAGE - 5**

**Read the passage given below and answer the questions that follow:-**

1. The Covid-19 pandemic tightened the grip of smartphones on its users, and this started to have a negative impact on the mental and physical health of users, with a majority worrying about their smartphone addiction. That was the key finding of a study titled 'Smartphones and their impact on human relationships 2020.
2. While many users report that lockdowns and work from home resulted in more time being spent with family members, the averages time spent on

smartphones continued to rise. One major finding of the study was that since 2019 there had been a major jump in the daily hour usage of smartphones per user. "There is nearly a 39 percent increase in smartphone usage from 2019. Last year, the duration in hours was at 4.5 hours, and this has increase to nearly 7 hours now," Marya pointed out. In particular office work has increased for many users, adding to increased time spent on smartphones. "We saw the office work has increased by 75 percent, calling by 63 percent, OTT by 59 percent, video consumption by 56 percent, social media usage by 55 percent, social media usage by 55 percent and gaming around 45 percent" he added.

3. While time spent on smartphones drastically, users were more worried about the addiction and its impact on their relationships. Nearly 89 percent users surveyed agreed that excessive use of smartphones is having an impact on the quality of time spent with loves ones.



4. About 70 percent of those surveyed agreed that this excessive usage of smartphones was impacting their mental and physical health, while 84 percent of users check their phones within 15 minutes of waking up. In fact 88 percent of people feel completed to check their smartphones frequently compared to 52 percent in 2019.
5. The smartphone is also omnipresent, be it while eating with the family or working out or in the living room or in the bedroom. The study also showed that higher age groups has higher usage of smartphones on a

daily basis. The impact of smartphones on a user's mood is also clear as 74 percent of those surveyed said that they feel moody or irritable without their smartphones. This was only 33 percent last year. Worryingly 73 percent of the users said they feel isolated when they are without their smartphones, which is another big jump from 39 percent in 2019.

6. However, users are not oblivious to their smartphone addiction problems. Nearly 73 percent of the users believe that they would be happier if they could choose to switch off their smartphones periodically. Still, the actual step is being taken by just 18 percent of users, who admitted to having switched off their phones on their own for more than one hour.

On the basis of your understanding of the passage, answer ANY TEN questions from the twelve that follow.

1. The Covid-19 pandemic resulted in-
  - a) work from home
  - b) Increase in smartphone usage
  - c) Increased social media usage
  - d) All of the above.
2. In the line "While time spent on smartphones increased drastically, users were more worried about the addiction and its impact on their relationships." The word drastically does not mean.
  - a) extremely
  - b) highly
  - c) slightly
  - d) calmly
3. Fill in the blanks. "There is nearly a \_\_\_\_ percent increase in smartphone usage from 2019."
  - a) 39
  - b) 33
  - c) 74
  - d) 29
4. According to the survey conducted, how many users check their phones within 15 minutes of waking up ?
  - a) 85%
  - b) 39%
  - c) 74%



- d) 84%
5. Which word from the following mean present everywhere at the same time ?
- a) oblivious
  - b) pandemic
  - c) omnipresent
  - d) excessive
6. According to the text which of the following is true about the usage of smartphones amongst users ?
- a) Last year, the duration was at 4.5 hours, and this has increased to nearly 6 hours now
  - b) Last year, the duration was at 4.5 hours, and this has increased to nearly 7 hours now
  - c) Last year, the duration was at 4.5 hours, and this has increased to nearly 7.5 hours now
  - d) Last year, the duration was at 4.5 hours, and this has increased to nearly 8 hours now
7. In the image above, 71% of people use their smartphones -
- a) While working out
  - b) While sitting with family
  - c) while eating food/dinning table
  - d) in living room/bed
8. What is the definition of excessive ?
- a) going beyond the necessary or proper limit
  - b) very high priced, costly
  - c) of less than normal size, week
  - d) important, significant
9. Fill in the blank. Nearly 73 percent of the users believe that they would be \_\_\_\_\_ if they could choose to switch off their smartphones periodically.
- a) excited
  - b) sad
  - c) happier
  - d) anxious
10. Which of the following age group has the maximum users for whom the

- phone is the last thing they see before hitting the bed ?
- a) 41-45
  - b) 31-40
  - c) 21-25
  - d) 26-30
11. What percentage of user feel isolated when they are without their smartphones ?
- a) 73%
  - b) 72%
  - c) 84%
  - d) 39%
12. Smartphones have had their impact on-
- a) the quality of time spent with loved ones
  - b) mental and physical health
  - c) user's mood
  - d) All of the above

#### **PASSAGE-6**

1. "There is a need to define morality; let man be simply compassionate." This sentence expresses the basic essence of morality: the extent to which it relies on compassion for its definition. For when we think about it, it is that truly human feeling of compassion which is the basis of morality.
2. Morality rests for its very meaning on the concepts of 'good' and 'bad' where good refers to all thoughts and deeds that do not aim at or accomplish any harm or injury or do not involve an attempt to inflict sufferings on others. Thus, morality is based on man's ability to understand, being able to sympathise, feel kindness and sorrow for and identify himself with the sufferings of his fellowmen. So, only compassion can give rise to moral thoughts and feelings.
3. Depriving a person of what is his or what must belong to him-what is called stealing-for selfish ends, taunting or insulting others through words or actions for the purpose of self-gratification, violence-expressed verbally or acts of torture, killing etc. contradict morality as well as inner feeling of compassion and kindness.
4. When we talk of social morality of any kind, what comes into play is our ability to feel for the well-being of our society. A certain moral code of

conduct is ultimately necessary to ensure that the society does not fall prey to degeneration of values, which would lead to rampant sufferings and chaos. It is a concern to help society by safeguarding it from unwanted ills and malaises and ensuring its well-being. Society's concerns are our concerns: anything capable of causing a detrimental impact on it in the short-term or in the course of time is ultimately bound to affect us.

5. There is a need to realize that man must continue to feel compassion for the sake of him as well as the society. But like any other human trait, compassion ought to be continually exercised if it is to remain a dominant force. Unfortunately, in modern society what we witness is a complete lack of kindness and sympathy between fellow beings. One can only shake one's head and say that just like other cherished values even compassion is getting eroded in the hustle and bustle of the mechanical existence of these times. What remains is material values that look only towards immediate personal gains and in the process rid man of whatever 'humanness' is left in him.

**Answer any TEN questions from the twelve given below:**

1. **To define morality, one relies on:**
  - a) values
  - b) compassion
  - c) human feelings
  - d) all of these
2. **The good in morality deals with:**
  - a) not inflicting sufferings on others
  - b) men being able to sympathize
  - c) feel kindness and sorrow for others
  - d) all of these
3. **Morality is based on:**
  - a) differences between good and bad
  - b) man's ability to understand and sympathize
  - c) inducing sufferings for others
  - d) giving rise to oral thoughts
4. **What is gratification?**
  - a) depriving a person of his necessities
  - b) killing inner feelings of morality
  - c) pleasing oneself
  - d) taunting people for fun

5. **How can one ensure that society does not suffer?**
- a) By teaching them the lesson of morality
  - b) By preaching the lessons of Buddha
  - c) By following a model code of conduct
  - d) By feeling for the well-being of society
6. **How are the society's concerns our concerns?**
- a) capable of having a detrimental impact immediately
  - b) the world is a small place. one has to bear the consequences
  - c) what goes around, comes around, our karma
  - d) in due course of time, these concerns are bound to affect everyone
7. **Man must continue to feel compassion for:**
- A) His family
  - B) His friends
  - C) Himself
  - D) The society
  - a. Only A and B
  - b. Only C and D
  - c. Only A, C and D
  - d. All of these
8. **What does one witness in modern society?**
- A. Material values hold importance
  - B. There is no humility left in society
  - C. Complete lack of sympathy between fellow beings
  - D. Compassion being eroded in machines
  - a. Only A and B
  - b. Only C and D
  - c. Only A, B and C
  - d. All of these
9. **Find a word similar in meaning to 'impose' in paragraph 2:**
- a. inflict
  - b. accomplish
  - c. attempt
  - d. identity

10. Find a word similar in meaning to 'widespread' in paragraph 4:
- degeneration
  - malaises
  - rampant
  - concern
11. Find a word opposite in meaning to 'widespread' in paragraph 5:
- hustle
  - trait
  - dormant
  - eroded
12. Which of the following will be the most appropriate title for the passage?
- Compassion
  - Immorality
  - Morality
  - Mindfulness

#### **PASSAGE-7**

**Read the passage given below.**

1. An **air quality index (AQI)** is used by government agencies to communicate to the public how polluted the air currently is or how polluted it is forecast to become. Public health risks increase as the AQI rises. Different countries have their own air quality indices, corresponding to different national air quality standards. Some of these are the Air Quality Health Index (Canada), the Air Pollution Index (Malaysia), and the Pollutant Standards Index (Singapore).
2. The AQI can increase due to an increase of air emissions (for example, during rush hour traffic) or from a lack of dilution of air pollutants. Stagnant air, often caused by low wind speeds lets air pollution remain in a local area, leading to high concentrations of pollutants, chemical reactions between air contaminants and hazy conditions.
3. The National Air Quality Index (AQI) was launched in New Delhi on September 17, 2014, under the Swachh Bharat Abhiyan.  
The Central Pollution Control Board along with State Pollution Control Boards has been operating National Air Monitoring Program (NAMP) covering 240 cities of the country having more than 342 monitoring

stations. An Expert Group comprising medical professionals, air quality experts, academia, advocacy groups, and SPCBs was constituted and a technical study was awarded to IIT Kanpur.

4. IIT Kanpur and the Expert Group recommended an AQI scheme in 2014. While the earlier measuring index was limited to three indicators, the new index measures eight parameters.

The continuous monitoring systems that provide data on near real-time basis are installed in New Delhi, Mumbai, Pune, Kolkata and Ahmedabad.

5. There are six AQI categories, namely Good, Satisfactory, Moderately polluted, Poor, Very Poor, and Severe. The proposed AQI will consider eight pollutants (PM<sub>10</sub>, PM<sub>2.5</sub>, NO<sub>2</sub>, SO<sub>2</sub>, CO, O<sub>3</sub>, NH<sub>3</sub>, and Pb) for which short-term (up to 24-hourly averaging period) National Ambient Air Quality Standards are prescribed.
6. Based on the measured ambient concentrations, corresponding standards and likely health impact, a sub-index is calculated for each of these pollutants. The worst sub-index reflects overall AQI. Likely health impacts for different AQI categories and pollutants have also been suggested, with primary inputs from the medical experts in the group.

**AQI Category, Pollutants and Health Breakpoints**

AQI Category (Range)	PM <sub>10</sub> (24hr)	PM <sub>2.5</sub> (24hr)	NO <sub>2</sub> (24hr)	O <sub>3</sub> (8hr)	CO (8hr)	SO <sub>2</sub> (24hr)	NH <sub>3</sub> (24hr)	Pb (24hr)
Good (0–50)	0–50	0–30	0–40	0–50	0–1.0	0–40	0–200	0–0.5
Satisfactory (51–100)	51–100	31–60	41–80	51–100	1.1–2.0	41–80	201–400	0.5–1.0
Moderately polluted (101–200)	101–250	61–90	81–180	101–168	2.1–10	81–380	401–800	1.1–2.0
Poor (201–300)	251–350	91–120	181–280	169–208	10–17	381–800	801–1200	2.1–3.0
Very poor (301–400)	351–430	121–250	281–400	209–748	17–34	801–1600	1200–1800	3.1–3.5
Severe (401–500)	430+	250+	400+	748+	34+	1600+	1800+	3.5+

The AQI values and the corresponding likely associated health impacts for the identified eight pollutants are as follows:

AQI	Associated Health Impacts
Good (0–50)	Minimal Impact
Satisfactory (51–100)	May cause minor breathing discomfort to sensitive people.
Moderately polluted (101–200)	May cause breathing discomfort to people with lung disease such as asthma and discomfort to people with heart disease children and older adults.
Poor (201–300)	May cause breathing discomfort to people on prolonged exposure and discomfort to people with heart disease.
Very Poor (301–400)	May cause respiratory illness to the people on prolonged exposure. Effect may be more pronounced in people with lung and heart diseases.
Severe (401–500)	May cause respiratory impact even on healthy people, and serious health impacts on people with lung/heart disease. The health impacts may be experienced even during light physical activity.

On the basis of your understanding of the passage attempt **ANY TEN** questions from the twelve that follow.

1. In the line-" Different countries have their own air quality indices, corresponding to different national air quality standards" the word corresponding DOES NOT refer to —
  - a) correlate with
  - b) disagree with
  - c) compatible with
  - d) agree with
2. The AQI can increase due to -
  - a) Swachh Bharat Abhiyan
  - b) more dilution of air pollutants
  - c) lack of dilution of air pollutants
  - d) fast moving winds
3. When was the National Air Quality Index (AQI) launched in New Delhi?
  - a) 17th September 2015
  - b) 27th September 2014
  - c) 07th September 2016
  - d) 17th September 2014
4. Which of the following pollutants is NOT included in the AQI measurement?
  - a)  $\text{NH}_3$
  - b)  $\text{PM}_{2.5}$
  - c)  $\text{NO}_3$
  - d) CO
5. The Central Pollution Control Board along with State Pollution Control Boards has been operating
  - a) National Pollutant Monitoring Program
  - b) National Air Monitoring Program
  - c) National AQI Monitoring Program
  - d) National Air Measuring Program
6. Which of the following is NOT a synonym of the word pollutants?
  - a) contaminants

- b) purifier
  - c) adulterants
  - d) impurities
7. In the given table the range of 51-100 of the pollutant O<sub>3</sub> is considered -
- a) poor
  - b) moderately polluted
  - c) good
  - d) satisfactory
8. A very poor AQI has the following associated health impacts -
- a) may cause respiratory illness to the people on prolonged exposure
  - b) may cause breathing discomfort to people on prolonged exposure
  - c) may cause respiratory impact even on healthy people and serious health impacts on people with lung/heart diseases
  - d) may cause minor breathing discomfort to sensitive people
9. Which of the following pollutants does NOT have a 24-hourly averaging period?
- a) NH<sub>3</sub>
  - b) PM<sub>2.5</sub>
  - c) O<sub>3</sub>
  - d) NO<sub>2</sub>
10. The continuous monitoring systems that provide data on near real-time basis are installed in which of the following group of cities ?
- a) New Delhi, Ahmedabad, Kolkata, Pune, & Mumbai
  - b) New Delhi, Ahmedabad, Ranchi, Pune, & Mumbai
  - c) New Delhi, Gandhinagar, Kolkata, Pune, & Mumbai
  - d) New Delhi, Ahmedabad, Kolkata, Pune, & Hyderabad
11. Which of the following does SPCB stand for-
- a) State Pollution Check Board
  - b) Special Pollution Control Board
  - c) State Pollution Control Board
  - d) Standard Public Control
12. How is an Air Quality Index (AQI) used by the government agencies?
- a) to communicate to the international agencies how polluted the air currently is or how polluted it is forecast to become.

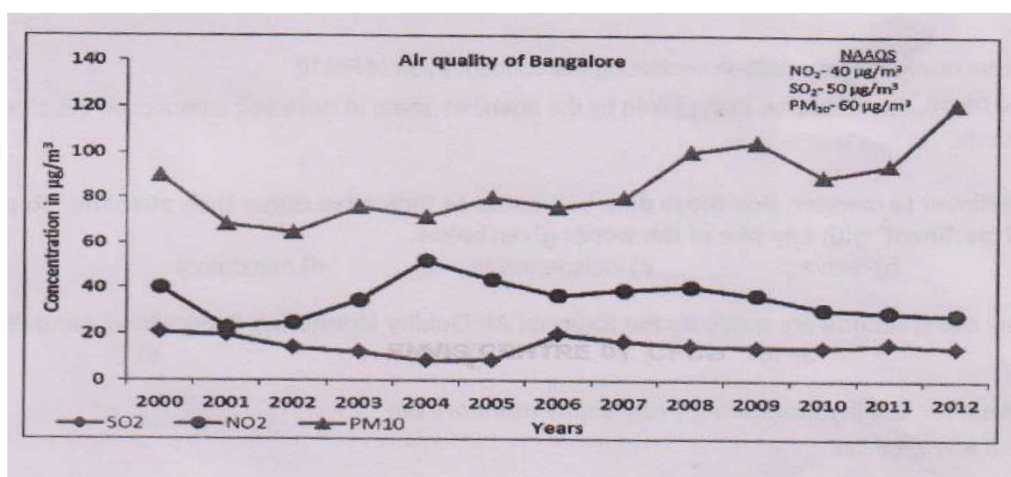


- b) to communicate to the public how pure the air currently is or how purified it was in the previous week.
- c) to communicate to the public how polluted the air currently is or how polluted it is forecast to become.
- d) to communicate to the cabinet of ministers how pure the air currently is or how clean it is forecasted to become.

### **PASSAGE-8**

1. The Central Pollution Control Board (CPCB), statutory organisation, was constituted in September, 1974 under the Water (Prevention and Control of Pollution) Act, 1974. Further, CPCB was entrusted with the powers and functions under the Air (Prevention and Control of Pollution) Act, 1981.
2. It serves as a field formation and also provides technical services to the Ministry of Environment and Forests of the provisions of the Environment (Protection) Act, 1986. Principal Functions of the CPCB, as spelt out in the Water (Prevention and Control of Pollution) Act, 1974, and the Air (Prevention and Control of Pollution) Act, 1981, (i) to promote cleanliness of streams and wells in different areas of the States by prevention, control and abatement of water pollution, and (ii) to improve the quality of air and to prevent, control or abate air pollution in the country.
3. To assess air pollution in India, Central Pollution Control Board (CPCB) is executing a nation-wide programme of ambient air quality monitoring known as National Air Quality Monitoring Programme (NAMP). The network consists of 793 operating stations covering 344 cities/towns in 29 states and 6 Union Territories of the country.
4. Under N.A.M.P., three air pollutants viz., Sulphur Dioxide (SO<sub>2</sub>), Nitrogen dioxide (NO<sub>2</sub>) and Reparable Suspended Particulate Matter (RSPM/PM<sub>10</sub>) have been identified for regular monitoring at all the locations. The monitoring of meteorological parameters such as wind speed and direction, relative humidity and temperature was also integrated with the monitoring of air quality. The monitoring of pollutants is carried out for 24 hours with a frequency of twice a week, to have 104 observations in a year.
5. The monitoring is being carried out by CPCB; State Pollution Control Boards; Pollution Control Committees; National Environmental Engineering Research Institute (NEERI), Nagpur. CPCB co-ordinates

with the other agencies to ensure the uniformity, consistency of air quality data and provides technical and financial support to them for operating the monitoring station. N.A.M.P. is being operated through various monitoring agencies, large number of personnel and equipment are involved in the sampling, chemical analyses, data reporting etc. It increases the probability of variation and personnel biases reflecting in the data. hence it is pertinent to mention that these data be treated as indicative rather than absolute.



**Answer the following questions by choosing the most appropriate option:**

- 1. The monitoring of air quality twice a week is being accomplished by the following agencies:**
  - a) State Pollution Control Boards, National Environmental Engineering Research Institute, National Air Quality Monitoring Programme and Central Pollution Control Board.
  - b) Central Pollution Control Board, WHO, National Environmental Engineering Research Institute and State Pollution Control Boards.
  - c) National Environmental Engineering Research Institute, State Pollution Control Boards, Pollution Control Committees and National Air Quality Monitoring Programme.
  - d) Pollution Control Committees, Central Pollution Control Board, National Environmental Engineering Research Institute and State Pollution Control Boards.
- 2. The maximum difference in the concentration of Sulphur dioxide**

**and Nitrogen dioxide was in the year**

- a) 2001      b) 2004      c) 2006      d) 2012

**3. Which of the following statements would be true for the year 2012?**

- a) The concentration of PM10 saw a spike whereas the concentration of Sulphur dioxide and Nitrogen dioxide saw a steady decline.
- b) The concentration of Sulphur dioxide and Nitrogen dioxide saw a spike whereas the concentration of PM10 saw a steady decline.
- c) The concentration of Sulphur dioxide was observed to be the lowest in the last ten years.
- d) The concentration of Sulphur dioxide and Nitrogen dioxide was similar to the one observed in the year 2000.

**4. Which of the following words is similar in meaning to the word, 'observe'?**

- a) monitor      b) analyse      c) execute      d) reflect

**5. Which of the following statements is not true with respect to the air quality in Bangalore?**

- a) the concentration of Sulphur dioxide has no relation to the concentration of PM10.
- b) the measures taken by the agencies has not helped in bringing down the concentration of Nitrogen dioxide.
- c) the agencies have failed dismally in controlling the concentration of PM10
- d) Except for PM10, the measures being taken by the agencies seem to have some impact on the other two pollutants.

**6. it is pertinent to mention that these data be treated as indicative rather than absolute.' Replace the word 'pertinent' with any one of the words given below.**

- a) wrong      b) relevant      c) indispensable      d) mandatory

**7. How many observations are made by the National Air Quality Monitoring Programme annually?**

- a) 793      b) 104      c) 344      d) 29

**8. The National Air Quality Monitoring Programme monitors the**

- a) wind speed and direction
- b) monitoring of air pollutants
- c) relative humidity and temperature
- d) all the above

**9. Why does CPCB co-ordinate with other agencies?**

- a) To ensure reliability of air quality data.
- b) To treat the data as absolute.
- c) To monitor meteorological parameters.
- d) To assess air pollution in India.

**10. The PM in PM10 stands for\_.**

- a) Pertinent Mention
- b) Programme Monitoring
- c) Particulate Matter
- d) None of these

**11. Which of the following statement/s are true :**

- (i) CPCB serves as a field formation and also provides technical services to the Ministry of Environment.
  - (ii) It functions only to improve the quality of air and to prevent, control or abate air pollution in the country.
  - (iii) CPCB was constituted in September, 1974.
  - (iv) CPCB was entrusted with the powers and functions under the Air (Prevention and Control of Pollution) Act, 1986
- (a) Only (i)
  - (b) (i) and (ii)
  - (c) (i), (ii) and (iii)
  - (d) All statements are true.

**12. The word 'statutory' in the passage means :**

- (a) set by laws
- (b) statue
- (c) informal
- (d) technical

## SECTION-B

### WRITING

#### DIARY ENTRY (5 Marks)

Diary writing is one of the most personal and informal categories of writing. A diary writing can be based on an experience, a scene, a description or a narration of certain event or any other thing or activity that the writer considers worth writing in his/her personal diary.

In the examination, the question on diary writing is aimed to test the imaginative, and expressive skills.

#### GUIDELINES FOR DIARY WRITING

A diary entry has no fixed format or style of writing. However, a good diary entry does contain the following features:

1. A good diary writing contains the place, the date, the day and even the time of writing. For example:  
Agra 20th July, 20XX  
Friday, 8:00 p.m.
2. A diary doesn't need any formal heading. However, it is optional. If you want, you can give a suitable heading or solution to your diary. You can even give a name to your diary .
3. The style and tone is generally informal and personal. However, it depends on the subject. Sometimes the tone can be philosophical and reflective too. You can freely express your viewpoints and feelings.
4. As the diary is a writer's personal document, the diary entry doesn't need any signature It is totally optional.
5. You can evolve your own suitable style depending on the topic of your writing.

**\* As per the CBSE syllabus, you are required to write a diary/article in about 100-120 words.**

#### FORMAT OF WRITING A DIARY ENTRY

PLACE :

DATE :

DAY :

Time :

Dear Diary (Optional)

Body (content) (100-120 words)

.....
.....
.....
.....
.....
.....
.....
Name/Sign

Write a diary in about 100-200 words based on visual or verbal inputs.

**SOLVED EXAMPLE**

Q. Margie is totally shocked to see a real book. She decides to write a diary entry about the strange old book. Write the diary entry as Margie in about 100-120 words.

A. 21st May, 2157

Monday

Dear Diary

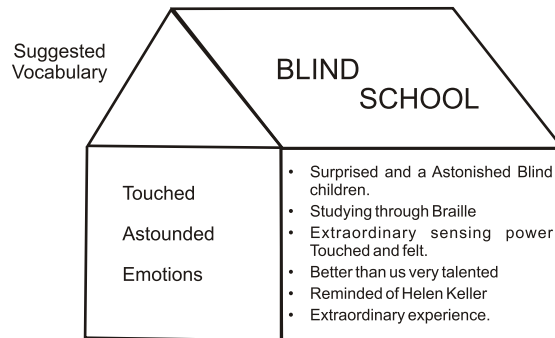
A very strange thing happened today. My brother Tommy found a real book. Yes, it is a real book as our grandfather told us. It seems to be very weird. It has some letters and lines printed on pages which have become yellow and crinkly. And the words remain still on the page. It is really funny as well as irritating to turn each and every page after you have finished reading it. Also it is a great wastage of resources as after completing the book one will just throw it away. But Tommy is behaving as if he has found some lost treasure. I found the book to be very funny. I think my e-books are better. Atleast, I don't need to take care and prevent them from getting torn or lost.

Margie

**UNSOLVED**

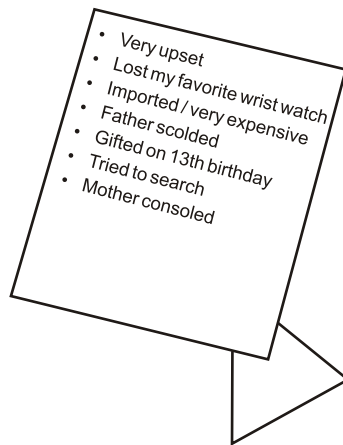
1. Krishna went to visit a blind school as a part of their social service and moral education class. He/She was so touched by the experience that he/she decided to share his/her feelings in a diary entry. Using the value points given below and your own ideas, write the diary entry in about 100-120 words.

\* Suggested vocabulary and value points.



2. Meera lost her favourite wrist watch while she had gone for a picnic with her school friends. Being sad and upset, she writes a diary entry to vent out her feelings. Write the diary entry for her in not more than 100-120 words.

Value Points:-



Suggested Vocabulary

dejected
consoled
Learning experience



Figure for Q. 3.

Ques.3 Look at the picture above. Imagine yourself to be Anurag / Anuradha. You also decided to participate in the car-free day and for one whole day you used public transport to go to your office. Write a diary entry describing your experience of the day.

**5 Marks**

Ques.4 You always wanted to have a pet at home but your mother did not. Your grandparents, knowing your desire, gifted you a puppy on your birthday. Write a diary entry describing the day your pet arrived in your home in about 100-120 words.

**5 Marks**

Value Points	Suggested Vocabulary
<ul style="list-style-type: none"> <li>• delighted to have pet</li> <li>• thanked grandparents</li> <li>• made arrangement for its food, bedding</li> <li>• convinced mother</li> <li>• took responsibility for it daily care.</li> </ul>	Jovial mood grateful cuddle. bark pat

### ARTICLE WRITING

**5 Marks**

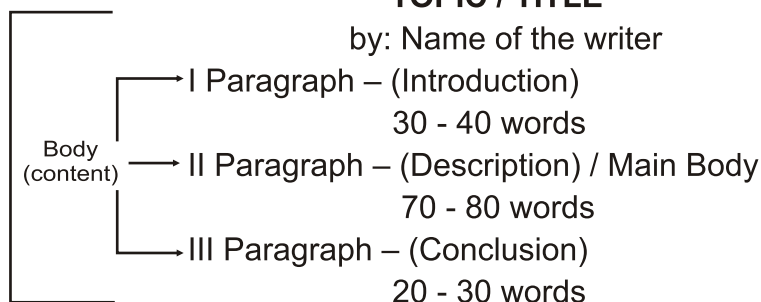
Article is a piece of writing that focuses on collection of ideas of the writer on a particular topic in an organised manner. It should give opinions and thoughts as well as facts. It is in a less formal style than a report. Following points should be kept in mind while writing an article.

- Provide a brief introduction to the topic . It can be general
- Gradually move to description covering all aspects of the topic.
- Conclude the article with a suitable suggestions, keeping in mind the points discussed in the main body.

### FORMAT OF ARTICLE

#### TOPIC / TITLE

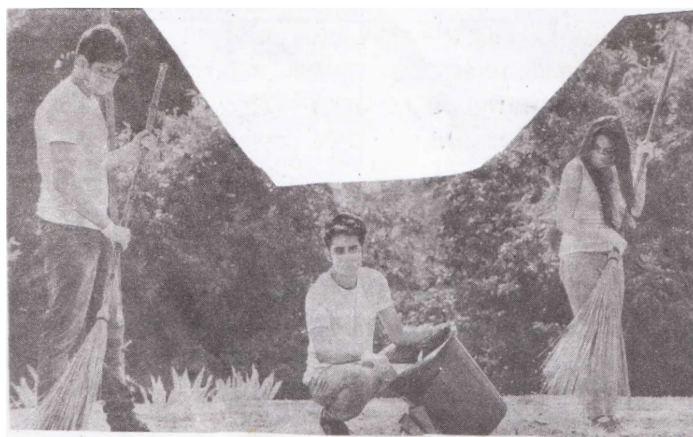
by: Name of the writer





### **SOLVED QUESTION**

1. Look at the picture below. It focuses on how youth can participate in the cleanliness of the country Based on this and your own ideas, write an article in about 100-150, words on 'ROLE OF YOUTH IN CLEANLINESS PROGRAMME.



### **ROLE OF YOUTH IN CLEANLINESS PROGRAMME**

**By XYZ**

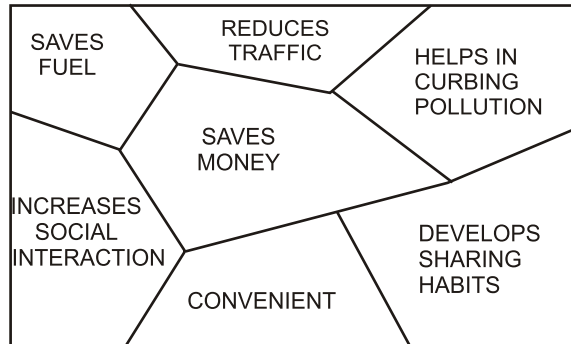
Swachh Bharat Mission or Cleanliness Programme is a huge mass movement which was launched by the Indian Government on October 2, 2014. The success of any Programme depends on the youth of its nation because Youth is considered as the voice and the future of the nation.

Youth is the best bet in achieving any goal or mission. India needs the power of youth to achieve all her cleanliness and developmental goals. Without their involvement nothing can end successfully. Youth may take initiatives in keeping the surroundings clean and green. Amit Abraham has very rightly remarked, "Clean your mind and our country will automatically get dry cleaned." Youth which is so energetic and dedicated can do phenomenal work in making cleanliness a successful campaign. The best way to begin this drive is your home, street, mohalla, locality, city, state and then, the entire nation.

To sum up all the points we can say that India has immense youth power which is to be channelized. The entire nation will automatically become clean.

### UNSOLVED QUESTIONS

1. Given below is a table with advantages of "Car Pooling". Using ideas from the table and your own ideas, write an article on **BENEFITS OF CAR POOLING**. **5 Marks**



2. India is a country of various cultures and religions. There is a vast variety of food, dresses and dances here. Based on the picture given below and your own ideas, write an article in about 100-150 words on the topic, **"Unity in Diversity in India"**. **5 Marks**

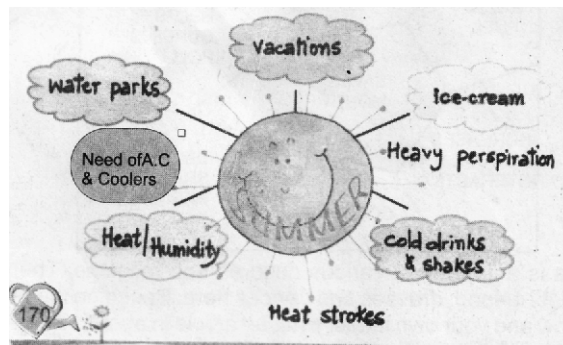


3. Keeping oneself fit is very essential these days. Morning walk is a very good exercise to keep fit. Based on the clues given below and the picture, write an article in about 100-150 words on the topic, **"BENEFITS OF MORNING WALK"** **5 Marks**
- Easy and good exercise
  - Can be practised by all age groups
  - Keeps body and mind fit

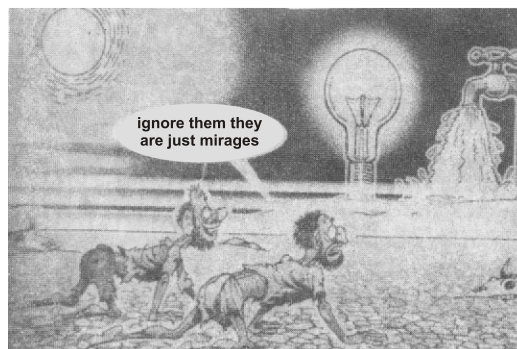
- Enhances pleasure
- Removes stress
- Helpful in curing obesity.



4. Look at the word-web about 'SUMMER SEASON' given below. Using the verbal hints given in the web, write an article in about 100-150 words on the topic "JOYS AND HARDSHIPS OF SUMMER"
- 5 Marks**



5. Look at the cartoon given below and write an article on the topic "CONSERVATION OF RESOURCES: Need of the hour" in about 100-150 words.
- 5 Marks**



## DESCRIPTIVE PARAGRAPH

### FORMAT

Under this head you may be asked to describe a person based on the input given. It is a first person account of the event or incident.

Format : Heading

Language : Should be semi-formal. Try to be simple but attractive and appealing.

### SOLVED EXAMPLE

1. Taking the information given below in the input, develop it into a paragraph (100-150 words). You Can invent your own details.

**Hints:** Bismillah learnt from uncle Ali Bux— Vishnu temple of Benaras Balaji and Mangla Maiya temples on Ganga—favourite places for Bismillah —selected for All India Radio (1938)—honour of playing shehnai on 15th August 1947 Goonj Uthi Shehnai' film—songs famous—performed in USA. Canada etc.- Fond of Benaras-Symbol of India's composite culture—Awarded Bharat Ratna in 2001.

### Bismillah Khan

Ans. Bismillah Khan was the greatest Shehnai player India has ever produced. He was fascinated by the 'Shehnai' playing of his uncle at the Vishnu temple in Benaras. He became his disciple. Balaji temple at the bank of the holy Ganga was his favourite place. He played Shehnai there. Mangla Maiya temple also attracted him. In 1938, he was selected for the All India Radio. Lucknow. He was the most popular Shehnai player on radio. When India got independence on 15th of August 1947, Bismillah Khan became the first Indian to greet the nation with his Shehnai. Famous film director Vijay Bhat was so impressed by him that he named a film 'Goonj Uthi Shehnai'. The song 'Dil ka khilona hai toot gaya' became a nationwide superhit. Bismillah Khan was recognised and honoured by many countries. He gave his performances in the USA, UK and at various other places. He was totally devoted to Benaras and the river Ganga. He missed them when he was abroad. Bismillah Khan was a symbol of rich and composite culture of India. He was awarded the highest civilian award the 'Bharat Ratna' in 2001.

## DESCRIPTIVE PARAGRAPH

### UNSOLVED

1. Taking the information given below in the input, develop it into a paragraph (100-120 words). You can invent your own details.

**Hints :** My favorite leader is - Name - Qualities of true leader - honest, hardworking, humble - different from other leaders - no desire of name - fame - Mission - service to the nation - Expectation from him - to take country to greater heights

2. One day you booked an Ola cab for your office. Unfortunately, you forgot your wallet in the cab. The driver came to your office and returned your wallet. You were moved by his gesture. Describe him in 100-120 words.
3. Read the following information on Pandit Jawaharlal Nehru and write a descriptive paragraph in 100-120 words  
Date of Birth Nov 14, 1889  
Date of death May 27, 1964  
1st Prime Minister of India  
In office  
15 August 1947 – 27 May 1964  
Children Indira Gandhi  
Parents Pandit Motilal Nehru Swarup Rani Nehru
4. This year you visited your village and stayed with your grandmother for two months. She took good care of you. You admire her for her kind and hardworking nature. Describe your grandmother in 100-120 words.

## STORY WRITING

**10 MARKS**

Story writing requires a lot of creativity and imagination

Some important points to be kept in mind while writing a story are :

- Think of a plot.
- Decide about the characters.
- Give it a suitable title.
- Use simple, easy to understand language
- Write short sentences.

- Maintain coherence, i.e. your sentences should be logically connected.
- Try to bring out a moral or message in the end.

### STORY WRITING (SOLVED QUESTIONS)

1. Given below is a picture. After observing the picture complete the story in about 100-120 words. Also provide a suitable title to the story. **5 Marks**



#### A VISIT TO THE FAIR

Anu and Rahul were very happy. Their mother had taken them to the fair which was held in their grandparents' village. The fair was a place of great pomp and show. There were shops of general items, toys and sweets. All were decorated nicely and attracted the people of all age groups. We saw huge crowd at almost every shop. Men and Women were in gaudy dresses.

There was hustle and bustle everywhere in the fair. All were enjoying it in their own way. Some children were riding on the horses and some in cars. There were hawkers too at several places, all were crying in different tones to sell their goods. One of the hawkers was selling his balloons and some children were buying them. Ladies were also very busy in buying goods of household utility. We saw in one corner some foretellers. They were telling the future but I do not believe in fate. I believe in hard work which alone can bring success in life. There were good police arrangements to maintain law and order.

In the evening, the fair came to an end. People began to return to their homes. We too came back with a nice feeling.

### UNSOLVED QUESTIONS

1. Write a story in about 100-120 words using the hints given below. Also provide a suitable title to it. **5 Marks**



Pihu the only daughter – Rich parents – Pampered child – Became illdisciplined and lazy – Grandmother came from village – Decided to reform her – Gave one task each day – On completion Pihu got a reward – Grandmother cooked food with her – Taught her the value of time – Pihu realised her mistake

2. There is a picture shown below. Taking ideas from the picture and the given value points complete the story. Also provide a suitable title to the story. The story should be in about 100-120 words.

**5 Marks**

Karan had gone for an evening walk. Today his friend Arjun was not with him, so he was alone. He crossed the nearby hill and reached vast grassland. Suddenly he saw .....

Value Points

- A big open space
- A man in a strange dress
- Like a superman



- Ques 3 Mohan wrote just a few lines but couldn't develop the story he wanted to write. Taking help from the inputs given below and the introductory lines written by Mohan, complete the story.

'The celebrated archer Guru Dronacharya taught the royal princes the finer points of archery. One day he wanted to test....

Outline : selected a tree in forest .... placed a wooden bird on bare branch .... were to hit the bird in the eye .... Yudisthir stepped forward ..... "can you see me?" asked Dronacharya . 'yes' replied Yudisthir .... asked him to put down the bow .... each prince replied the same ..... asked to retire from the competition ..... finally Arjun came .... "Arjuna, do you see me ?" asked Dronacharya. "I see only my target," said Arjuna ..... Arjuna hit the bird's eye.

## GRAMMAR

Ten Multiple Choice Questions, out of twelve to be answered Questions will be based on the following :

**10 Marks**

1. Tenses
2. Modals
3. Use of Passive Voice
4. Subject - Verb Concord
5. Reporting

- (i) Commands and Requests
- (ii) Statements
- (iii) Questions
- 6. Clauses :
  - (i) Noun clauses
  - (ii) Adverb clauses of condition and time
  - (iii) Relative clauses
- 7. Determiners
- 8. Prepositions

### Type 1. Gap Filling (With Answers)

Complete the following passage by choosing the most appropriate options from the ones given below. Write your answer in the answer sheet against the correct blank numbers.

1. Pranjal and Hardik are twins. They sit at (a) \_\_\_\_\_ table. There is cake and juice (b) \_\_\_\_\_ them. Mother is about to (c) \_\_\_\_\_ the cake, but Hardik grabs a handful and puts it in his mouth.
 

1) i) lead	ii) an	iii) the	iv) those
2) i) from	ii) for	iii) with	iv) on
3) i) slice	ii) sliced	iii) slicing	iv) has sliced
2. Building of the Great Wall is (a) \_\_\_\_\_ as an example to show (b) \_\_\_\_\_ walls were (c) \_\_\_\_\_ essential part of Chinese culture.
 

1) i) cited	ii) citing	iii) cite	iv) to cite
2) i) which	ii) who	iii) that	iv) how
3) i) the	ii) an	iii) a	iv) to
3. In Rajasthan, five people were killed (a) \_\_\_\_\_ their house collapsed in Phool Baroda village in Baran district due to incessant rain (b) \_\_\_\_\_ Saturday Morning that (c) \_\_\_\_\_ a flood like situation in several parts of the state.
 

a) (i) which	(ii) what	(iii) when	(iv) who
b) (i) since	(ii) for	(iii) from	(iv) to
c) (i) create	(ii) created	(iii) creates	(iv) is creating
4. Tanya is the girl (a) \_\_\_\_\_ stood first in class IX. She is very happy (b) \_\_\_\_\_ gifts that were given to her. She (c) \_\_\_\_\_ to eat chocolates while watching a TV show.
 

a) (i) whom	(ii) whose	(iii) that	(iv) who
b) (i) by	(ii) with	(iii) from	(iv) of
c) (i) liking	(ii) like	(iii) likes	(iv) liked



5. All of us (a) ..... conserve at least a bucket of water everyday by using (b) ..... scarce resource wisely. We (c) ..... become rich if we have a lot of gold but we would die without water.
- a) i) is                      ii) had                      iii) can                      iv) has  
b) i) the                      ii) a                      iii) most                      iv) for  
c) i) thus                      ii) may                      iii) ought to                      iv) need to
6. Since ancient times, Indian kings (a) ..... pride themselves on the possession of large mango gardens. Akbar (b) ..... great Mughal king planted (c) ..... orchard of one lakh mango trees. He was a gem of a person.
- a) i) Could                      ii) would                      iii) used to                      iv) Need to  
b) i) the                      ii) a                      iii) though                      iv) beside  
c) i) the                      ii) an                      iii) a                      iv) beyond
7. Star gazing is (a) ..... rewarding pastime. One glance (b) ..... the sky on a clear night (c) ..... demonstrate that it offers an infinite source of research and useful study.
- a) i) one                      ii) the                      iii) a                      iv) that  
b) i) at                      ii) upon                      iii) in                      iv) above  
c) i) shall                      ii) should                      iii) will                      iv) would
8. Rabindranath Tagore (a)..... received his early education (b) ..... home was (c) ..... by his cousin. He wrote his first poem at the age of seven.
- a) i) who                      ii) whose                      iii) whom                      iv) which  
b) i) with                      ii) in                      iii) at                      iv) to  
c) i) inspire                      ii) inspires                      iii) inspired                      iv) inspiring
9. Venus and Mars are our neighbours (a) ..... the sky. Venus is nearer to (b) ..... sun and Mars is farther away. Earth is (c) ..... between Venus and Mars.
- a) i) at                      ii) in                      iii) of                      iv) with  
b) i) a                      ii) as                      iii) an                      iv) the  
c) i) placing                      ii) placed                      iii) places                      iv) place
10. Rare and valuable pearls come (a) ..... some species of oysters. Thousands of oysters are collected (b) ..... a handful of pearls. This is (c) ..... reason why natural pearls are expensive.
- a) i) of                      ii) off                      iii) from                      iv) in  
b) i) produce                      ii) to produce                      iii) produced                      iv) produces  
c) i) the                      ii) a                      iii) an                      iv) that

**EXAMINATION BASED UNSOLVED EXERCISE**  
**(GAP FILLING)**

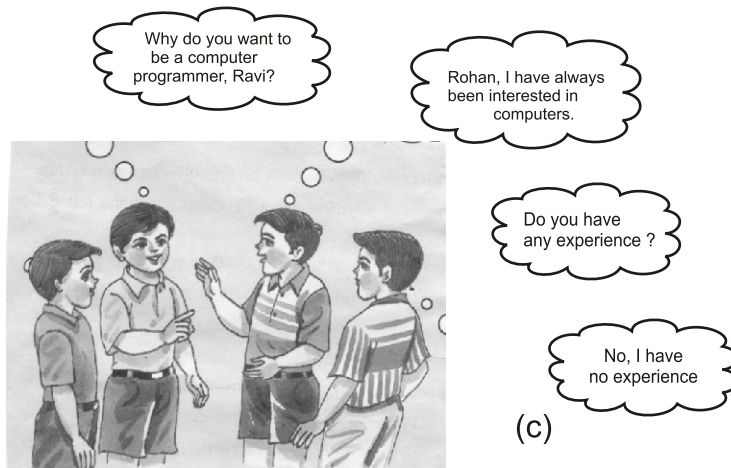
Complete the following passage by choosing the most appropriate options from the ones given below. Write your answer sheet against the correct blank numbers.

1. Ganga river is (a) ..... very sacred river. It is a complete river (b) ..... emerges from the Himalayas and bends (c) ..... the Bay of Bengal.  
a) i) a                      ii) an                      iii) so                      iv) the  
b) i) which                      ii) why                      iii) what                      iv) though  
c) i) in                      ii) to                      iii) into                      iv) of
2. The earliest and (a) ..... most famous collection (b) ..... Indian fables are the Buddhist collections on Gautam Buddha (c) ..... Jatakas which is written in Pali.  
a) i) a                      ii) an                      iii) the                      iv) much  
b) i) for                      ii) of                      iii) upon                      iv) above  
c) i) call                      ii) called                      iii) calling                      iv) calls
3. Indians (a) ..... the fathers of a number of discoveries. They have (b) ..... remarkable history of discoveries (c) ..... Geometry, Algebra, Arithmetic and Medicine.  
a) i) has                      ii) have been                      iii) had                      iv) have  
b) i) a                      ii) an                      iii) the                      iv) little  
c) i) of                      ii) about                      iii) in                      iv) between
4. Helen Keller was blind (a) ..... learnt to (b) ..... her handicap. Today she is (c) ..... epitome of courage and endurance.  
a) i) and                      ii) but                      iii) so                      iv) that  
b) i) overcome                      ii) overcame                      iii) will overcome                      iv) has overcome  
c) i) the                      ii) this                      iii) a                      iv) an
5. Anjali : What is your plan for summer break, Seema ?  
Seema : I plan to (a) ..... Shaniwar wada (b) ..... my aunt lives. It is (c) ..... few miles away from Pune.  
a) i) visited                      ii) visiting                      iii) visit                      iv) visits  
b) i) where                      ii) who                      iii) when                      iv) which  
c) i) a                      ii) an                      iii) the                      iv) little
6. Most parents (a) ..... their anxiety (b) ..... the lack of communication with their children (c) ..... of them are so busy in their professional life that they do not have enough time for their children.

- a) i) expresses ii) express iii) expressed iv) are expressing  
 b) i) of ii) for iii) over iv) with  
 c) i) some ii) few iii) many iv) more
7. Yesterday a bus (a) ..... over a school boy (b) ..... was crossing the road. The boy (c) ..... seriously and was rushed to the hospital. The passengers caught hold of the driver and handed him over to the police.
- a) i) running ii) had run iii) ran iv) was run  
 b) i) who ii) when iii) whom iv) whose  
 c) i) injured ii) was injured iii) was injuring iv) injure

### TYPE II-SENTENCE TRANSFORMATION (WITH ANSWERS)

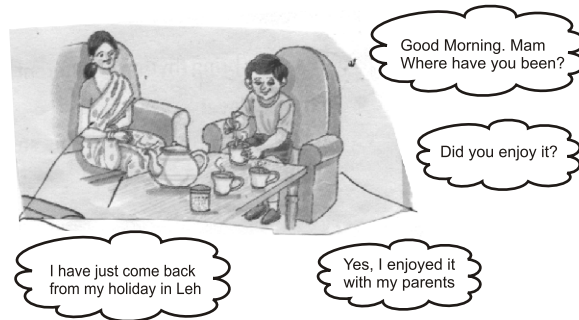
1. Read the conversation among the friends and complete the passage given below:



While talking about career options. Rohan asked Ravi (i) ..... a computer programme. To this Ravi replied that he (ii) ..... in computers. On hearing this Raman also enquired (iii) ..... experience. Ravi answered in negative that he had no experience.

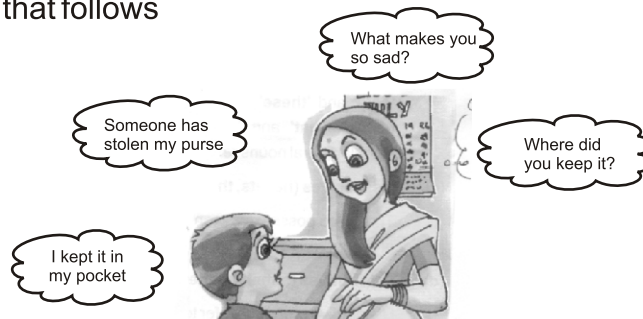
- (i) a) he wanted to be  
 b) why he wanted to be  
 c) why he had wanted to be  
 d) why he want to be.
- (ii) a) have always been interested  
 b) had been always interested  
 c) had always been interest  
 d) Is always interested

- (iii) a) did he have any  
b) if he have any  
c) if he had any  
d) do you have any
2. Read the conversation between Dhruv and his teacher and complete the passage that follows:



After wishing his teacher Dhruv asked her (i) ..... To this the teacher answered that she (ii) ..... holiday in Leh. Dhruv further enquired if she had enjoyed it. She replied in affirmative and said (iii) ..... parents.

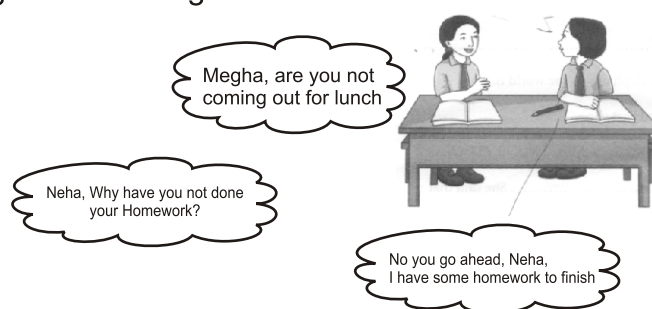
- (i) a) Where she had been  
b) Where have you been  
c) Where have she been  
d) Where she have been
- (ii) a) She is just come back from my  
b) She have just come back from my  
c) She had just come back from her  
d) She has just come back from her
- (iii) a) She have enjoyed it with my  
b) She had enjoyed with her  
c) She enjoyed with her  
d) She has enjoyed with her
3. Read the dialogue between Ankit and his mother then complete the passage that follows



Ankit's mother asked (i) ..... Ankit replied that (ii) .....  
 purse. His mother then enquired where he had kept it. Ankit again  
 replied that (iii) .....

- (i) a) Why he so sad  
 b) What makes you so sad  
 c) What made him so sad  
 d) What made you so sad
- (ii) a) Someone has stolen his  
 b) Someone has stolen my  
 c) Someone has stolen his  
 d) Someone has stolen my
- (iii) a) He has kept it in my pocket  
 b) He kept it in his pocket  
 c) He kept it in his pocket  
 d) He had kept it in his pocket

4. Here's a conversation between Neha and Megha. Complete the  
 passage after reading it.



During the recess break, Neha asked Megha (i) ..... for lunch.  
 To this Megha replied in negative and asked her to go ahead. She  
 further added (ii) ..... homework. Megha also asked Neha (iii)  
 ..... homework.

- (i) a) are you not coming out  
 b) if you are not coming out  
 c) if she was not coming out  
 d) if she not coming out
- (ii) a) that she have some  
 b) that she had some  
 c) that I have some  
 d) that she has some
- (iii) a) why she had not done your  
 b) why she have not done her  
 c) why have you not done your  
 d) why she had not done her

### NARRATION (UNSOLVED)

Read the following dialogue and then complete the report by transforming the sentences into indirect speech.

1. Neha : Is there any problem with the car?  
Woman : I have a flat tyre. But I don't know how to change the tyre.  
Neha : Let me give you a helping hand.  
Woman : Oh, that's very nice of you. Thanks so much indeed. You were a great help.  
Neha : It was my pleasure.  
Neha saw a woman standing near her car by the road. She asked her (i) ..... problem with the car. The woman replied that she had a flat tyre but (ii) .....change the tyre. Neha offered the lady a helping hand. The woman thanked her and said (iii)..... and that she was a great help. Neha replied that it was her pleasure.
  - (i) a) is there any  
b) if there was any  
c) if there is any  
d) if there any
  - (ii) a) She don't know how to  
b) I don't know how to  
c) She didn't know how to  
d) She didn't knew how to
  - (iii) a) That was very nice of you  
b) That is very nice of you  
c) That is very nice of her  
d) That was very nice of her
2. Raghu : Where are you coming from?  
Anu : I am coming from my coaching class.  
Raghu : Where is it located?  
Anu : It is located in Gandhi Nagar.  
Raghu asked Annu (i) ..... Annu replied that (ii) ..... coaching class. Ragi asked about the location. Annu replied that (iii) ..... Gandhi Nagar.
  - (i) a) Where she was coming from  
b) Where are you coming from  
c) Where she is coming from  
d) Where was she coming from
  - (ii) a) I am coming from my  
b) She is come from her  
c) She was coming from her  
d) She is coming from her

- (iii) a) It is located in  
 b) It was located in  
 c) It was located in  
 d) It is locate in

### **ANSWER KEY (GRAMMAR)**

#### **TYPE 1 - GAP FILLING**

- |                   |                  |                 |
|-------------------|------------------|-----------------|
| 1. a) iii-The     | b) ii-for        | c) i-slice      |
| 2. a) i-cited     | b) iii-that      | c) ii-an        |
| 3. a) iii-when    | b) i-since       | c) ii-created   |
| 4. a) iv-who      | b) ii-with       | c) iii-likes    |
| 5. a) iii-can     | b) i-the         | c) ii-may       |
| 6. a) iii-used to | b) i-the         | c) ii-an        |
| 7. a) iii-a       | b) i-at          | c) iii-will     |
| 8. a) i-who       | b) iii-at        | c) iii-inspired |
| 9. a) ii-in       | b) iv-the        | c) ii-placed    |
| 10. a) iii-from   | b) ii-to produce | c) i-the        |

#### **TYPE 2 – SENTENCE TRANSFORMATION**

1. i) b) Why he wanted to be  
 ii) b) had been always interested  
 iii) c) if he had any
2. i) a) where she had been  
 ii) c) she had just come back from her  
 iii) b) she had enjoyed with her
3. i) c) What made him so sad  
 ii) b) Someone had stolen his  
 iii) c) he had kept it in his pocket
4. i) c) if she was not coming out  
 ii) b) that she had come  
 iii) d) why she had not done her

## LITERATURE (BEEHIVE)

### PROSE

#### Lesson- 1

#### THE FUN THEY HAD

Isaac Asimov

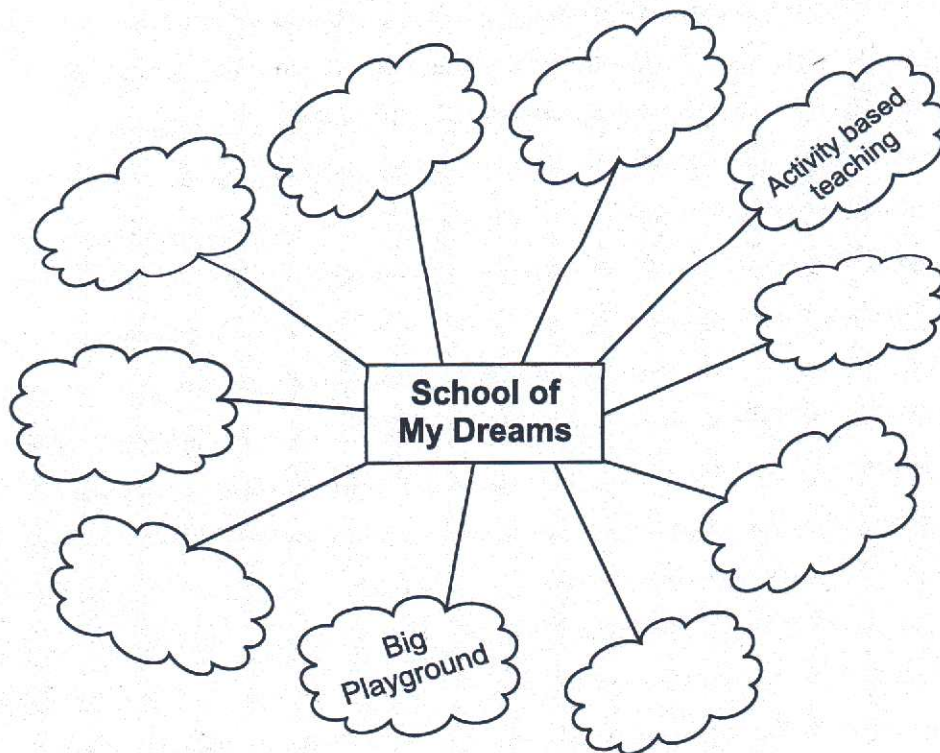
##### Value Points

- Margie and Tommy aged 11 and 13 are students of future schools.
- Tommy finds an old book about school in the attic. They turn yellow, crinkly pages of the book and are surprised to see still words in the book, They are used to only moving words of telebooks.
- They thought it to be wastage of resources, as it was to be thrown after reading once only. Whereas telebooks last longer and contain many books together.
- Margie hated school as her teacher (a computer) gave her test after test and she performed badly in Geography.
- She hated the slot for putting homework and test papers.
- Margie's mother called county inspector who came with all his equipment and repaired it in an hour.
- Margie wasn't happy as she thought he would take the teacher away for a few days for repair work and she would have off from school.
- County Inspector told her mother that Margie's bad performance in Geography was due to faulty setting of her teacher (Computer)
- As Margie hated school, she thought why would anyone write about school. Tommy explained that centuries ago the school were not like theirs. They had a man as a teacher who taught students different subjects, asked questions and gave Homework also.
- Margie couldn't believe man to be smart enough to have knowledge about different subjects.
- Tommy told her that the school was in a special building and students would go there and children of same age group studied same things.
- But Margie's mother had told her that every child has to be taught according to individual needs and children studied together in old school.
- Now Margie was interested in reading about those old funny schools. But mother called her to attend the school next to her bedroom.
- Tommy and Margie attended school at a fixed time from Monday to Friday.
- While submitting homework to her 'teacher'. She thought about the old schools where kids had a lot of fun studying together and playing, helping each other in studies, sharing caring for each other.
- Computer screen of her 'teacher' was flashing new chapter in arithmetic on the addition of proper fractions. But Margie was lost in the thoughts of old school.



## ACTIVITY

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Write about the school of your dreams in the space provided above

## COMPREHENSION PASSAGE

- 1 He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart.
- i) Who is 'He' in the above Lines?
    - a) Mechanical Teacher                      b) Country Inspector
    - c) Tommy                                      d) Margie
  - ii) Why did he take the teacher apart?
    - a) to give an apple                      b) to teach him
    - c) to check and fix                      d) to throw away
  - iii) How did he try to be friendly with Margie ?
    - a) smiled and gave her an apple                      b) played with her
    - c) gave her holiday                      d) taught her the lesson
  - iv) Who is 'the teacher' in the above lines ?
    - a) Tommy                                      b) Country Inspector
    - c) Mechanical Teacher                      d) Margie
  - v) 'Apart' means:
    - a) throw                                      b) away
    - c) tear                                      d) round
2. 'Gee', said Tommy, "What a waste when you're through with the book, you just throw it away, I guess?"
- i) Which book is being referred here ?
    - a) the book the Margie found                      b) the old book that Tommy found
    - c) the mechanical book                      d) Geography book
  - ii) What might have readers done with the book when they read it ?
    - a) would throw it away                      b) tear it apart
    - c) lend it to others                      d) sell it
  - iii) Who said "I wouldn't throw it away"?
    - a) Tommy                                      b) Margie
    - c) Mechanical Teacher                      d) Country Inspector

- iv) The word from the above passage which means the same as 'finish' is
- |            |          |
|------------|----------|
| a) Gee     | b) Waste |
| c) through | d) throw |
- v) The word 'Gee' has been used for:
- |                        |                        |
|------------------------|------------------------|
| a) expressing surprise | b) ignoring the things |
| c) expressing sorrow   | d) fear                |

### Short Questions

1. What did Tommy find and where?
2. Why did Tommy & Margie find the printed book strange?
3. How were the schools in the book different from Margie's School?
4. What kind of books did Margie and Tommy read?
5. Did Margie have classmates?
6. Where was Margie's School?
7. 'Even the Mechanical teachers are not perfect.' Give example from the story "The fun they had".
8. Which school did Margie find better and why?
9. What did Margie hate the most about the mechanical teacher?
10. Why did Margie fail to do good in Geography?
11. What did the County Inspector do to improve Margie's performances?

### Long Questions

1. Compare and contrast the human teachers and the mechanical teachers. (The fun they had )
2. Tele-books and e-books are need of the hour especially when we have to save trees, paper and other resources. Comment, taking examples from the lesson "The fun they had".
3. On the basis of the description of future schools in the chapter 'The Fun They Had', compare and explain the difference between the present schools and future schools.

## Lesson 2

### THE SOUND OF MUSIC (Part-I)

Evelyn Glennie

#### Value Points

- A seventeen year old girl had decided to make music her life, though being completely deaf.
- This aspiring musician feels the vibration of an approaching train, she has been selected for training at the prestigious Royal Academy of Music in London. Evelyn Glennie feels nervous yet excited on the first day of her training.
- Glennie started losing her hearing power gradually from the age of eight due to nerve damage.
- She was advised to be sent to school for the deaf. But Evelyn was determined to lead a normal life and pursue her interest in music.
- Most of the people discouraged her but percussionist Ron Forbes noticed her potential and motivated her to feel music in different parts of her body.
- He took two large drums for tuning. Evelyn immediately realized higher drum from the waist up and lower drum from the waist down. Forbes repeated the exercise.
- Now Evelyn could feel certain notes in different parts of her body.
- During her 3 years course in Royal Academy of Music, Evelyn scored highest marks in the history of Academy, got most of the top awards and started giving solo-performances.
- She is now one of the top multi-percussionists in the world with a mastery of some thousand instruments.
- According to her, "If you work hard and know where you are going, you'll get there."
- It is fascinating to watch Evelyn working without much effort. She speaks clearly as she could listen till the age of eleven. During conversation she watches lip movement, face and specially eyes.
- She had learnt French and basic Japanese.
- While playing instruments, she remained barefoot on wooden platform, so that the vibrations pass through her barefeet and up her legs. She could feel music through every part of her body i.e. skin, cheekbones and even hair. She felt the echo of sound flowing into her body by leaning against the drums.
- She has been a workaholic and has been rewarded enormously. Royal Philharmonic society's prestigious 'Soloist of the year' was presented to her in 1991.
- Besides regular concerts she has given free concerts in prisons and hospitals. Teaching young musicians is her top priority.
- She has placed percussion in front of the orchestra.

## ACTIVITY

Ques. Read the following newspaper clipping.

**Born without arms, boy uses feet, bags 71.8% in Std X exam**

Anuja.Jaiswal@timesgroup.com

**Agra:** Ajay Kumar was born without arms alright, but armed with the kind of will that leaves little beyond one's reach. Not ready to let his disability define his future, the 16-year-old trained himself to write with his feet, a feat that has now helped him clear his Class X board exams with 71.8%.

What's more, the Uttar Pradesh board student didn't seek extra time to write his papers, and managed to finish the answers, his pencil clutched between his toes, within the stipulated window. Ajay, a resident of Bho-gaon village in UP's Mainpu-



**A FEAT PAR EXCELLENCE:**  
Ajay, 16, wants to be an engineer

ridistrict, aspires to be an engineer. A student of SR Inter College, Ajay is proud of his performance, but has vowed to himself to work harder

and score at least 80% in all subsequent exams.

"I know who I am and what I am capable of. I'll make the best of it and never give up," said the gutsy boy in an interview to TOI. "If I had arms I could have done better in the exams, but now my feet are my arms," he added. "I hold the phone with my feet to talk. I even brush my teeth with my feet."

Ajay's farmer father Dayaram said he and his wife Meera were worried when he was born about how he would get through life. "But over the years he has proved that his disability cannot stop him from achieving what he wants," he added.

Now, Name some differently abled people who are successful despite their handicap.

- |     |                 |      |
|-----|-----------------|------|
| Ex. | Surdas          | Poet |
| 1.  | Stephen Hawking |      |
| 2.  |                 |      |
| 3.  |                 |      |
| 4.  |                 |      |
| 5.  |                 |      |
| 6.  |                 |      |
| 7.  |                 |      |



## COMPREHENSION PASSAGES

1. But by the time she was eleven her marks had deteriorated and her headmistress urged her parents to take her to a specialist.
  - i) Who is 'she' referred to ?
    - a) Bismillah Khan
    - b) Evelyn Glennie
    - c) Margie
    - d) Evelyn's mother
  - ii) Her marks deteriorated because \_\_\_\_\_
    - a) She had no interest in studies
    - b) her teachers did not support her
    - c) she was deaf
    - d) parents did not want her to study
  - iii) When did Evelyn feel everything dark in life ?
    - a) When she was advised to go to a deaf school
    - b) When she was advised to use hearing aids and go to the deaf school
    - c) When she performed poorly at the examination
    - d) When she failed in her music audition
  - iv) When was Evelyn's deafness confirmed ?
    - a) by the age of 5
    - b) by the age of 6
    - c) by the age of 8
    - d) by the age of 11
  - v) The word from the passage that means the same as 'strong advice'-
    - a) deteriorate
    - b) urge
    - c) special
    - d) none of these
2. She is a shining inspiration for deaf children. They see that there is nowhere that they cannot go.
  - i) Who was deaf in the lesson ?
    - a) Evelyn
    - b) Ron Forbes
    - c) Bismillah Khan
    - d) Evelyn's mother
  - ii) Who spotted Evelyn's potential ?
    - a) her father
    - b) friends
    - c) mother
    - d) Ron Forbes
  - iii) Evelyn's achievement was:
    - a) One of the great leader
    - b) leading percussionist despite being deaf

- c) the greatest Shehnai player
  - d) sportstar
- iv) How did she motivate other deaf children ?
  - a) by motivating them that they could also achieve anything.
  - b) by playing violin for them
  - c) by losing her hearing power
  - d) none of the above.
- v) What did Evelyn want to spread through her music ?
  - a) message of love peace and happiness
  - b) music is not difficult
  - c) music is not difficult for deaf people
  - d) deaf people can learn music

### Short Questions

1. At what age was Evelyn's initial hearing weakness discovered?
2. Why did Ron Forbes encourage her?
3. How does she feel sound while playing on the xylophone?
4. Why does she remove her shoes on the wooden platform?
5. Which important award was presented to Evelyn in 1991?
6. Which languages has she managed to learn?
7. Being hearing impaired, how does Evelyn communicate with others?
8. How many instruments can she play?
9. How has she inspired other physically challenged people?
10. Apart from being a good musician, Evelyn is also a good human being . Justify giving one example.

### Long Questions

1. What values of Evelyn's character make her achieve the target despite her handicap? Explain.
2. What qualities helped Evelyn to overcome her physical challenge and achieve her goal?
3. Role of a teacher is very important in guiding and shaping a child. Elaborate taking examples from the lesson in context of Evelyn Glennie.

## Lesson 2

### THE SOUND OF MUSIC (Part-II)

#### The Shehnai of Bismillah Khan

##### Value Points

- Bismillah Khan was a great Shehnai Player. He belonged to a family of professional musicians.
- He was attracted towards Shehnai at the age of three and through his hard work brought it on to the classical stage.
- A story goes on about the origin of Shehnai — Pungi a musical instrument was banned by Emperor Aurangzeb for its shrill, unpleasant sound.
- A barber of a family of musicians, having access to the royal palace also, decided to improve the tonal quality of Pungi. He took a hollow pipe longer than Pungi and made seven holes on it. When he played on it, sweet and soft sounds were produced. When it was played before king, he was impressed by this new instrument. Since it was played in the Shah's Chamber and was played by a nai (barber), it was named 'Shehnai'.
- The sound of Shehnai is considered auspicious. The Shehnai was part of the 'Naubat' (group of nine traditional musical instruments) found in the royal courts. It was played only in temples and weddings.
- Ustad Bismillah Khan brought it on to the classical stage. He invented many ragas and played them on Shehnai.
- Bismillah Khan was born on March 21, 1916 in a musician family of Rasool Bux Khan, Shehnai Nawaz of Bhojpur King's court in Dumraon, Bihar. Father Paigamber Bux was also a great Shehnai player.
- His maternal uncle All Bux gave him Shehnai lessons. He practised playing Shehnai at Balaji and Mangla Maiya Temple and on the bank of river Ganga.
- At the age of 14 he played Shehnai with his uncle at Allahabad Music Conference and was appreciated by Ustad Faiyaz Khan. He often played Shehnai at All India Radio, Lucknow, since its opening in 1938.
- Bismillah Khan was the first Indian to greet the nation, with his Shehnai on 15th August 1947 in Raag Kafi.
- Impressed with his Shehnai, Film director Vijay Bhatt named a film 'Gunj Uthi Shehnai'. Bismillah Khan composed a hit song "Dil Ka Khilona Hai Toot Gaya....." and Kannada Film 'Sanadhi Apanna'. But artificiality of film world did not impress him.



### **Awards and Recognition**

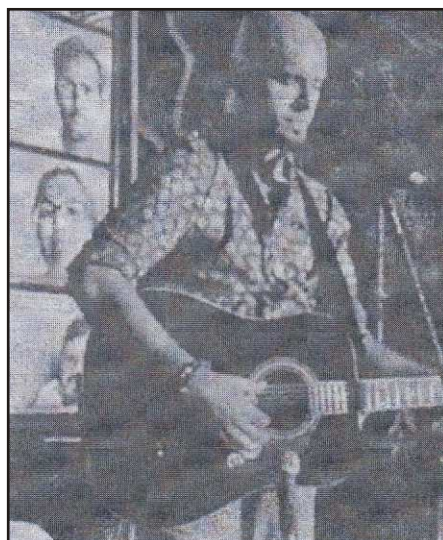
- King Zahir Shah of Afghanistan presented priceless gifts after his performance.
- First Indian to be invited to perform at the prestigious Lincoln Centre Hall in the USA.
- Took part in the World Exposition in Montreal, Cannes Art Festival and in the Osaka Trade Fair.
- An auditorium in Teheran was named after him — Tahar Mosiquee Ustad Bismillah Khan.
- The Padamshri, the Padma Bhushan, the Padma Vibhushan and in 2001, India's highest civilian award, the 'Bharat Ratna'.
- He is fond of Benaras and his native village Dumraon.
- He was once offered to head a Shehnai school in USA by his student who promised to recreate the atmosphere of Benaras. But he refused the offer asking if he could transport River Ganga also.
- Though he was a devout Muslim, he could naturally play the Shehnai at the Kashi Vishwanath Temple.
- His life is a perfect example of the rich cultural heritage of India. He died at the age of ninety on 21 August 2006.

### **ACTIVITY**

---

Look at the picture given below :

- Q. Which instrument is he playing?
- Q. Write the names of five musical instruments.
- 1.
  - 2.
  - 3.
  - 4.
  - 5.



**(Part-II)**

## Comprehension Passages

- I. "Work hard and you shall make it". With the opening of the All India Radio in Lucknow in 1938 came Bismillah's big break. He soon became an often heard Shehnai player on Radio.
- i) According to Bismillah Khan, \_\_\_\_\_ is required for success:
- a) big break                                  b) shehnai  
c) hard work                                 d) Radio
- ii) Following was Bismillah Khan's big break:
- a) Doordarshan                              b) All India Radio  
c) Web Series                                d) You Tube
- iii) \_\_\_\_\_ made him popular among the people:
- a) Bhojpuri songs                            b) Shehnai  
c) Tabla                                        d) Classical Dance
- iv) Which of the following is opposite to the word 'seldom' from the above passage :
- a) Infrequently                                b) little  
c) rarely                                        d) often
- II. "All I would like to say is : Teach your children music, this is Hindustan's richest tradition; even the west is now coming to learn our music."
- i) Who is 'I' here ?
- a) Evelyn Glennie                            b) Bismillah Khan  
c) Zahir Shah                                d) Aurangzeb
- ii) According to the passage ..... is Hindustan's richest tradition.
- a) Music                                        b) Dance  
c) wrestling                                    d) storytelling
- iii) Which of the following is an example to show that Hindustani Music is popular in world ?
- a) Bismillah Khan performed abroad too.  
b) Even the west is coming to learn our music.  
c) People From all over the world love Indian movies.  
d) Even the west is coming to learn our music
- iv) The comparative degree of 'richest' is :
- a) rich    b) richer  
c) more rich                                    d) most rich

III. Till recently it was used only in temples and weddings. The credit for bringing this instrument onto the classical stage goes to Ustad Bismillah Khan.

- i) What is 'it' here ?
  - a) Shehnai
  - b) Bismillah Khan
  - c) Bhojpuri Song
  - d) Hindustani music
- ii) It was used earlier:
  - a) only in temples
  - b) only in weddings
  - c) a & b both
  - d) none of these
- iii) The credit for bringing shehnai onto the classical stage goes to:
  - a) Ustad Amzad Ali Khan
  - b) Ustad Zakir Hussain
  - c) Pt Ravi Shankar
  - d) Ustad Bismillah Khan
- iv) Which of the following is similar to the word 'recently' from the above passage:
  - a) early
  - b) formerly
  - c) previously
  - d) lately

### Short Questions

1. Which musical instrument was banned by Aurangzeb and why?
2. When and where was Ustad Bismillah Khan born?
3. What was Bismillah Khan's family background?
4. What reward would he get for singing Bhojpuri 'Chaita' in the temple when he was five years old?
5. From whom did Bismillah Khan learn to play Shehnai and where did he live?
6. Which film was named after Bismillah Khan? Which was his Kannada venture? Which hit Hindi song was composed by him?
7. His first abroad trip was to.....Impressed by his music, King Zahir Shah gifted him.....
8. Name two places where Bismillah Khan performed.

### Long Questions

1. Describe the life and character of Ustad Bismillah Khan with emphasis on his contribution to Indian culture.
2. Describe the transformation of Pungi to Shehnai.
3. How was Bismillah Khan associated with films?

## Lesson 3

### THE LITTLE GIRL

Katherine Mansfield

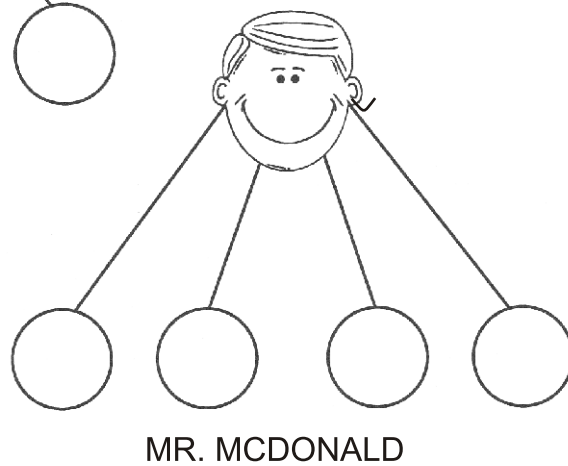
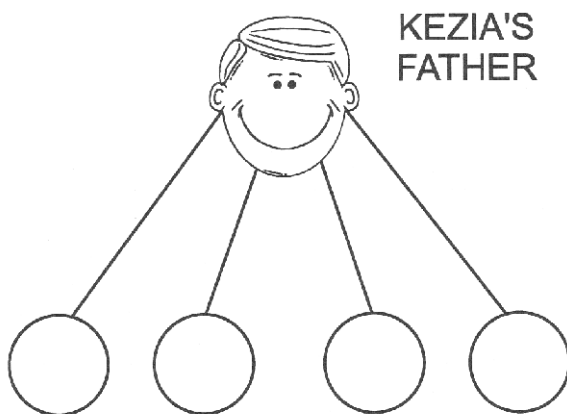
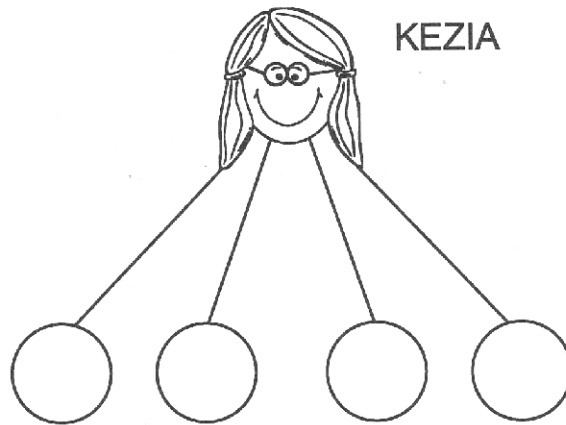
#### Value Points

- Kezia is a little girl, having both parents working, left in loving grandma's care.
- Kezia has formal relations with mother and father. She is afraid of her strict father so she stammered while talking to him. She thought him to be giant sized.
- On Sundays Grandma sent her to spend time with parents but Kezia found her father lying down on the sofa to relax, mother busy reading.
- They did not show affection and care.
- One day Kezia was at home because of cold and grandma, to keep her busy, suggested her to prepare a gift for father's birthday.
- Kezia prepared a pin cushion with beautiful yellow silk cloth, needed scrap to fill it.
- Took some papers from father's room and tore them up to stuff them in pin cushion.
- It was father's important speech for the port authority. When found missing, the whole house was reached the servants and Kezia were questioned. Finally innocently Kezia admitted. She had torn them for her surprise gift.
- Father beat her with a ruler, Kezia cried bitterly. Kezia clung to grandma as Grandma consoled her.
- Next door neighbour Mr. Macdonald played with his children in the evening. After watching him, Kezia conclude that all fathers are not like hers.
- One day mother got admitted to the hospital, she was alone at home. The cook Alice took care of her in the day but at night she was alone. Father was sleeping in another room. Old nightmare haunted Kezia — a butcher with knife in his hand. Too much afraid of it.
- Father come to her room hugged her, carried her to his room to comfort her. She realised he was not so bad, he was too busy to express his love. Hence, she realised her father had a big heart.

## ACTIVITY

---

Q. Write a few words describing :



## COMPREHENSION PASSAGES

1. To the little girl he was a figure to be feared and avoided. Every morning before going to work he came into her room and gave her a casual kiss, to which she responded with "Goodbye, Father".
- i) Who is the author of this story ?
    - a) A.R. Rahman                      b) Katherine Mansfield
    - c) Cecile                              d) Thomson
  - ii) What is this story about ?
    - a) children                              b) fears of children
    - c) childhood fears                      d) a little girl and her feelings for her father
  - iii) Whom did the little girl fear and avoid ?
    - a) Grandfather                      b) Father
    - c) Mother                              d) Grandmother
  - iv) What did Kezia's father do before going to his office ?
    - a) went to the temple
    - b) touched his mother's feet
    - c) took a walk
    - d) he used to kiss Kezia before going to office.
2. She never stuttered with other people — had quite given it up — but only with father, because then she was trying so hard to say the words properly.

### Questions

- i) Who is 'she' here?
  - a) Evelyn                              b) Kezia
  - c) Grandmother                      d) mother
- ii) How did Kezia feel when she had to speak to her father ?
  - a) joyful                                      b) confident
  - c) she would stutter while speaking to him      d) none
- iii) Name the people in Kezia's family.
  - a) father                              b) mother
  - c) grandmother                      d) All of the above

- iv) The word/phrase from the passage that means the same as 'left' is :
- a) Stuttered                      b) given it up  
c) quite                              d) none of these
3. And she was dragged down to where father was pacing to and fro, hands behind his back. "Well"? he, said sharply. Mother explained. He stopped and stared at the child. "Did you do that?" "N-No", She whispered.
- i) What did Kezia's mother ask her to make ?
- a) chapati                      b) snacks  
c) a gift of pin cushion      d) none
- ii) Why did Kezia's efforts to please his father irritated him ?
- a) he was a rude man  
b) he was unhappy  
c) didn't know how to speak to the children  
d) she had torn his important speech papers
- iii) Who was dragged down ?
- a) mother                      b) father  
c) Kezia                        d) Grandmother
- iv) Find the antonym of 'roared' from the above passage-
- a) dragged                      b) whispered  
c) stared                        d) sharply

### SHORT QUESTIONS

1. How did Kezia feel when her father left for office and why?
2. How did Kezia make a pin cushion for her father?
3. How did Kezia feel when her father beat her?
4. Why did Kezia's father punish her?
5. What did Kezia feel after seeing the McDonald family?
6. What nightmare did Kezia often have and who helped her?
7. How did Kezia's father treat her when she had the same nightmare?

### **LONG QUESTIONS**

1. Father in the beginning of the story is a dreadful figure to Kezia. What makes Kezia change her feelings towards her father in the end ?
2. "Cruel and harsh attitude is not enough to inculcate values and discipline among the children." Justify this statement in the context of the lesson. "The Little Girl."
3. "That night there was a hue and cry in the house." Why did her father get agitated?



## Lesson 4

### A TRULY BEAUTIFUL MIND

#### Value Points

- Albert Einstein, born on March 14, 1879 in the German City of Ulm, could not talk for about two and a half years. So mother thought him to be abnormal.
- He could not mix with his playmates, they called him brother boring.
- He especially loved mechanical toys so on looking at his newborn sister he asked, "Where are her wheels" ?
- At the school his headmaster said that the boy would never make a success at anything.
- He learnt to play the violin at the age of six and later became a gifted amateur violinist.
- He scored good marks in almost every subject in high school in Munich. Where his parents had moved when he was 15 months old.
- Einstein felt suffocated in the strict discipline of school so at the age of 15 yrs he convinced his parents, after long discussion, to continue his education in German-speaking Switzerland.
- Einstein was highly gifted in Mathematics and Physics. He graduated from the University of Zurich. In 1902 he finally got a job as a technical expert in the patent office in Bern. While doing his job, he was developing his own ideas in secret.
- During graduation he fell in love with a fellow, intelligent student Mileva Maric. He wanted to marry her, but his mother was against it as she was an intelligent girl and three years older than Albert. The pair finally married in 1903 and had two sons.
- In 1905 his papers on special theory of relativity described the world's most famous formula. It described the relationship between mass and energy  $E=mc^2$ .
- After a few years the marriage became weak. Mileva started losing her intellectual ambition and became an unhappy housewife.
- In 1919 the couple finally divorced and he married his cousin Elsa the same year.
- In 1915, he had published his general Theory of Relativity. It gave a new meaning to the word 'Gravity'. An eclipse of the sun in 1919 brought proof that his theory was accurate.
- Newspapers called his work as a scientific revolution.

- He received Nobel Prize in 1921 for Physics. He was praised for his work all over the world.
- In 1933 Nazis came to power in Germany So he emigrated to the US.
- Five years after the discovery of nuclear fission in Berlin, American physicists were very upset. They were afraid the Nazis could build and use an atomic bomb.
- On the request of a colleague, he wrote a letter to the American President Roosevelt warning him that "A single bomb exploded in port might very well destroy some of the surrounding territory".
- America secretly developed that atomic bomb and dropped it on the Japanese cities of Hiroshima and Nagasaki.
- Einstein was very disturbed by the extent of destruction. He again wrote a letter, this time to the United Nations to form a World Government.
- Einstein got politically involved in the next ten years, protesting to end arms build up. He campaigned for peace and democracy.
- This scientific genius died in 1955 at the age of 76. He was celebrated as a visionary and a world citizen.

### **ACTIVITY**

1. Name the famous Indian Scientist associated with the picture.



2. Name five scientists and their achievements.

1. ....
2. ....
3. ....
4. ....
5. ....

### COMPREHENSION PASSAGE

1. When he finally did learn to speak, he uttered everything twice. Einstein did not know what to do with other children and his playmates called him "Brother Boring".
  - i) Who is 'he' here ?
    - a) A young doctor
    - b) Einstein
    - c) APJ Abdul Kalam
    - d) Einstein's brother
  - ii) What did Albert's classmates call him ?
    - a) A genius
    - b) Dull
    - c) Brother Boring
    - d) Stupid
  - iii) How many times did Einstein utter a word when he learnt to speak ?
    - a) Thrice
    - b) Four times
    - c) Once
    - d) Twice
  - iv) The word from above passage that means the same as said/spoke is:
    - a) Learnt
    - b) uttered
    - c) playmates
    - d) finally
2. After prolonged discussion, Einstein got his wish to continue his education in German speaking Switzerland, in a city which was more liberal than Munich.
  - i) Where did Einstein wish to continue his study?
    - a) German
    - b) Munich
    - c) Switzerland
    - d) None
  - ii) Why did Einstein decide to continue his study in Switzerland ?
    - a) It was good city
    - b) It was more liberal than Munich
    - c) He liked the place
    - d) All
  - iii) Where did Einstein go after school ?
    - a) To a university in Zurich
    - b) To a university in Munich
    - c) To a university in German
    - d) To a university in Switzerland
  - iv) The antonym of 'short' from the above passage is-
    - a) prolonged
    - b) liberal
    - c) wish
    - d) none of these

3. But over the next decade, Einstein got more involved in politics -agitating for an end to the arms building and using his popularity to compaign for peace and democracy.
- i) What does the lesson "A Truly Beautiful Mind" speak about ?
    - a) Beauty of the mind                      b) Beauty of the world
    - c) The life of Einstein                      d) None
  - ii) What is the message of this lesson ?
    - a) A beautiful mind not only creates beautiful ideas but also to use them for the welfare of the humanity
    - b) Always think big
    - c) Be like Einstein
    - d) Win a Nobel Prize
  - iii) Einstein got involved in politics for agitating for :
    - a) peace and democracy                      b) an end to the arms building
    - c) his popularity                      d) none of these
  - iv) Decade is a period of \_\_\_\_\_
    - a) ten days                      b) ten months
    - c) ten years                      d) ten hours

**Shorts Questions:**

- Q 1            When was Albert Einstein born ? At what age did he start talking ?
- Q 2            When did Einstein learn to play the Violin ?
- Q 3            Where did Albert start his degree education ?
- Q 4            Where was Einstein employed first ? What work was to be done by him?
- Q 5            What made Einstein migrate to the United States ?
- Q 6            Einstein in his childhood showed no sign of genius. Explain.
- Q.7            Why didn't Einstein's playmates like him?
- Q.8            What was Einstein's theory of relativity?

**Long Questions:**

- Q.1 "Einstein was deeply shaken by the extent of destruction during the second world war." What does it show about him? What efforts did he make to promote peace and democracy?
- Q.2 Describe Albert Einstein's childhood.
- Q.3 Why did Einstein have special interest in Mileva Meric. Why was his mother against his marriage with her?
- Q.4 Albert Einstein is called a scientific genius. Write down his achievements and comment on his genius.

## Lesson 5

### THE SNAKE AND THE MIRROR

Vaikom Muhammad Basheer

#### Value Points

- A bachelor Homeopathy doctor lived in a non-electrified rented room with his few belongings and visiting rats.
- On a hot summer night the doctor came back to his room after dinner and heard a noise, when he opened the door. Noise, being a familiar one, he did not pay any attention to it and lay down on his bed but could not sleep.
- Took out a book opened it on the table.
- He looked into the large mirror kept on the table and admired himself as a young, handsome, unmarried doctor.
- Heard the sound from above again but wasn't serious about it as rats also used to make such sounds.
- While looking into the mirror he analysed that growing thin moustache and a smile on his face would make him more attractive.
- A lovely thought came to him of marrying a rich woman doctor with plenty of money and had good medical practice. His wife must be fat so that if he committed some silly mistake and needed to run away she might not be able to run after him and catch him.
- He sat on the chair opposite mirror. Suddenly he heard a thud and before he could see the object, a fat snake wriggled over the back of the chair and landed on his shoulder then coiled itself around his left arm. The hood was spread out hardly four inches away from his face.
- Death lurked (hanged) four inches away from him but he could do nothing. He sat as a statue, motionless, but his mind was very active.
- Suddenly the snake turned its head and saw its own reflection in the mirror. It unwound itself from his arm and slowly creeping the table and moved towards the mirror.
- Taking advantage, he got up from the chair and quietly went out through the door and ran as fast as he could and reached a friend's house.
- Next morning, accompanied by his friends, he came to his room to take away his things from there. But there was hardly anything left for him to carry. Some thieves had stolen most of his things, except the dirty vest.

## ACTIVITY

---

1. Write the names of a few types of snakes. If possible paste the pictures of different types of snakes.

1.

2.

3.

4.

5.

6.

## COMPREHENSION PASSAGES

1. The house was not electrified; it was a small rented room. I had just set up medical practice and my earnings were meagre.
  - i) 'I' in the above passage refers to-
    - a) A cobra
    - b) A young doctor
    - c) The mirror
    - d) The snake
  - ii) What kind of a house did the doctor live in ?
    - a) A beautiful house
    - b) A Kachcha house
    - c) An unelectrified rented room which was full of rats
    - d) None
  - iii) What was the source of the doctor's income ?
    - a) His medical practice
    - b) His research
    - c) His talks
    - d) None
  - iv) What does the word 'meagre' in the lesson mean ?
    - a) Big
    - b) Huge
    - c) Very little
    - d) Small
2. Suppose it struck, what was the medicine I had to take ? There were no medicines in the room.
  - i) What is this story about
    - a) About a frightening incident which is narrated in a humorous manner
    - b) About a doctor's plight
    - c) A foolish doctor
    - d) About rats
  - ii) What is 'it' here ?
    - a) the mirror
    - b) the snake
    - c) the doctor
    - d) none of these
  - iii) According to the passage, the doctor was worried because .....



- ### Short Questions:

Q 6. Which medical book did the doctor take out?

Q 7. What two important and Earth shaking decisions did the doctor take while he was looking into the mirror?

**Long Questions:**

Q 1 The humour in the story overshadows the frightening incident. Discuss with reference to "The Snake and the Mirror".

Q 2 It was the doctor's presence of mind that helped him escape safely from the dreaded snake. Comment/Justify.

Q 3 There always remains a gap between what we wish and what we achieve. Discuss with reference to the doctor in the story "The Snake and the Mirror".

Q 4 "I was but a poor, foolish and stupid doctor." Justify the statement in the light of the story, "The Snake and the Mirror."

## Lesson 6

### MY CHILDHOOD

APJ Abdul Kalam

#### Value Points

- Kalam — born in a middle class big Tamil Muslim family in the island town of Rameshwaram.
- He had a materially and emotionally secure childhood. Parents Jainulabdeen and Ashiamma were very generous, kind, believed in the life of necessities.
- Inherited honesty and self discipline from father and faith in goodness and deep kindness from mother.
- Earned little money during the second World War by collecting and selling tamarind seeds to the provision shop as a child. Later earned his first wages as a help for catching newspaper for his cousin Samsuddin.
- He had three close childhood friends — Ramanadha Shastri, Aravindan and Sivaprakasan who used to sit together with Kalam in the front row.
- When he was in class V a new teacher saw them sitting together and asked Kalam to go to back bench because of his religion
- Ramanadh's father (Laxman Sastry) asked the teacher not to spread the poison of inequality and intolerance. Ultimately the teacher had to apologize for his act.
- Kalam's science teacher— Shiv Subramania Ayyar once took him home for dinner, but his orthodox, conservative wife refused to serve him food as he was a Muslim. Mr. Subramania served him food and invited him next week also.
- Mr. Subramania motivated him for higher studies.
- After completing elementary education Kalam asked his father for permission to leave Rameshwaram for higher studies. He agreed to send him to study at the district headquarters in Ramanathapuram. To convince his mother, his father gave the example of a seagull who flies across the sun alone and without a nest.

#### **ACTIVITY**

Write a few examples of communal harmony that you watch in the society. It can be a religious, social or sports activity.

Ex. Kite Flying

- 1.
- 2.
- 3.
- 4.



### COMPREHENSION PASSAGE

1. I was one of the many children — a short boy with rather undistinguished looks, born to tall and handsome parents.
  - i) Who is the narrator here ?
    - a) A young doctor
    - b) Ustad Bismillah Khan
    - c) Albert Einstein
    - d) APJ Abdul Kalam
  - ii) The chapter 'My Childhood' is taken from the book :
    - a) Midnight children
    - b) Alchemist
    - c) Wings of fire
    - d) Sapians
  - iii) As a young boy, Abdul was :
    - a) tall and bright
    - b) short and fair
    - c) short and ordinary
    - d) short and fat
  - iv) Find the word from the above lines that means the same as 'ordinary'
    - a) many
    - b) undistinguished
    - c) handsome
    - d) short
2. Samsuddin helped me earn my first wages. Half a century later, I can still feel the surge of pride in earning my own money for the first time.
  - i) Who was Samsuddin ?
    - a) Kalam's brother
    - b) Kalam's friend
    - c) Kalam's neighbourer
    - d) Kalam's cousin
  - ii) Who helped Kalam in getting his first wages?
    - a) His neighbourer
    - b) His parents
    - c) Teachers
    - d) His cousin
  - iii) Kalam earned his first wages by:
    - a) by selling tamarind seeds
    - b) by teaching children
    - c) by disturbing newspapers
    - d) none of these
  - iv) What did Samsuddin do ?
    - a) Distributed newspapers in Rameshwaram
    - b) Helped collecting seeds

- c) Helped getting money  
d) Helped in selling seeds
- v) Word from the passage that means the same as 'rise'
- a) earn                                  b) feel  
c) surge                                 d) pride
3. One day he invited me his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen.
- i) Who invited the narrator ?
- a) his cousin                              b) Samsuddin  
c) science teacher                        d) the headmaster
- ii) What kind of person was Sivasubramania ?
- a) Orthodox brahmin                      b) Calm and generous  
c) Believed in equality and wanted to bring reforms in the society  
d) All
- iii) The woman was horrified for .....
- a) serving a muslim boy in her kitchen  
b) talking with short and ordinary boy  
c) inviting teachers to dinner  
d) none of these
- iv) What kind of person was Sivasubramania's wife ?
- a) Orthodox brahim                        b) Calm and generous  
c) Believed in equality                      d) All

3. One day he invited me his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen.

- i) Who invited the narrator ?
  - a) his cousin
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  - b) talking with short and ordinary boy
  - c) inviting teachers to dinner
  - d) none of these
- iv) What kind of person was Sivasubramania's wife ?
  - a) Orthodox brahim
  - b) Calm and generous
  - c) Believed in equality
  - d) All

## Short Questions

- Q 1 What qualities did he acquire from his parents?
- Q 2 How did Abdul Kalam earn his first wages?
- Q 3 What happened when Abdul Kalam and his friend narrated the action of the new teacher to their parents?
- Q 4 Who was Sivasubramania Iyer? What did he want Abdul to do?
- Q 5 How did Sivasubramania Iyer's wife behave the first and the second time?

- Q 6 How does Abdul Kalam's father react when he sought permission to leave Rameshwaram to study further?
- Q 7 How did Kalam's family contribute to the annual Shri Sita Ram Kalyanam Ceremony.?

### **Long Questions**

1. Compare and contrast the role of two different teachers in Abdul Kalam's life in influencing him in terms of social and communal intolerance.

**Or**

The two teachers in Kalam's life had different attitude towards social and communal tolerance. Which attitude do you think is right and why?

2. Discuss the role of Abdul Kalam's parents in his life.
3. Explain Kalam's experience at the science teacher's house.

## Lesson 7

### PACKING

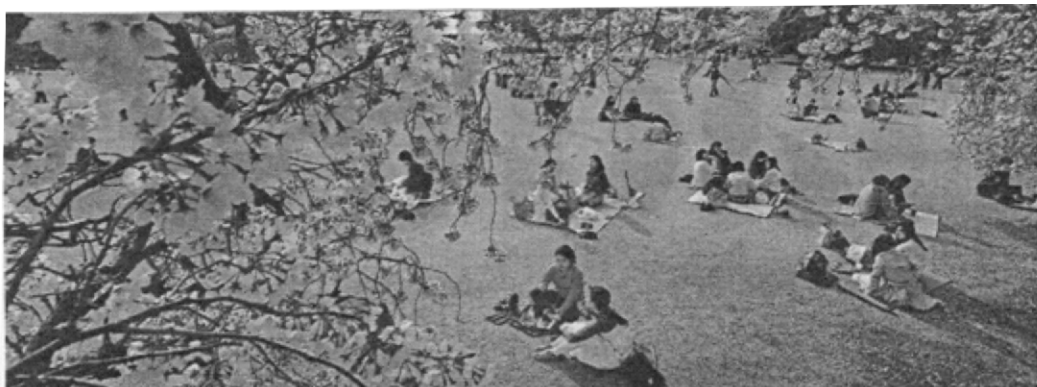
Jerome K. Jerom

#### Value Points

- Three friends George, Harris and Jerome are preparing for a journey. They collect necessary articles for journey.
- Author Jerome who prides himself on his packing offers to pack the goods.
- Both his friends agreed and George sat on an easy chair and Harris put his legs on the table and lit a Cigar.
- Actually Jerome meant to boss the packing work, instructing his friends. But his friends left the whole work to him and relaxed.
- He got irritated. However he packed the bag and strapped it. Then Harris asked if he had put the boots in. He did not remember about boots while he was packing. George laughed at him which angered Income.
- He opened the bag, packed the boots in and was going to strap it again. Suddenly he wondered if he had packed his toothbrush which was very important for him.
- He unpacked the whole bag and searched for it. Ultimately it was found inside a boot. He repacked the whole bag again.
- When he had repacked it George asked if the soap was packed. Jerome got irritated and said he didn't care but noticed that he had packed his tobacco-pouch in it . He finally packed it at 10:05 p.m.
- Harris was the worst packer according to Jerome. Many things like plates, cups, bottles, pies, tomatoes etc. were to be packed in hampers.
- With the packing of hampers by George and Harris an exciting scene started.
- Packing started with breaking of a cup, strawberry jam was packed on tomato by Harris that squashed it, tomato was picked out with a spoon.
- Jerome didn't comment on this, just watched them, sitting on the edge of the table. It irritated them and made them nervous & excited.
- They smashed the pies by putting heavy things on them. They upset salt over everything.

- George trampled the butter, removed it from his slipper and tried to put it in the kettle, but couldn't. After scraping it he put it on a chair. Harris unknowingly sat on it. It stuck to him and they searched for it blaming each other. Arguing and staring at one another, they went round the room searching for it. At last George found it sticking at the back of Harris. After getting it off, they packed it in the teapot.
- Montmorency was their naughty pet dog. He was always ready for mischief. He was present where he was not wanted. He put his damp nose in the articles to be packed, put his leg into the jam. Thinking lemons as rats he killed (spoiled) three of them.
- Harris blamed Jerome for encouraging the dog for mischief. But it was his natural habit.
- At last packing was completed at 12:50. Harris sat on the big hamper and hoped nothing would be found broken.
- Due to shortage of beds they tossed and finally Harris slept with Jerome.
- Harris wanted to wake up at seven but Jerome said six they finally agreed on half past six.
- They asked George to wake them up at 6:30 but he didn't answer. They found that he was asleep. Both the naughty friends put the bathtub where he could tumble into while getting up in the morning.
- Finally they went to bed.

## ACTIVITY



Suppose you are going for a picnic. What articles would you like to pack in your bag? Make a list.



### COMPREHENSION PASSAGE

1. They began in a light hearted spirit, evidently intending to show me how to do it. I made no comment.
  - i) Who are 'they' here ?
    - a) three friends
    - b) George and Harris
    - c) Harris and Jerome
    - d) Jerome and Montmorency
  - ii) What did the three friends toss for ?
    - a) packing
    - b) butter
    - c) beds
    - d) all of the above
  - iii) Who offered to do packing first ?
    - a) Montmorency
    - b) George
    - c) Harris
    - d) Jerome
  - iv) Why was Jerome willing to do packing ?
    - a) because of his expert packing skills
    - b) he did not want to miss anything
    - c) he wanted to steal his friend's belongings
    - d) he liked doing it
2. They did scrape it out at last, and put it down on a chair, and Harris sat on it, and it stuck to him, and they went looking for it all over the room.
  - i) What is 'it' here ?
    - a) Jam
    - b) butter
    - c) tomato
    - d) kettle
  - ii) Where did it disappear ?
    - a) It stuck to Harris's back
    - b) Montmorency ate it
    - c) they packed it in kettle
    - d) three friends ate it
  - iii) While packing things George and Harris did a few silly things, name them.
    - a) broke a cup and upset almost everything
    - b) squashed a tomato

- c) trod on butter and stepped on a banana
  - d) all
- iv) What happened when George put butter on the chair ?
  - a) Harris sat on the chair and butter was stuck to his back
  - b) Montmorency ate it
  - c) Jerome ate it
  - d) George kept it in the fridge
- 3. He put his leg into jam, and he worried the teaspoons, and he pretended that the lemons were rats, and got into the hamper and killed three of them.
  - i) Who is 'he' here ?
    - a) Harris
    - b) Jerome
    - c) Montmorency
    - d) George
  - ii) Who was irritating George and Harris ?
    - a) Jerome
    - b) Montmorency
    - c) Packing
    - d) All
  - iii) What was Montmorency's contribution to the packing ?
    - a) made packing easier
    - b) packing became quicker
    - c) packing was worsened
    - d) all
  - iv) How was packing worsened with Montmorency's contribution ?
    - a) packing became tiresome
    - b) became a perfect nuisance
    - c) put his leg into jam and sat over the things
    - d) all

### Short Questions

- Q 1 What was the effect of Jerome's presence when George and Harris started packing hampers?
- Q 2 What things were to be packed by George and Harris? What was their fate?
- Q 3 How did Montmorency trouble them while packing?
- Q 4 When did the packing end?
- Q 5 What time was decided for waking up?

- Q 6 What irritated Jerome to a great extent?
- Q 7 What was Jerome's real intentions when he offered George and Harris to pack?
- Q 8 Why could Jerome not find his tooth brush easily in his bag?

### **Long Questions**

- Q 1. Humour in this story adds life to an otherwise boring topic like packing. Discuss with reference to the incidents in the lesson 'PACKING'.
- Q 2. How many times did the narrator reopen the bag while packing things and why?
- Q 3. How did George and Harris make a mess of things while packing? Explain.
- Q 4. What is the role of Montmorency in packing?

## 8. Reach for the Top-1

**Santosh Yadav**

### **Value points**

- Santosh Yadav is the only woman in the world to scale Mt. Everest twice.
- She was born in the small village of Joniyawas of Rewari district in Haryana, in a traditional conservative family.
- Her parents were traditional, prosperous landlords and she was the youngest and the only sister of five brothers.
- Contrary to her name 'Santosh' she was not satisfied with the traditional way of life.
- To start with, she did not wear traditional dresses in her childhood and preferred shorts. She studied in the village school.
- She was pressurised by her parents as she turned sixteen, to get married. Usually in her village girls got married at this age. But Santosh threatened her parents to never marry if she did not get a proper education.
- She left home and got herself enrolled in a Delhi school. When her parents refused to pay for her education, she politely informed them that she would work part time to pay her fee. Then her parents agreed to pay for her education.
- After passing high school exam, she joined Maharani College in Jaipur. Her room in Kasturba Hostel faced the Aravalli Hills.
- From the room, she used to watch people climbing hills then disappearing. Curious to find the reason, one day she went there and found a few mountaineers.
- She asked if she could join them. They not only agreed but motivated her to take to climbing.
- She started saving money and enrolled herself in a course without her parent's permission and later apologised for it.
- Instead of going back home, she went straight for the training. She went on an expedition every year after that.

- In just four years her climbing skills matured and she developed remarkable resistance to cold and the altitude.
- As a result of her hard work, sincerity, iron will, physical endurance and amazing mental toughness, she conquered Mt. Everest in 1992.
- Her seniors were impressed by her climbing skills, physical fitness and mental strength, caring & cooperative nature.
- During the 1992 Everest mission she saved the life of a fellow climber by sharing her oxygen but despite the special care by her she could not save another dying climber at the South Col.
- She scaled Everest for the second time within 12 months of her first success, being a member of Indo-Napalese Women's expedition.
- She set a record as the only youngest woman to have scaled the Everest twice.
- The Indian government conferred on her the 'Padmashri', one of the nation's top honours, in recognition of her achievements.
- She not only unfurled the Indian tricolor on the Everest but collected and brought down 500 kg. of garbages from the Himalayas, being a true environmentalist.

### **ACTIVITY**

#### **Match the names with their feat**

- |  |  |
|--|--|
| 1. First Everest climber to reach the Summit                 | - Bachendri Pal                            |
| 2. First Indian to climb Mt. Everest                         | - Malavattir Poorna                        |
| 3. Three times climber of Mt. Everest                        | - Edmund Hillary and<br>and Tenzing Norgay |
| 4. First Indian woman to reach the summit<br>of Mt. Everest. | - Avtar Singh Cheema                       |
| 5. Youngest Indian to climb Mount Everest                    | - Saurabh Singh<br>Shekhawat               |

### COMPREHENSION PASSAGES

1. But to everyone's surprise, the unborn child's grandmother, who was standing close by, told him that they did not want a son. The holy man' was also surprised.
  - i) What request did the unborn child's grandmother make to the holy man ?
    - a) blessing for a son
    - b) blessing for money
    - c) blessing for milk
    - d) blessing for a daughter
  - ii) What blessings did the holy man give earlier ?
    - a) for peace and prosperity
    - b) for success
    - c) for the birth of a son
    - d) for the birth of a daughter
  - iii) The synonym of 'near by' from the above lines -
    - a) standing
    - b) close by
    - c) surprised
    - d) holy
  - iv) The grandmother referred in the para is -
    - a) Kezia's grandmother
    - b) Kalam's grandmother
    - c) Santosh Yadava's grandmother
    - d) none of these
2. She began living life on her own terms from the start, where other girls wore traditional Indian dresses, Santosh preferred shorts.
  - i) Who is 'she' here ?
    - a) Kezia
    - b) Santosh Yadav's grandmother
    - c) Maria Sharapova
    - d) Santosh Yadav
  - ii) How was Santosh different from other girls ?
    - a) she was prettier
    - b) she was slim
    - c) She didn't like and do any traditional things rather always did things of her choice
    - d) None
  - iii) 'On her own terms' here means –
    - a) on her conditions
    - b) on choice of others
    - c) on friend's term
    - d) none of these
3. A marriage as early as that was the last thing on her mind. She threatened her parents that she would never marry if she did not get a proper education.
  - i) Why did Santosh leave home for Delhi ?
    - a) to roam about
    - b) to meet a friend
    - c) to get proper education and avoid marriage
    - d) None



the world." How did Santosh feel when she was at the summit of the Everest?

- Q. 5 Santosh's concern for environment is no less. How can you say that?
- Q. 6 Can you list two reasons for which Santosh Yadav got into the record books twice?
- Q. 7 Santosh did not like the traditional life in her village. How can you say that ?
- Q. 8 What do you know about the early life of Santosh?

**Long Questions:**

- Q.1 "From the very beginning I was quite determined that If I choose a correct and rational path, the others around me had to change not me". What traits and values you admire in her that made her a successful woman despite the fact that she come from a orthodox, conservative, traditional society.
- Q.2 What skills and qualities did Santosh develop after she took up climbing as a career?
- Q.3 How did Santosh come to be a member of an Indo Nepalese women's Expedition?
- Q.4 How did Santosh get inspiration to become a moutaineer?



## 8. Reach for the Top-II

Maria Sharapova

### Value points

- Maria Sharapova a fashionable, glamorous Russian girl who reached to the world's number one position in women's tennis on 22nd August 2005.
- Born to Yuri and Yelena Sharapova in Siberia, she was sent to Florida, USA with her father for tennis-training at the age of nine.
- Due to visa-restrictions mother could not accompany them. But Maria learnt an important lesson in life- that tennis excellence would only come at a price.
- Father also worked extra hours to pay for her tennis training and could not stay with her. She had to tolerate separation from her mother for two years.
- Being so young, just nine, she went to bed at 8 p.m. The other tennis players used to come at 11p.m. and after waking her up, would ask her to clean the room.
- But instead of being depressed, she was becoming more determined and mentally tough to achieve her target. Instead of quitting she steadfastly pursued her dream.
- Four years' hard work and strong determination and sacrifice that she made, resulted in bagging women's singles tennis trophy in 2004 and in 2005 world's no.1 position.
- The key to her success is being competitive, hard working with no place for sentiments.
- Though trained in US, she is proud to be a Russian and ready to play for Russia if offered.
- Her hobbies are fashion, singing and dancing. She loves to read novels of Arthur Conan Doyle. She loves sophisticated evening gowns and eating pancakes with chocolate spread and fizzy orange drinks.
- Her hardwork, strong determination, mental toughness and sacrifices have earned her not only success but ample money also.
- She admits that money was a motivation for her but the most important thing was to become number one in the world.

## ACTIVITY

Name the sportsperson and the game they are associated with-Saina Nehwal, Maria Sharapova, Harbhajan Singh, Sania Mirza, Virat Kohli, Sushil Kumar.



### COMPREHENSION PASSAGE

1. Little Maria had not yet celebrated her tenth birthday when she was packed off to train in the United States.
  - i) When was little Maria packed off to U.S?
    - a) at the age of 19
    - b) at the age of 14
    - c) at the age of 15
    - d) at the age of 10 for training for tennis
  - ii) Who went to the United State with Maria ?
    - a) her mother
    - b) her father
    - c) her grandmother
    - d) her teacher
  - iii) Maria Sharapova belongs to-
    - a) United States
    - b) France
    - c) Russia
    - d) Germany
  - iv) The phrase from the above lines that means the same as 'to send someone away' is-
    - a) off to
    - b) packed off
    - c) celebrated
    - d) none of these
  - v) What led Maria to the path of success and why couldn't her mother accompany her ?
    - a) Her trip to U.S. for playing tennis. Her mother couldn't accompany because of visa restrictions.
    - b) Her habits. Her mother was unwell and so she could not accompany her
    - c) Her interest in music. Her mother did not want to go to USA
    - d) Her Academics. Her mother was busy
2. The nine year old girl had already learnt an important lesson in life-that tennis excellence would only come at a price.
  - i) Who is the 'girl' here ?
    - a) Santosh Yadav
    - b) Kezia
    - c) Maria Sharapova
    - d) none
  - ii) What price did she pay for tennis training ?
    - a) She had to pay a hefty amount
    - b) separation from mother and isolation
    - c) She lost her bags.

- d) travelled alone to us
- iii) Maria put up all the humiliations and insults during her training period to
  - a) To pursue her education
  - b) To pursue her music
  - c) To pursue her dream for tennis
  - d) To be the richest tennis player in the world
- 3. That toughness runs through Maria even today. It was the key to her bagging the women's singles crown at Wimbledon in 2004 and to her meteoric rise to the world number one spot the following year.
  - i) What's Sharapova's mantra for success ?
    - a) Being competitive                      b) Working hard
    - c) Respecting her job                      d) All of the above
  - ii) Depressing treatment in the U.S made Maria :
    - a) weak    b) nervous
    - c) timid    d) tough
  - iii) When did Maria Sharapova get the world number one position in women's tennis ?
    - a) 22 August 2004                              b) 22 August 2005
    - c) 22 August 2006                              d) 22 August 2007
  - iv) Word from the above passage which means the same as 'sudden'
    - a) toughness                                      b) bagging
    - c) meteoric    d) none of these

### Short Questions:

- Q.1 Why did Maria have to stay away from her mother? What were Maria's feelings during this time?
- Q.2 What were the difficulties/hardships that Maria faced in the hostel?
- Q.3 Describe the grit and determination with which Maria faced all the humiliations while training for tennis.

**Or**

What made Maria carry on in spite of the tough conditions that she faced?

- Q. 4 What is Maria's mantra for success?
- Q. 5 What, other than tennis, are Maria's hobbies?
- Q. 6 What is the role of Maria's parents in her success?

### **Long Questions**

- Q.1 Compare and contrast Santosh Yadav and Maria Sharapova in terms of their birth, the families they were born into, their education, parental support, training, struggles and their achievements.
- Q. 2 Describe Maria's journey to the pinnacle in women's tennis.

## 9. The Bond of Love

**Kenneth Anderson**

- A sloth bear cub was found by the author accidentally. When author was passing through sugarcane fields, while driving away the wild pigs, one of his companions shot a sloth bear. A baby bear was riding on the back of mother bear when it was shot dead. Baby bear was making miserable sounds running around the mother. Author felt pity for it.
- Author captured it with the help of his friends to take it home and put it in a gunny bag.
- He presented the bear cub to his wife on reaching Bangalore, his home. She was so happy that she instantly put a ribbon around its neck on finding it to be a male named it Bruno and lovingly called it "Baba".
- Bruno learnt drinking milk from a bottle. In a few days he started eating and drinking everything even spicy things, beer, alcoholic liquor etc.
- In his younger days he was left free and became friendly with two Alsatian dogs and children of the tenants. Bruno had access to kitchen and even slept in the beds of family members.
- One day author put down poison (Barium Carbonate) in the library to kill rats, but Bruno entered the library as usual and ate some of the poison.
- Bruno got paralysed but somehow he dragged himself to author's wife. She called author and he took him to the vet.
- It was an uncommon case of barium carbonate poisoning of a bear
- But Bruno was saved.
- Bruno grew bigger in size and author decided to give it to the Zoo.
- Author's wife consented after great persuasion.
- But cried later, went to meet him at the Zoo.
- Both cried, wanted to take Baba back.
- With great efforts taken back, Island created for Baba in the house.
- Story tells that bear also has a sense of affection, memory and individual characteristics.

### ACTIVITY

- Name some stories with human - animal love.
- There may be a story telling session in the class

## COMPREHENSION PASSAGES

1. "I must see Baba, either you take me by car, or I will go myself by bus or train." So I took her by car.
  - i) Who wants to meet Baba ?
    - a) Author
    - b) Author's wife
    - c) Servant
    - d) Children
  - ii) Where does the speaker want to go ?
    - a) Zoo
    - b) Her home
    - c) Market
    - d) Office
  - iii) How did the speaker convince other for her wish ?
    - a) She cried bitterly
    - b) She decided to go by herself
    - c) She requested her husband
    - d) None of these
  - iv) Who is Baba ?
    - a) Bear
    - b) Child
    - c) Neighbour
    - d) Author
  - v) How did they go to zoo ?
    - a) By car
    - b) By bus
    - c) By train
    - d) None of these
2. My wife cried bitterly, Baba cried bitterly, even the hardened curator and the keepers felt depressed. As for me, I had reconciled myself to what I knew was going to happen next.
  - i) Why did the author's wife cry bitterly ?
    - a) She was missing Baba
    - b) She was missing her husband
    - c) She was missing her children
    - d) None of these
  - ii) What was the reaction of the curator and the keepers ?
    - a) Happy
    - b) Depressed
    - c) Surprised
    - d) Shocked





- Q. 3 What happened to Bruno in the library?
- Q. 4 "We all missed him greatly : but in a sense we were relieved", says the author. Why does he say so?
- Q. 5 How did Bruno react or what did Bruno do when the author's wife reached the zoo to meet him?
- Q. 6 How was the bear transported back to Bangalore?
- Q. 7 What happened to Bruno when he was sent to the zoo?
- Q. 8 What arrangements were made when Baba was brought back to the author's house?
- Q. 9 Describe Bruno's toys and games.

### **Long Questions**

- Q. 1 'Animals also feel the pleasure of love and the pains of separation' Discuss this statement with reference to the story. 'The Bond of Love.'
- Q. 2 'Love is mutual'. Justify this statement with reference to the story. 'The Bond of Love.'
- Q. 3 Bruno was a loving and playful pet. Still he was sent to the Zoo. Give reasons.

## 10. KATHMANDU

–Vikram Seth

- The author visits Kathmandu, the capital of Nepal and hires a cheap room in the centre of the town and sleeps for hours.
- Next morning accompanied by Mr. Shah's son and nephew he visits the most sacred Hindu temple, Pashupatinath on the bank of Bagmati river.
- The atmosphere in and around the temple is completely chaotic. There are priests, devotees, hawkers, tourists, cows and monkeys etc.
- A sign board announces entry for the Hindus only. People are jostling to go to the front. A policeman is not allowing saffron clad Westerners to enter. Monkeys and dogs are roaming freely there.
- The author is amused to see two monkeys fighting with each other, chasing and one jumps onto a Shivalinga.
- A corpse is being cremated on the bank of the river, washer women are busy doing their work, children bathing in it. A basket of old offerings is thrown from a balcony into the river.
- A small shrine half protrudes from the stone platform on the river bank. It's believed that when it emerges fully, the goddess inside will escape and the evil period of Kaliyug will end on the earth.
- In contrast Baudhnath Stupa is very calm. Its white dome is surrounded by a road, small shops surround it, no crowds, shops, mainly owned by Tibetan immigrants selling bags, jewellery, etc.
- Kathmandu is described as lively, commercial and a religious place having busy, narrow streets.
- Kathmandu market has fruits and flute sellers, hawkers, shops selling Western cosmetics, chocolates, antiques, film rolls etc.
- Noises of film songs, car horns, vendors shouting, cows roaming freely here and there.
- Author buys eatables and coca cola etc. for himself.
- He thinks of two plans to go back home, one by bus and train to Patna and then sailing up the Ganges and Yamuna. But being homesick he stuck to the second one, buys a next day ticket for direct flight to home.

- The author is fascinated by a flute seller standing in a corner of the square near his hotel.
- He has a pole on which many flutes are stuck like quills of a porcupine. He plays flutes whose sound is clearly audible in the traffic and hawker's noise. He doesn't have to shout for his product; Occasionally sells a flute, plays melodious tunes which impress the author.
- Flute is present in different cultures with different names with its specific fingering and compass. But author finds the commonality of all mankind in flute music.
- He observes that as we have to breathe to live, its playing also needs to pause and breathe to produce music.
- The melodious tunes of bansuri had never left him spell bound earlier.

### **ACTIVITY**

Elaborating with drawings/pictures, describe a place that you have visited. It may be a,

Market place

Monument

Religious place.

## COMPREHENSION PASSAGES

1. There are so many worshippers that some people trying to get the priest's attention are elbowed aside by others pushing their way to the front.
  - i) Who is the writer of the lesson ?
    - a) Abdul Kalam
    - b) Vikram seth
    - c) Katherine Mansfield
    - d) James
  - ii) Which place is being talked about here ?
    - a) Hindu temple
    - b) Market
    - c) Baudhnath Stupa
    - d) Monument
  - iii) Why were the people elbowed aside by each other ?
    - a) To do worship
    - b) To get priest attention
    - c) Ram mandir
    - d) Hanuman temple
  - iv) Which temple is described here ?
    - a) Pashupatinath Temple
    - b) Konark Temple
    - c) Ram Mandir
    - d) Hanuman Temple
  - v) Give the verb of the word 'worshippers'
    - a) Worship
    - b) Worshipped
    - c) Both a and b
    - d) None of these
2. But I am too exhausted and homesick; today is the last day of August. Go home, I tell myself; move directly towards home. I enter a Nepal Airlines office and buy a ticket for tomorrow's flight.
  - i) Who is 'I' in the above line?
    - a) Writer
    - b) Priest
    - c) Traveller
    - d) Friend of writer
  - ii) Why does the speaker want to "move directly towards home"
    - a) To spend holidays
    - b) To catch the flight
    - c) To relax
    - d) To join office
  - iii) How does the speaker decide to travel ?
    - a) By car
    - b) By train
    - c) By plane
    - d) By motorcycle
  - iv) Find a word from the above passage that means the same as 'missing home'
    - a) Homesick
    - b) Exhausted
    - c) tired
    - d) Bored

- v) Which country he visited the last ?
- a) Nepal                                      b) India  
c) Pakistan                                  d) America
3. I find it difficult to tear myself away from the square. Flute music always does this to me; it is at once the most universal of sounds.
- i) Who is 'I' referred to here ?
- a) Flute seller                                b) The speaker  
c) Priest                                        d) Shopkeeper
- ii) Why couldn't the speaker tear himself away from the square ?
- a) He was tired                              b) He forgot the route  
c) He wanted to listen to music      d) None of these
- iii) What is 'it' here ?
- a) Temple                                      b) Stupa  
c) Flute music                                d) Scene of market
- iv) Write a comparative degree of the word 'difficult'
- a) More difficult                             b) Most difficult  
c) Difficulter                                 d) Difficultest
- v) Which is the sweetest music according to the speaker ?
- a) Flute                                        b) Guitar  
c) Drums                                      d) Piano

- Q. 1 What is the belief associated with the half immersed shrine in the river Bagmati ? What does it tell us?
- Q. 2 What is the author attracted to while standing in a corner of the square? Why?
- Q. 3 How is the flute-seller different from other hawkers and vendors?
- Q. 4 What is the effect of flute music on the author?
- Q. 5 Who is struggling for permission to enter the Pashupatinath Temple and why?

- Q. 6 Why does the author decide to take a direct flight back home?
- Q. 7 Why does the author call Baudhnath stupa a haven of quietness?

**Long Questions**

- Q.1 The holy river 'Bagmati' is used for different social customs and is badly polluted. How can the sacredness of the holy rivers be maintained?
- Q.2 What is the difference between the atmosphere at Pashupatinath Temple and Baudhanath Stupa?

## 11. IF I WERE YOU

–Douglas James

- Gerrard, a play wright, lives alone in a lonely cottage.
- After talking to someone on phone, he starts packing his travelling bag.
- Suddenly an intruder enters the cottage with a revolver in his hand, Gerrard smiles surprisingly.
- Gerrard tries to be calm. Intruder wants to know some facts about his life. When Gerrard tries to be humorous while answering his questions, he threatens to hurt him, if he would not answer.
- Gerrard tries to know his name but he is too clever to tell it, Instead he asks Gerrard's Christian name.
- Intruder inquires if he drives car and who often visit him the people. Though intruder has collected a lot of information about Gerrard, still he wants to confirm the facts.
- Gerrard tells him that only a few people-the baker, the green grocer and a quite charming milkman visit him.
- Gerrard again in a tricky way tries to know about him. Intruder asks him not to be smart he has a special motive and it would surprise him.
- Gerrard asks him what particular line of crime he embraces and intruder tells him that his speciality is jewel robbery.
- During conversation Gerrard says that there are a few jewels to rob in the Essex's forests. Intruder says that cops are also few. So he can comfortably relax.
- Gerrard amusingly tells him that he was not invited to live with him. Intruder says that his big surprise is that he is not going to live for long he will kill him soon.
- Intruder sarcastically tells him that he is sorry to kill him but he has to as he is wanted in a murder case and police is behind him. If he kills Gerrard he cannot be hanged twice for double murder.
- After killing Gerrard he will take on his identity and live comfortably. He has learnt Gerrard's style of talking and he will dress up like him with Gerrard's clothes.
- After listening all this Gerrard says to intruder that he cannot kill him, instead he will let him go and thank God for not killing him earlier.
- Now intruder is eager to know the reason and unintentionally tells Gerrard that he was doing a job in the town. Things went wrong and he killed a cop. since then he has been dodging. Intruder further tells him that he came to Aylesbury where he saw and listened to his conversation with two people.

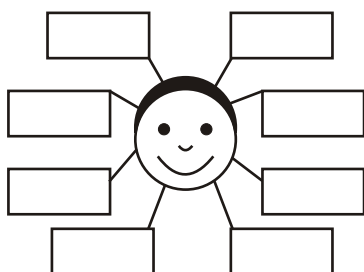
He says that Gerrard seems mysterious to him. He is the right person to take on his identity.

- Gerrard tries to explain the mystery but intruder is no more interested in listening. He is paying much attention to Gerrard's way of talking, style of walking etc.
- He tells intruder that if he shoots, he will be surely be hanged if not as him self then as Vincent Charles Gerrard.
- Gerrard tells him that it was his surprise for him. If he is a criminal he is also not a gentleman. He says that his game is also over. Circumstances were not favourable so he ran away after firing bullets but one of his accomplices was captured. He is also expecting trouble that night. So his bag is packed and intruder finds in his bag, along with other things, false moustaches etc. which Gerrard says are disguise outfit.
- Gerrard offers him lift in his car to run away. To make him believe his words he shows disguise outfit in the bag as a proof.
- Gerrard tells the intruder that he has posted a man who will ring up on seeing police. Then bell rings and he instructs intruder to follow him as police has come.
- Gerrard opens the door and steps away. Intruder leans forward, to inspect whether he is speaking the truth, with side towards Gerrard, but revolver ready. As he turns his head and reaches near the cupboard, Gerrard pushes the intruder into the cupboard, knocking the revolver out of his hand and locks it from outside. Now Gerrard goes to the phone and calls the policeman (sergeant).

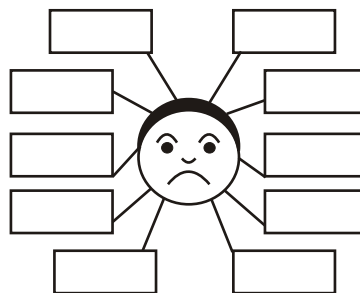
### ACTIVITY

Following words are associated with the personality of the characters of this play.' If I were you.' Write the words at the correct place, matching the personality.

#### GERRARD



#### INTRUDER



Smart, sarcastic, quick witted, sense of humor, talkative, clever, flashy, confident, spectacles, observant, nonchalant, reserved, planned, short-tempered, bold, intelligent, well-dressed, serious, brave, medium built.



## COMPREHENSION PASSAGES

1. "I m not taking it for fun, I've been hunted long enough. I'm wanted for murder already and they can't hang me twice."
  - i) Who does 'I' refer to ?
    - a) Writer
    - b) Policeman
    - c) Intruder
    - d) None of these
  - ii) Why has he been hunted long enough?
    - a) He killed a cop
    - b) He stole a car
    - c) He robbed House
    - d) He broke the traffic rules
  - iii) What punishment maybe given to him ?
    - a) To shoot
    - b) To hang
    - c) To keep in prison
    - d) To get free
  - iv) Find a word from the passage which means the same 'sought after'.
    - a) Wanted
    - b) Hunted
    - c) Murdered
    - d) Troubled
  - v) Who are 'they' here ?
    - a) Common people
    - b) Guards
    - c) Shop owner
    - d) Policemen
2. "I've got freedom to gain. As for myself, I am a poor hunted rat. As Vincent Charles Gerrard I am free to go places and do nothing".
  - i) Name the lesson from where the above passage has been taken?
    - a) I am you
    - b) If I were you
    - c) I and you
    - d) None of these
  - ii) Who has been referred to as "a poor hunted rat" here ?
    - a) Charles Gerrard
    - b) The intruder
    - c) The policeman
    - d) The servant
  - iii) How does the speaker want to gain freedom ?
    - a) To become Charles Gerrard
    - b) To run away from cops
    - c) To surrender himself
    - d) To become a poor man
  - iv) Find the opposite of 'lose' from the above lines
    - a) Hunt
    - b) Gain
    - c) Get
    - d) Win
  - v) Who is the speaker of these lines ?
    - a) Charles Gerrard
    - b) The intruder
    - c) the policeman
    - d) The assistant
3. "Unfortunately they got one of my men and found things the fool should have burnt. Tonight I'm expecting trouble."

- i) Who are 'they' here ?
  - a) Policemen                      b) Office boys
  - c) Stage artists                 d) Neighbours
- ii) Who is the speaker ?
  - a) The intruder                  b) Gerrard
  - c) Policeman                    d) Office boy
- iii) Why is the speaker expecting trouble ?
  - a) His man was caught
  - b) His game was over
  - c) The cop had reached here
  - d) None of these
- iv) Find the word similar to 'worry'?
  - a) Safety                          b) Delight
  - c) Trouble                        d) Fear
- v) Who is the author of the lesson
  - a) Charles Gerrard              b) Douglas James
  - c) Kenneth Anderson          d) K. Jerome

**Short Questions :**

- Q.1 Where does Gerrard live ? What happened to him, one day ?
- Q.2 Why has the intruder been hunted long enough ?
- Q.3 What will the intruder gain by killing Gerrard ?
- Q.4 Where did the intruder see Gerrard ? Why did he select him (Gerrard) only to take on his identity after killing him ?
- Q.5 As told to the intruder, what had Gerrard done and with what result ?

**Long Questions**

- Q.1 Gerrard saved himself with his presence of mind. What are the essentials to face a problem successfully ?
- Q.2 Why did the intruder break into Gerrard's cottage?
- Q.3 What is Gerrard's profession? How does his speech and words reveal this?

# POETRY (BEEHIVE)

## 1. THE ROAD NOT TAKEN by Robert Frost

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### Value Points

- The poet Robert Frost tells us about the struggle an individual faces while he/she makes decisions in life.
- The person in the poem has to decide whether to follow the crowd or to travel by the road much travelled by.
- He chooses the road not many people had taken before.
- He also wonders about the road that he had not taken. He thinks about the choice that he left and also what would have happened if he had made a different choice.

### STANZA FOR COMPREHENSION

1. And both that morning equally lay  
In leaves no step had trodden black,  
Oh! I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.
  - i) Why did the poet leave the first road ?
    - a) To travel on it on some other day
    - b) It was under repair
    - c) There was a traffic jam on it.
    - d) It was blocked because of an accident
  - ii) How did both the roads lie ?
    - a) Sparsely trodden
    - b) Very frequently travelled
    - c) Never travelled
    - d) Under construction
  - iii) Who does **both** refer to ?
    - a) The two roads
    - b) The poet and his friends
    - c) The two boys

- d) The two benches
  - iv) What doubt did the poet suffer from ?
    - a) If he would reach his destination on time
    - b) If he would ever be able to come back to the first road
    - c) If he would manage to finish the task assigned
    - d) If he would manage to convince his employer
  - v) Who wrote the poem ?
    - a) William Wordsworth
    - b) Ruskin Bond
    - c) Stephen Spender
    - d) Robert Frost
2. Then took the other, just as fair,  
 And having perhaps the better claim,  
 Because it was grassy and wanted wear,  
 Though as for that the passing there  
 Had worn them really about the same
- i) How was the **other road** projected to be in the given lines ?
    - a) Grassy
    - b) Less trodden
    - c) Fair
    - d) All of these
  - ii) What has been termed as **fair** in the given stanza?
    - a) The road
    - b) The lady
    - c) The life
    - d) The bench
  - iii) Write a similar word for probably from the given stanza.
    - a) Fair
    - b) Perhaps
    - c) Grassy
    - d) Really
  - iv) Give antonym of word claim ?
    - a) Disclaim
    - b) Disclosure
    - c) Discovered
    - d) Disliked
  - v) Name the poet of the given stanza.
    - a) Robert Frost
    - b) Stephen Spender
    - c) W.B. Yeats
    - d) William Shakespeare
3. I shall be telling this with a sigh  
 Somewhere ages and ages hence,  
 Two roads diverged in a wood, and I

I took the one less travelled by,  
And that has made all the difference

- i) What is the rhyme scheme of the poem ?
  - a) abaab                      b) ababa
  - c) abbab                     d) abcab
- ii) What do you understand by 'ages and ages hence' ?
  - a) after a short time      b) after a long time
  - c) after some time        d) none of these
- iii) Why did the speaker take the road that is less travelled ?
  - a) to go with his friends   b) to go alone
  - c) to get new experience   d) to go by shortcuts
- iv) Write a similar word for split from the given stanza.
  - a) converge                 b) connect
  - c) be direct                 d) diverged
- v) Name the poem of the given stanza.
  - a) The road not taken      b) Rain on the roof
  - c) No men are foreign      d) The lake Isie of Innisfree

## 2. WIND

Subramania Bharti

The poet Subramania Bharati advises us to be strong in mind as well as body. The wind symbolises the difficulties and challenges that we face in our life. The poet suggests that we should face them boldly, and stay firm in difficult situations.

### Comprehension Stanzas

1. You are very clever at poking fun at weaklings/  
Frail crumbling houses, crumbling doors,  
crumbling wood, crumbling bodies,  
crumbling lives, crumbling hearts,  
the wind god winnows and crushes them all.
  - i) Who is very clever ?
    - a) The wind
    - b) The wood
    - c) The rafters
    - d) The houses
  - ii) What does the wind God do ?
    - a) It separates weaklings from the strong
    - b) It crushes all that is weak
    - c) It destroys lives
    - d) All of these
  - iii) Write the word opposite in meaning to the word **Frail**.
    - a) Strong
    - b) Weak
    - c) Flexible
    - d) Rude
  - iv) Which poetic device is used in the given stanza?
    - a) Transferred Epithet
    - b) Simile
    - c) Oxymoron
    - d) Repetition
  - v) Name the poet.
    - a) Subramania Bharati
    - b) Vikram Seth
    - c) Gieve Patel
    - d) A.P.J. Abdul Kalam
2. The wind blows out weak fires.  
He makes strong fires roar and flourish.  
His friendship is good.  
We praise him everyday.
  - i) What does it do with strong fires ?
    - a) It makes them roar
    - b) It makes them flourish
    - c) It makes them rise higher
    - d) All of these
  - ii) Whose friendship is termed to be good in the given lines?
    - a) Fire
    - b) Water
    - c) Wind
    - d) Sun
  - iii) Write the word opposite in meaning to the word **friendship**.
    - a) Hatred
    - b) Enmity
    - c) Rivals
    - d) Love

- iv) What is the wind symbolic of ?
    - a) Adversities                      b) Challenges
    - c) Obstacles                        d) All of these
  - v) Name the poet.
    - a) Subramania Bharati            b) Vikram Seth
    - c) Gieve Patel                      d) Sarojini Naidu
3. Wind come softly.  
 Don't break the shutters of the windows.  
 Don't scatter the papers.  
 Don't throw down the books on the shelf.  
 There, look what you did-you threw them all down.  
 You tore the pages of the books.
- i) What did the wind tear ?
    - a) clothes                              b) curtain
    - c) newspaper                        d) books
  - ii) What can the wind do ?
    - a) break the shutters
    - b) tear the books
    - c) throw down books from shelves
    - d) all of the above
  - iii) How should the wind come?
    - a) softly                                b) violently
    - c) strongly                            d) ghastly
  - iv) What do these lines show about the wind ?
    - a) powerful                            b) destructive
    - c) both a and b                      d) none of these
  - v) Who brought the rain again ?
    - a) clouds                                b) wind
    - c) rain God                            d) none of these

### 3. THE RAIN ON THE ROOF

Coates Kinney

- The poet lays on his bed and hears the sound of clouds and rain drops.
- The rain on the roof creates beautiful sound which echoes in the heart of the poet.
- Memories, both sweet and sad, surround him.
- The sound of rain makes the poet happy and puts him in a state of bliss.

#### COMPREHENSION STANZAS

1. Every tinkle on the shingles  
Has an echo in the heart;  
And a thousand dreamy fancies  
Into busy being start  
And a thousand recollections  
Weave their air-threads into woof,  
As I listen to the patter  
of the rain upon the roof
  - i) What makes an echo in the poet's heart ?
    - a) The sound of raindrops on the roof
    - b) The ringing bells of the church
    - c) The melodious voice of a little girl
    - d) The chirping of the birds
  - ii) What rises in the poet's mind?
    - a) Fancies
    - b) Confusion
    - c) Hatred
    - d) Agony
  - iii) What does the word **shingles** mean ?
    - a) Raindrops
    - b) Dark clouds
    - c) Tiles used on roofs
    - d) Window sills
  - iv) What does the poet listen to ?
    - a) The sound of music
    - b) The bird's song
    - c) The pattering sound of the rain made on the shingles
    - d) The news broadcasted on the television
  - v) Name the poet of the given stanza.



- a) Robert Frost                      b) Ruskin Bond
- c) Coates Kinney                    d) William Wordsworth

2. What a bliss to press the pillow  
Of a cottage – chamber bed  
And lie listening to the patter  
of the soft rain overhead

- i) Who is listening to the patter ?
  - a) Child                                  b) Poet
  - c) Mother                                d) Girl
- ii) What bliss is the poet talking about ?
  - a) To listen sound of rain
  - b) To lie down on a comfortable bed
  - c) To stay in a house
  - d) Both a and b
- iii) What is the figure of speech used in the third line of stanza?
  - a) Alliteration                          b) Metaphor
  - c) Simile                                d) Personification
- iv) Explain 'patter of the soft rain overhead'.
  - a) Soft sound of rain drops
  - b) Harsh sound of rain drops
  - c) Sound of cloud
  - d) Sound of lightning
- v) What is the rhyming scheme of the stanza ?
  - a) abab                                  b) abcb
  - c) abac                                 d) aabc

3. Now in memory comes my mother,  
As she used in years ago,  
To regard the darling dreamers  
Ere she left them till the dawn;

- i) What is '**agone**'?
  - a) New                                    b) Old
  - c) Gone                                  d) Memory

- ii) What reminds the poet about his mother ?
- a) Sound made by rain drops
  - b) Sound of clouds
  - c) Comfortable bed
  - d) None of these
- iii) Who are the '**darling dreamers**'?
- a) Dreams                      b) Children
  - c) Mother                      d) Clouds
- iv) What is the rhyme scheme of the stanza?
- a) aaba                      b) abac
  - c) abab                      d) abcb
- v) Write the word opposite in meaning to the word **dawn**.
- a) Day break                      b) Sunrise
  - c) Dusk                      d) Daylight

## 4. THE LAKE ISLE OF INNISFREE William Butter Yeats

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- The poet wishes to go to Innisfree, which is an island of Ireland.
- He thinks of living in natural surroundings, by building a hut and living in it.
- The poet thinks he will find peace there.
- He desires to enjoy the slow pace of country-side living.
- The poet lives in a crowded city, still he is attracted by the rural sounds of Innisfree.
- He imagines hearing the sound of the Lake water, lapping by the shore.

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

- I will arise and go now, and go to Innisfree, And a small cabin build there, of clay and wattles made; Nine bean-rows will I have there, a hive for the honey bee, And live alone in the bee-loud glade.
  - i) Who does "I" refer to in the stanza?
    - a) the speaker
    - b) the honey bee
    - c) the bird
    - d) the house
  - ii) Where is he at the present moment?
    - a) in a house
    - b) walking down a road in London
    - c) river side
    - d) forest
  - iii) Where does he want to go?
    - a) his home
    - b) peaceful place
    - c) the lake island of Innisfree
    - d) in forest
  - iv) What does he wish to do there?
    - a) To sing a song
    - b) To take rest
    - c) To make a small hut of clay
    - d) To listen music
  - v) What is the name of the poem?
    - a) The rain on the roof
    - b) The lake isle of Innisfree
    - c) The snake trying
    - d) None of these
- 2. will arise and go now, for always night and day  
I hear the lake water lapping with low sounds by the shore;  
While I stand on the roadway, or on the pavements grey,  
I hear it in the deep heart's core.
  - i) What does the poet hear?
    - a) Water sound
    - b) Traffic sound
    - c) Song
    - d) None of these
  - ii) Where does the poet want to go?
    - a) River
    - b) Forest
    - c) City
    - d) Lake Isle of Innisfree

- iii) What does the poet wish to do in Innisfree?
    - a) To live in the lap of Nature b) Away from the hubbub of the city
    - c) Both a and b d) None of these
  - iv) What does the stanza suggest about the poet?
    - a) Love of nature b) Love of traveling
    - c) Love of loneliness d) Love of music
  - v) Who is the poet of the poem?
    - a) Robert Frost b) W.B. Yeats
    - c) William Shakespeare d) P. Cary
3. And I shall have some peace there, for peace comes dropping slow  
 Dropping from the veils of the morning to where the cricket sings;  
 There midnight's all a glimmer, and noon a purple glow.  
 And evenings full of the linnet's wings.
- i) What is the poet going there to find?
    - a) Peace b) Money
    - c) Treasure d) Home
  - ii) What do you understand by 'veils'?
    - a) Curtain of bushes b) Trees
    - c) Insects d) Birds
  - iii) How has noon been described in the stanza?
    - a) Gold b) Yellow
    - c) Dark d) Purple glow
  - iv) What is a 'Linnet'?
    - a) A brown and grey finch with a reddish breast and forehead
    - b) A popular song
    - c) A river
    - d) A friend of poet
  - v) When does the cricket sing?
    - a) In morning
    - b) In evening
    - c) In noon
    - d) None of these

## 5. A LEGEND OF THE NORTHLAND Phoebe Cary

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- The poem puts forward the idea that one should not be selfish, but always try to be helpful towards the needy.
- A selfish person has no satisfaction in life.
- The poem is about the Northland, which is a very cold region, where nights are longer than days.
- Once Saint Peter stopped at an old Lady's cottage because he was feeling hungry.
- The lady was baking cakes on the hearth. When Saint Peter asked for one of the cakes, the lady tried to make a tiny cake for him. But being selfish, she couldn't give it to him.
- Her greedy behaviour annoyed the hungry saint.
- He cursed her and transformed her into a woodpecker.
- All her clothes except her scarlet cap were burnt, as she went up the chimney and flew out of the top.

**Read the extract given below and answer the following questions:**

1. Once, when the good Saint Peter  
Lived in the world below,  
And walked about it, preaching.  
Just as he did, you know,
  - i. Who was Peter?
    - a) A saint
    - b) A physician
    - c) A teacher
    - d) A beggar
  - ii. What did he do?
    - a) Stealing
    - b) Preaching
    - c) Cooking
    - d) Driving
  - iii. Where did Saint Peter live?
    - a) Under the Earth
    - b) In Heaven
    - c) In the woods
    - d) In the skies
  - iv. Find the word from the stanza similar in meaning to '**Virtuous**'.
    - a) Below
    - b) Preaching
    - c) Good
    - d) Walked

- v. Name the poet of the given stanza.
- |                    |                        |
|--------------------|------------------------|
| a) Phoebe Cary     | b) Robert Frost        |
| c) Stephen Spender | d) William Shakespeare |
2. He came to the door of a cottage,  
In travelling around the earth.  
Where a little woman was making cakes,  
And baking them on the hearth:
- i. Where did St. Peter come?
- |                             |                                  |
|-----------------------------|----------------------------------|
| a) To the door of a cottage | b) To the roof of a cottage      |
| c) To the door of a mansion | d) To the window of an apartment |
- ii. Whom did Saint Peter meet?
- |                   |                |
|-------------------|----------------|
| a) A little woman | b) A fair lady |
| c) A fat woman    | d) A tall girl |
- iii. What was she doing?
- |                      |                       |
|----------------------|-----------------------|
| a) Stitching clothes | b) Reading a book     |
| c) Baking cakes      | d) Cleaning her house |
- iv. Who does 'He' refer to?
- |                |                |
|----------------|----------------|
| a) Saint Peter | b) Saint Paul  |
| c) Saint John  | d) Saint Louis |
- v. Who composed the poem?
- |                    |                        |
|--------------------|------------------------|
| a) Robert Frost    | b) Phoebe Cary         |
| c) Stephen Spender | d) William Shakespeare |
3. Now, you shall build as the birds do,  
And shall get your scanty food  
By boring. and boring, and boring.  
All day in the hard. dry wood  
Then up she went through the chimney,  
Never speaking a word,  
And out of the top flew a woodpecker.  
For she was changed to a bird.

- i. What curse did Saint Peter give to the woman?
  - a) To die due to hunger
  - b) To become a bird
  - c) To be a witch
  - d) None of these
- ii. Who went up the chimney?
  - a) Saint Peter
  - b. The woman
  - c) The piece of cake
  - d) The owl
- iii. What happened to the woman after the curse?
  - a) She changed to a good human being
  - b) She became a bird
  - c) She died
  - d) She ran away
- iv. What does a woodpecker do to find its food?
  - a) Bores all the day
  - b) Flies all the day
  - c) Eats the fruits
  - d) None of these
- v. Who is "you" in the above lines?
  - a) Saint Peter
  - b) Woman
  - c) Bird
  - d) None of these

## 6. NO MEN ARE FOREIGN

James Kirkup

- Poet says that all men on this earth are same
- Our body is same, we all have two hands, two eyes, we eat the same food.
- Love binds us all.
- War bereaves everyone.
- So why do we hate each other in the name of religion, caste, creed etc.
- We should not defile our own earth.

### COMPREHENSION STANZAS

1. Remember, no men are strange, no countries foreign  
Beneath all uniforms, a single body breathes  
Like ours: the land our brothers walk upon  
Is earth like this, in which we all shall lie.
  - (i) Who is the poet of the poem?
    - a) Edward Lear
    - b) W. W. E. Ross
    - c) James Kirkup
    - d) Robert Frost
  - (ii) Who does 'brothers' refer to?
    - a) fellow human beings
    - b) poet's friends
    - c) fellow citizens
    - d) poet's family members
  - (iii) What things are common in all the people?
    - a) all are born and brought up in the same way
    - b) all sleep to take rest
    - c) all breathe and eat to live & die in the same way
    - d) all of the above
  - (iv) Body breathes is an example of -
    - a) simile
    - b) metaphor
    - c) alliteration
    - d) repetition
  - (v) Which word from the following words is NOT the opposite of beneath?
    - a) above
    - b) over
    - c) under
    - d) higher





- (iii) According to the poet, human beings pollute the earth by -
- a) throwing waste
  - b) hating and killing others
  - c) cutting plants
  - d) driving vehicles
- (iv) The poem conveys the message of -
- a) universal brotherhood
  - b) everyone is different
  - c) some countries are better
  - d) none of the above
- (v) In the poem, the poet emphasises that we should not consider anyone as our -
- a) brother
  - b) soldier
  - c) enemy
  - d) beloved

## 7. The Duck and the Kangaroo

Edward Lear

- Humorous poem, Duck feels that Kangaroos can hop and roam about the world.
- Duck's life is boring as she remains in the same pond.
- Duck requests the Kangaroo to give her a ride on its back.
- Kangaroo has an objection that Duck's wet feet can give him roomatiz.
- Duck has an idea of buying woolen socks, cloak and a cigar to tackle the problem of wet feet and cold weather.
- Finally they go for a ride and take three rounds of the world.

### COMPREHENSION STANZAS

1. My life is a bore in this nasty pond,  
And I long to go out in the world beyond!
  - (i) Name the poet of the above lines is -
    - a) James Kirkup
    - b) Edward Lear
    - c) Gieve Patel
    - d) Robert Frost
  - (ii) I wish I could hop like you. 'I' in the above line refers to -
    - a) the poet
    - b) the duck
    - c) the kangaroo
    - d) the pond
  - (iii) The speaker of these lines is feeling -
    - a) bored
    - b) upset
    - c) sad
    - d) happy
  - (iv) The desire of the duck is -
    - i. to travel the world
    - ii. to hop like the kangaroo in
    - iii. to fly in the sky
    - a) both i & iii
    - b) only i
    - c) both i & ii
    - d) only ii
  - (v) Which one of the following words from the above lines mean unpleasant -
    - a) bore
    - b) nasty
    - c) beyond
    - d) hot
2. This requires some little reflection;  
Perhaps on the whole it might bring me luck,  
And there seems but one objection,

Which is, if you'll let me speak so bold.  
Your feet are unpleasantly wet and cold.  
And would probably give me the roo-Matiz!"

- (i) The feet of \_\_\_\_\_ are unpleasantly wet & cold.
    - a) the kangaroo
    - b) the duck
    - c) the crow
    - d) the fish
  - (ii) The kangaroo was afraid that the duck would give him -
    - a) cold
    - b) cough
    - c) rheumatism
    - d) chills
  - (iii) The words bold — cold are an example of -
    - a) repetition
    - b) alliteration
    - c) rhyming words
    - d) rhyme scheme
  - (iv) 'This requires some little reflections' shows that the kangaroo was \_\_\_\_\_ to give the duck a ride.
    - a) happy
    - b) afraid
    - c) uncertain
    - d) excited
  - (v) Unpleasantly uses 'un' as a prefix. Which of the following is NOT a correct usage of 'un'?
    - a) unclear
    - b) uncorrect
    - c) unlock
    - d) unhappy
3. Said the Duck, "As I sat on the rocks,  
I have thought over that completely,  
And I bought four pairs of worsted socks  
Which fit my web-feet neatly.  
And to keep out the cold I've bought a cloak,
- (i) The duck sat on the rock and -
    - a) took a nap
    - b) sang a song
    - c) thought about his bad luck
    - d) thought for a solution
  - (ii) How many pairs of worsted socks did the duck buy?
    - a) one
    - b) two
    - c) three
    - d) four
  - (iii) Why did the duck decide to wear a cloak?
    - a) to look more handsome
    - b) to protect himself from the cold

- c) to dress for a party
- d) to please the kangaroo
- (iv) The duck bought worsted socks. Which of the following is NOT used correctly with the word worsted?
  - a) worsted jacket
  - b) worsted table
  - c) worsted trousers
  - d) worsted suit
- (v) The duck bought \_\_\_\_\_ to make the kangaroo comfortable-
  - i. socks
  - ii. coat
  - iii. cloak
  - a) only i
  - b) only ii
  - c) both i & ii
  - d) both i

## 8. On Killing a Tree

-Gieve Patel

- Poet Says that to kill a tree, it is not sufficient to cut it, because then it will grow again.
- To kill it, a tree should be pulled out from the earth, expose the roots.
- Let it dry and wither in air and sun.
- Then it will die.
- Indirectly the poet is trying to convince readers to save trees.

### COMPREHENSION STANZAS

1. "It takes much time to kill a tree,  
Not a simple jab of the knife  
Will do it. It has grown  
Slowly consuming the earth  
Years of sunlight, air, water ..."
  - (i) What is the name of the poet?
    - a) Robert Frost
    - b) Gieve Patel
    - c) W. W. E. Ross
    - d) Coates Kinney
  - (ii) Who helps the tree to grow?
    - a) the earth
    - b) sunlight
    - c) air
    - d) all of the above
  - (iii) The message of the poem is that we should \_\_\_\_\_.
    - a) cut trees
    - b) kill trees
    - c) save trees
    - d) none of the above
  - (iv) Which of the following means the same as sudden rough blow?
    - a) crust
    - b) consuming
    - c) simple
    - d) jab
  - (v) The rhyme scheme of the poem as seen in the above lines is-
    - a) aabbabb
    - b) abababb
    - c) aaabbba
    - d) no rhyme scheme
2. "So, hack and chop  
But this alone won't do it.  
Not so much pain will do it.  
The bleeding bark will heal  
And from close to the ground  
Will rise curled green twigs, ..."
  - (i) Who is the poet of the above lines?
    - a) Robert Frost
    - b) Edward Lear
    - c) Gieve Patel
    - d) Phoebe Cary
  - (ii) But this alone won't do it.' This alone in the line refers to.
    - i. hacking
    - ii. chopping

- iii. Bleeding
    - a) only i
    - b) only ii
    - c) both i & ii
    - d) both ii & iii
  - (iii) According to the poem. is hacking and chopping enough to kill a tree?
    - a) Yes. the tree will dry up.
    - b) Yes. the tree will bleed to death
    - c) No. twigs and branches will reappear near the ground.
    - d) No. the poet finds it a difficult task.
  - (iv) 'Bleeding bark' in the above lines is an example of -
    - a) repetition
    - b) simile
    - c) rhyming words
    - d) metaphor
  - (v) Which word of the following does NOT mean the same as curl?
    - a) twine
    - b) wrap
    - c) wind
    - d) straight
3. ".....No,  
 The root is to be pulled out —  
 Out of the anchoring earth;  
 It is to be roped. tied.  
 And pulled out — snapped out ....."
- (i) Why is the root to be pulled out?
    - a) to plant the tree elsewhere
    - b) to kill the tree
    - c) to cut the roots
    - d) to plant another tree there
  - (ii) Which out of the following does NOT support the idea of 'Anchoring Earth'.
    - a) It helps tree to get water
    - b) Helps it to have nest of birds
    - c) Helps it to grow tall
    - d) Supports and holds the tree firmly.
  - (iii) The poet suggests that to pull out the tree we should use -
    - a) an axe
    - b) a rope
    - c) a plough
    - d) a knife
  - (iv) The real strength of the tree lies in its-
    - a) leaves
    - b) branches
    - c) flower
    - d) roots
  - (v) The word 'snapped out in the poem refers to -
    - a) pull
    - b) break
    - c) scatter

## 9. The Snake Trying

By W.W.E ROSS

- The Poet has described the beautiful and graceful movements of the snake.
- A Man chases the snake with a stick though it looks harmless.
- It is a small, green snake, poet urges to let it go without hurting it.

### COMPREHENSION STANZAS

1. "How beautiful  
and graceful are his shapes.  
He glides through the water away  
from the stroke".
  - (i) The poet of the above poem is -
    - a) William Wordsworth
    - b) W. W. E. Ross
    - c) James Kirkup
    - d) Phoebe Cary
  - (ii) The snake glides in the water to -
    - a) escape the heat of the sun
    - b) to go back home
    - c) to swim in water
    - d) to save itself from a man with a stick
  - (iii) The poet expresses the beauty of the snake by calling it -
    - a) pretty
    - b) handsome
    - c) smart
    - d) beautiful and graceful.
  - (iv) The word 'Glides' means- to move .....
    - a) smoothly
    - b) effortlessly
    - c) both 'a' & 'b'
    - d) only 'a'
  - (v) The root word of the verb 'stroke' is .....
    - a) take
    - b) strike
    - c) stride
    - d) stream
2. "... o let him go  
over the water  
into the reeds to hide  
without hurt. Small and green  
he is harmless even to children. ...
  - (i) 'He' in the above lines refers to -



- a) the reeds  
b) the snake  
c) the children  
d) the poet
- (ii) In the above lines the poet is addressing -  
a) the snake  
b) the children  
c) the man with the stick  
d) none of the above
- (iii) According to the poet, which of the following adjectives does NOT describe the snake?  
a) small  
b) harmless  
c) fat  
d) green
- (iv) The poet wants the snake to -  
a) escape unharmed  
b) be killed  
c) be hurt  
d) be caught
- (v) The snake is harmful to -  
a) men  
b) women  
c) children  
d) none of the above
3. Along the sand  
he lay until observed  
and chased away, and now  
he vanishes in the ripples  
among the green slim reeds. ..."
- (i) The snake, until observed, lay peacefully on -  
a) a tree  
b) the shore  
c) the sand  
d) the mud
- (ii) The snake was chased away by -  
a) a bullet  
b) a stick  
c) a stone  
d) a broom
- (iii) The snake disappeared in -  
a) the water  
b) a hole  
c) a house  
d) the grass
- (iv) The snake being chased, is of  
a) brown  
b) orange  
c) green  
d) black
- (v) The poet wants to give the message that we should -  
a) be afraid of animals  
b) be kind to animals  
c) kill animals  
d) capture and cage

## 10. A Slumber did my Spirit Seal

By William Wordsworth

- Poet's beloved has died and he feels that his spirit is in a deep slumber now.
- She cannot be seen or heard.
- She has become a part of the earth.
- She rolls along with the trees, rocks and stones.

### COMPREHENSION STANZAS

Read the extracts given below and answer the questions that follow:

1) "A slumber did my spirit seal;

I had no human fears:

She seemed a thing that could not feel

The touch of earthly years. ...

(i) In the above lines, the word slumber refers to -

- a) rest
- b) deep sleep
- c) wakefulness
- d) fearful

(ii) The poet of the above poem is -

- a) Robert Frost
- b) Gieve Patel
- c) William Wordsworth
- d) Edward Lear

(iii) The poet's spirit has been sealed by -

- a) a melodious song
- b) an adventure ride
- c) death of a loved one
- d) death of an enemy

(iv) The figure of speech used in the first line, "A slumber did my spirit seal" is -

- a) alliteration
- b) metaphor
- c) simile
- d) personification

(v) 'She' in the above lines could not feel the touch of earthly years. This means that she will not get affected by -

- a) the earth
- b) the passing of time
- c) both a & b
- d) none of the above

2. "... No motion has she now, no force; She neither hears nor sees; Rolled round in earth's diurnal course. With rocks, and stones, and trees."

- (i) She neither hears nor sees. The poet says so because she is -  
a) blind                                      b) deaf  
c) dead                                        d) asleep
- (ii) The poet imagines her now as an inseparable part of -  
a) rocks                                        b) heaven  
c) sea    d) nature
- (iii) According to the poem she now moves with -  
a) rocks                                        b) stones  
c) trees                                        d) all of the above
- (iv) In the end, the poet after the death of the loved one is -  
a) sad    b) annoyed  
c) at peace                                    d) happy
- (v) The word 'diurnal' here means something happening -  
a) daily                                        b) twice a day  
c) twice a week                              d) weekly

# Answer Key

## Beehive

### Lesson-1 The Fun They Had

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#### COMPREHENSION PASSAGES

1. (i) (b) Country Inspector  
(ii) (c) to check and fix  
(iii) (a) smiled and gave her an apple  
(iv) (c) Mechanical Teacher  
(v) (b) away
2. (i) (b) the old book that Tommy found  
(ii) (a) would throw it away  
(iii) (b) Margie  
(iv) (c) through  
(v) (a) expressing surprise

#### Long Questions (Value Points)

1. Human teacher
  - Special building to teach
  - Could understand and adjust to the need of the learners. Mechanical Teacher
  - Regular, taught at fixed hours.
  - at home only
  - Could cause problem as happened in case of Margie.
2. Margie and Tommy had telebooks
  - Millions available on the same computer
  - Saved paper, time and money
  - More durable.
  - A way to save trees and environment.
3. Values learnt in the present schools.
  - Co-operation
  - Patience
  - Respect for elders
  - Sharing and caring
  - Discipline

## Lesson-2 The Sound of Music

### Part-1 Evelyn Glennie

---

#### COMPREHENSION PASSAGES

1. (i) (b) Evelyn Glennie  
(ii) (c) she was deaf  
(iii) (b) When she was advised to use hearing aids and go to the deaf school  
(iv) (d) by the age of 11  
(v) (b) urge
2. (i) (a) Evelyn  
(ii) (d) Ron Forbes  
(iii) (b) leading percussionist despite being deaf  
(iv) (a) by motivating them that they could also achieve anything  
(v) (a) message of love, peace and happiness

#### Long Questions (Value-Points)

1.
  - Strong Determination
  - Hard Work
  - Positive Approach etc.
2.
  - Confidence
  - Determination
  - Hard-Work
  - Focussed Approach
3.
  - Ron Forbes an excellent teacher
  - Understood the special needs of Evelyn
  - Innovative
  - Hard-Working
  - Encouraged and motivated Evelyn

## Part-II

### Bismillah Khan

---

#### COMPREHENSION PASSAGES

1. (i) (c) hard work  
(ii) (b) All India Radio  
(iii) (b) Shehnai  
(iv) (d) often
2. (i) (b) Bismillah Khan  
(ii) (a) Music  
(iii) (d) Even the west is coming to learn our music  
(iv) (b) richer
3. (i) (a) Shehnai  
(ii) (c) a & b both  
(iii) (d) Ustad Bismillah Khan  
(iv) (d) lately

#### Long Questions (Value Points)

1.
  - Great Shehnai Player
  - Awarded with greatest civilian award "Bharat Ratna"
  - Patriot
  - No desire to settle abroad
  - Dedication
  - Motivation
  - Secular

## Lesson-3

### The Little Girl

---

#### COMPREHENSION PASSAGES

1. (i) (b) Katherine Mansfield  
(ii) (d) a little girl and her feelings for her father  
(iii) (b) Father  
(iv) (d) he used to kiss Kezia before going to office.
2. (i) (b) Kezia  
(ii) (c) she would stutter while speaking to him  
(iii) (d) All of the above  
(iv) (b) given it up
3. (i) (c) a gift of pin cushion  
(ii) (d) she had torn his important speech papers  
(iii) (c) Kezia  
(iv) (b) whispered

#### Long Questions (Value Points)

1.
  - Kezia scared of father
  - Father very strict and harsh.
  - never spent time with her.
  - showed affection and care when Kezia was scared.
  - Kezia's feelings change
2.
  - Guidance, counselling and affection very important
  - Should provide congenial and understanding environment
  - Kezia's father harsh
  - Wanted to force discipline and values.
  - Never shared feelings or spent time with her.
  - Beat her up for tearing up his papers.
  - Did not try to understand Kezia's feelings.
3.
  - Important speech for port authority lost
  - No where found
  - Servants searched everywhere
  - Finally Kezia called and asked
  - Kezia told she tore it for her surprise
  - Scolded and beaten

## Lesson-4

### A Truly Beautiful Mind

---

#### COMPREHENSION PASSAGES

1. (i) (b) Einstein  
(ii) (c) Brother Boring  
(iii) (d) Twice  
(iv) (b) uttered
2. (i) (c) Switzerland  
(ii) (b) It was more liberal than Munich  
(iii) (d) To a university in Switzerland  
(iv) (a) prolonged
3. (i) (c) The life of Einstein  
(ii) (a) A beautiful mind not only creates beautiful ideas but also to use them for the welfare of the humanity  
(iii) (b) an end to the arms building  
(iv) (c) ten years

#### Long Questions (Value Points)

1.
  - Einstein contributed a lot in the field of science.
  - Use of atom bomb in Hiroshima and Nagasaki.
  - Mass destruction-moved Einstein's heart.
  - He agitated for an end to arms build up.
  - Used his popularity to campaign for peace & democracy.
  - His tireless efforts to save humanity earned him the status of world citizen.
2.
  - No genius
  - Couldn't talk for two and a half years
  - Uttered everything twice
  - Couldn't mix with playmates, called him brother boring
3.
  - Intelligent student
  - Found interest in her
  - She was ambitious and had same mental make up



## Lesson-5

### The Snake and the Mirror

---

#### COMPREHENSION PASSAGES

1. (i) (b) A young doctor  
(ii) (c) An unelectrified rented room which was full of rats  
(iii) (a) His medical practice  
(iv) (c) Very little
2. (i) (a) About a frightening incident which is narrated in a humorous manner  
(ii) (b) the snake  
(iii) (d) If the snake struck, no medicine was available.  
(iv) (b) strike
3. (i) (c) the snake coiled around his arm  
(ii) (a) a black cobra  
(iii) (c) thick  
(iv) (a) because of the mirror

#### Long Questions (Value Points)

1.
  - The Lesson deals with a frightening incident.
  - A Cobra coiled itself around the narrator's arm.
  - Narrator frightened yet described the incident in a light hearted manner.
  - The feelings, the language used was enough to dilute the fright effect.
  - The way Cobra was drawn towards the mirror.
  - The description of the Cobra being a male/female very humorous.
2.
  - A thick Cobra coiled around the narrator's arm.
  - Death only four inches away.
  - Sat there motionless without speaking.
  - Mind was active.
  - As soon as the snake left he ran outside.
  - Presence of mind and patience helped.
3.
  - Irony important aspect in the lesson.
  - Used irony as technique of humour.
  - Author proud to be a doctor, young and handsome Later curses himself for being foolish enough for not keeping any medicine.
  - Wanted to marry a fat woman who could not run much but was married to a thin person with a sprinter's gift.

## Lesson-6

### My Childhood

---

#### COMPREHENSION PASSAGES

1. (i) (d) APJ Abdul Kalam  
(ii) (c) Wings of Fire  
(iii) (c) short and ordinary  
(iv) (b) undistinguished
2. (i) (d) Kalam's cousin  
(ii) (d) His cousin  
(iii) (c) by distributing newspapers  
(iv) (a) Distributed newspapers in Ramswaram  
(v) (c) Surge
3. (i) (c) Science teacher  
(ii) (c) Believed in equality and wanted to bring reforms in the society  
(iii) (a) serving a muslim boy in her kitchen  
(iv) (a) Orthodox brahmin

#### Long Questions (Value Points)

1.
  - Abdul got the first taste of social and communal separation in his fifth grade.
  - A new teacher asked him to sit on the last bench because he was a Muslim.
  - While his science teacher invited him to his home for a meal despite resistance from his wife.
  - While one was rigid and orthodox the other was liberal.
2.
  - Abdul Kalam's parents did not have much formal education
  - Abdul Kalam inherited nobility, generosity, honesty from his parents.

#### Father

- A man of confidence
- Very wise
- Kept away from luxuries and comforts

#### Mother

- Noble and kind-hearted
- Fed a number of people
- Faith in goodness

## Lesson-7

### Packing

---

#### COMPREHENSION PASSAGES

1. (i) (b) George and Harris  
(ii) (c) Beds  
(iii) (d) Jerome  
(iv) (a) because of his expert packing skills
2. (i) (b) butter  
(ii) (a) It stuck to Harris's back  
(iii) (d) all  
(iv) (a) Harris sat on the chair and butter was stuck to his back
3. (i) (c) Montmorency  
(ii) (b) Montmorency  
(iii) (c) packing was worsened  
(iv) (d) all

#### Long Questions (Value Points)

1.
  - Packing a tedious job.
  - made the narration interesting by the way it was described.
  - The characters also added to humour.
2.
  - First reopened to check boots upon Harris' insistence
  - Found boots, restrapped
  - Thoughts of Toothbrush, searched, reopened again
  - Took out everything, found toothbrush inside the boot, closed again

## Lesson-8 Reach for the Top

### Part-1 Santosh Yadav

---

#### COMPREHENSION PASSAGES

1. (i) (d) blessing for a daughter  
(ii) (c) for the birth of a son  
(iii) (b) close by  
(iv) (c) Santosh Yadav's grandmother
2. (i) (d) Santosh Yadav  
(ii) (c) She didn't like and to do any traditional things rather always did things of her choice  
(iii) (a) on her conditions
3. (i) (c) to get proper education and avoid marriage  
(ii) (a) to marry her early  
(iii) (c) last thing on mind
4. (i) (b) Santosh Yadav  
(ii) (b) Mt Everest  
(iii) (b) indescribable  
(iv) (a) it was a spiritual and proud moment  
(v) (a) for being the youngest achiever

#### Long Questions (Value Points)

1.
  - Determined from the beginning that others around had to change
  - her aim was decided
  - hard-working and sincere
  - Courageous to challenge the established system
  - adventurous, considerate and resourceful
  - Loved life on her own terms.

## Lesson-8

### Reach for the Top Part-2

---

#### COMPREHENSION PASSAGES

1. (i) (d) at the age of 10 for training in tennis  
(ii) (b) her father  
(iii) (c) Russia  
(iv) (b) Packed off  
(v) (a) Her trip to U.S for playing tennis. Her mother couldn't accompany because of visa restrictions
2. (i) (c) Maria Sharapova  
(ii) (b) separation from mother and isolation  
(iii) (c) To pursue her dream for tennis
3. (i) (d) All of the above  
(ii) (d) tough  
(iii) (b) 22 August 2005  
(iv) (c) meteoric

#### Long Question (Value Points)

1. Maria Sharapova
  - a)
    - Father worked hard to pay for her training and could not see her regularly.
    - sacrifice of parents made her more determined
    - sacrifice and hard-work of parents make children determined to be successful
    - self discipline, patience and tolerance, mental toughness and hard-work help achieve the target.
  - b) Santosh Yadav
    - Parents were affluent
    - always wished to study and achieve her ambition against parents wishes.
    - equipped with iron-will, physical endurance and an amazing mental toughness.
2.
  - Father worked hard to keep her training going.
  - family not so affluent.
  - parents were with her to achieve her excellence in Tennis.
  - was equipped with physical and mental toughness.
  - hard working, determined and sincere.

## Lesson-9 Bond of Love

---

### COMPREHENSION PASSAGES

1. (i) (b) Author's wife  
(ii) (a) ZOO  
(iii) (b) She decided to go by herself  
(iv) (a) Bear  
(v) (a) By Car
2. (i) (a) She was missing Baba  
(ii) (b) Depressed  
(iii) (c) Zoo  
(iv) (c) Reconcile  
(v) (b) The speaker
3. (i) (b) Baba, the bear  
(ii) (a) Author's wife  
(iii) (b) To send Baba to Zoo  
(iv) (a) Author  
(v) (b) Hastily

### Long Question (Value Points)

1.
  - The author's wife loves her pet Bruno deeply.
  - Ties a coloured ribbon around his neck, cooks variety of dishes for him, changes his name.
  - Bruno also performs many playful tricks which gives pleasure to her. Both enjoy each other's company.
  - She misses him greatly when he is sent to zoo.
  - Both keep sitting together in the cage for three hours.
  - When reunited, both feel relieved.
  - All sadness wades away.
  - So love is mutual.

## Lesson-10 Kathmandu

---

### COMPREHENSION PASSAGES

1. (i) (b) Vikram Seth  
(ii) (a) Hindu temple  
(iii) (b) To get the priest's attention  
(iv) (a) Pashupatinath temple  
(v) (c) Both a and b
2. (i) (a) Writer  
(ii) (c) To relax  
(iii) (c) by plane  
(iv) (a) Homesick  
(v) (a) Nepal
3. (i) (a) The Speaker  
(ii) (c) he wanted to listen the music  
(iii) (c) Flute music  
(iv) (a) More difficult  
(v) (a) Flute

### Long Question (Value Points)

1.
  - not to use rivers for throwing waste.
  - no bathing of animals/washing clothes.
  - no cremation of corpses.
  - Water resources must be used wisely.

## Lesson-11 'If I were You'

---

### COMPREHENSION PASSAGES

1. (i) (c) Intruder  
(ii) (a) He killed a cop  
(iii) (b) To hang  
(iv) (b) Hunted  
(v) (d) Policemen
2. (i) (b) If I were you  
(ii) (b) The intruder  
(iii) (a) to become Charles Gerrard  
(iv) (b) Gain  
(v) (b) The intruder
3. (i) (a) Policemen  
(ii) (b) Gerrard  
(iii) (a) His man was caught  
(iv) (c) Trouble  
(v) (b) Douglas James

### Long Question (Value Points)

1.
  - one needs to be patient, vigilant.
  - should grab the opportunity to save oneself.
  - should be quick and have positive approach
  - should keep cool and be alert
  - Be able to assess the situation.



## POETRY (ANSWERS)

### Poem 1- The Road not Taken

---

1. (i) (a) To travel on it on some other day  
(ii) (a) Sparsely trodden  
(iii) (a) The two roads  
(iv) (b) If he would ever come back to the first road  
(v) (b) Robert Frost
2. (i) (d) All of these  
(ii) (a) The road  
(iii) (b) Perhaps  
(iv) (a) Disclaim  
(v) (a) Robert Frost
3. (i) (a) abaab  
(ii) (b) After a long time  
(iii) (c) to get new experience  
(iv) (d) Diverged  
(v) (a) The road not taken

### Poem 2- Wind

---

1. (i) (a) The wind  
(ii) (d) All of these  
(iii) (a) Strong  
(iv) (d) Repetition  
(v) (a) Subramania Bharati
2. (i) (d) All of these  
(ii) (a) Fire  
(iii) (b) Enmity  
(iv) (d) All of these  
(v) Subramania Bharti
3. (i) (d) Books  
(ii) (d) All the above  
(iii) (a) Softly  
(iv) (c) Both a and b  
(v) (b) Wind

### Poem 3- The Rain on the Roof

---

1. (i) (a) The sound of raindrops on the roof  
(ii) (a) Fancies  
(iii) (c) Tiles used on roofs  
(iv) (c) The pattering sound of the rain drops made on the shingles  
(v) (c) Coates Kinney
2. (i) (b) Poet  
(ii) (d) Both a and b  
(iii) (a) Alliteration  
(iv) (a) Soft sound of rain drops  
(v) (b) abcb
3. (i) (c) Gone  
(ii) (a) Sound made by rain drops  
(iii) (b) Children  
(iv) (c) abab  
(v) (c) Dusk

### Poem 4-The Lake Isle of Innisfree

---

1. (i) (a) the speaker  
(ii) (b) walking down a road in London  
(iii) (c) the lake island of Innisfree  
(iv) (c) To make a small hut of clay  
(v) (b) The lake isle of Innisfree
2. (i) (a) Water sound  
(ii) (d) Lake Isle of Innisfree  
(iii) (c) Both a and b  
(iv) (a) Love of nature  
(v) (b) W.B. Yeats
3. (i) (a) Peace  
(ii) (a) Curtain of bushes  
(iii) (d) Purple glow  
(iv) (a) A brown and grey finch with a reddish breast and forehead  
(v) (a) In morning

## Poem 5- The Legend of the Northland

---

1.
  - (i) (a) A saint
  - (ii) (b) Preaching
  - (iii) (a) The Earth
  - (iv) (c) Good
  - (v) (a) Phoebe Cary
2.
  - (i) (a) To the door of a cottage
  - (ii) (a) A little woman
  - (iii) (c) Baking cakes
  - (iv) (a) Saint Peter
  - (v) (b) Phoebe Cary
3.
  - (i) (b) To become a bird
  - (ii) (b) The woman
  - (iii) (b) She became a bird
  - (iv) (a) Bores all the days
  - (v) (b) Woman

## Poem 6-No Men Are Foreign

---

1.
  - (i) (c) James Kirkup
  - (ii) (a) fellow human beings
  - (iii) (c) all breathe and eat to live & die in the same way
  - (iv) (c) alliteration
  - (v) (c) under
2.
  - (i) (c) Fellow human beings
  - (ii) (d) All of the above
  - (iii) (c) are similar to our
  - (iv) (d) all of the above
  - (v) (d) slowful
3.
  - (i) (b) arms used in war
  - (ii) (c) clean
  - (iii) (b) hating & killing others
  - (iv) (a) universal brotherhood
  - (v) (c) enemy

## Poem 7-The Duck and the Kangaroo

---

1.
  - (i) (b) Edward Lear
  - (ii) (b) the duck
  - (iii) (a) bored
  - (iv) (a both i & ii
  - (v) (b) nasty
2.
  - (i) (b) the duck
  - (ii) (c) rheumatism
  - (iii) (c) rhyming words
  - (iv) (c) uncertain
  - (v) (b) uncorrect
3.
  - (i) (d) thought for a solution
  - (ii) (d) four
  - (iii) (b) to protect himself from the cold
  - (iv) (b) worsted table
  - (v) (d) both i & iii

## Poem 8-On Killing a Tree

---

1.
  - (i) (b) Gieve Patel
  - (ii) (d) all of the above
  - (iii) (c) save trees
  - (iv) (d) jab
  - (v) (d) no rhyme scheme
2.
  - (i) (c) Gieve Patel
  - (ii) (c) both i & ii
  - (iii) (c) No, twigs and branches will reappear near the ground
  - (iv) (d) Metaphor
  - (v) (d) straight
3.
  - (i) (b) to kill the tree
  - (ii) (b) helps it to have nest of birds
  - (iii) (b) a rope
  - (iv) (d) roots
  - (v) (b) break

## Poem 9-The Snake Trying

---

1.
  - (i) (b) W. W. E. Ross
  - (ii) (d) to save itself from a man with a stick
  - (iii) (d) beautiful and graceful
  - (iv) (c) both 'a' & 'b'
  - (v) (b) strike
2.
  - (i) (b) the snake
  - (ii) (c) the man with the stick
  - (iii) (c) fat
  - (iv) (a) escape unharmed
  - (v) (d) none of the above
3.
  - (i) (c) the sand
  - (ii) (b) a stick
  - (iii) (a) the water
  - (iv) (c) green
  - (v) (b) be kind to animals

## Poem 10- A Slumber did my Spirit Seal

---

1.
  - (i) (b) deep sleep
  - (ii) (c) William Wordsworth
  - (iii) (c) death of a loved one
  - (iv) (a) alliteration
  - (v) (b) the passing of time
2.
  - (i) (c) dead
  - (ii) (d) nature
  - (iii) (d) all of the above
  - (iv) (c) at peace
  - (v) (a) daily

# MOMENTS

## Lesson 1

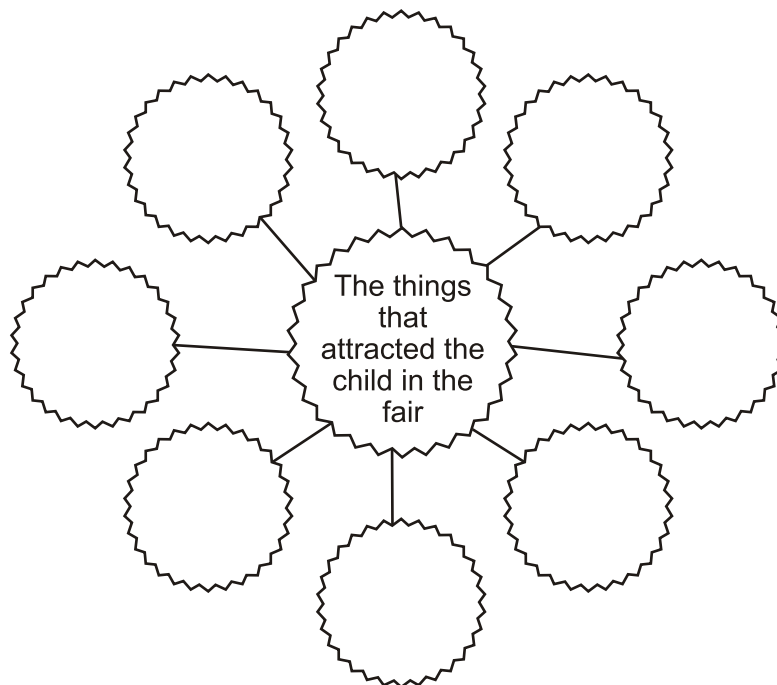
### THE LOST CHILD

Mulk Raj Anand

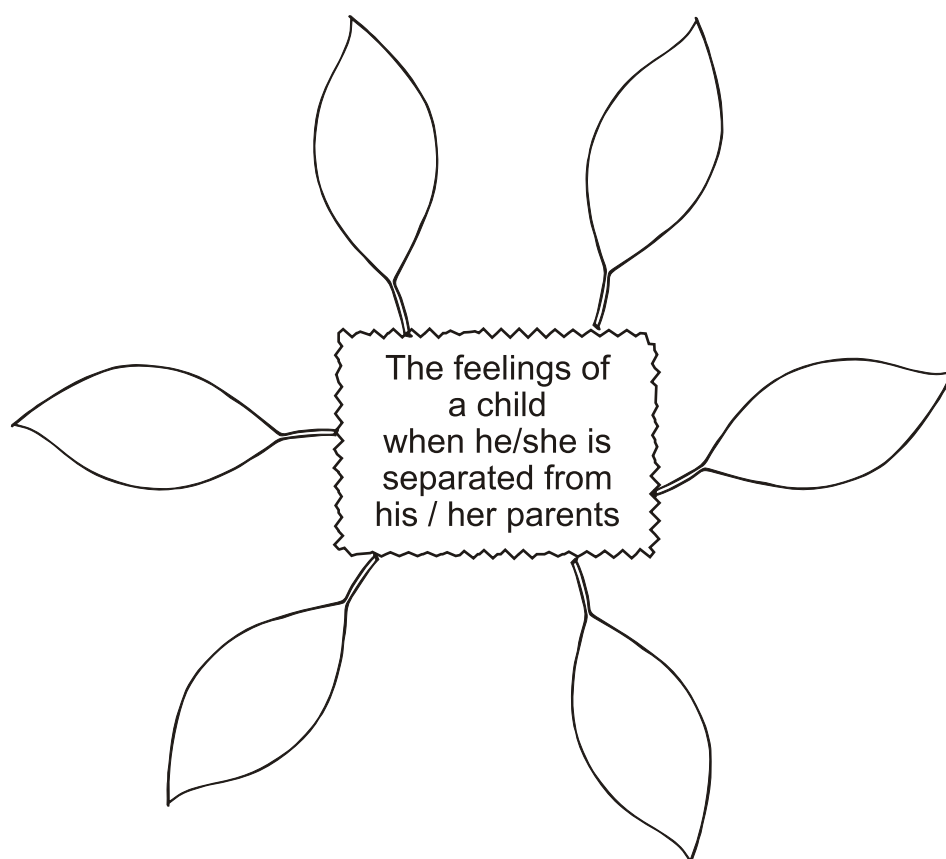
#### Value Points

- It is a short story of a child, his aspiration, demands and realisation.
- The child is being taken to the fair by his parents.
- There are many attractions in the fair for the child like balloons, merry go round, toys and eatables.
- The child asks for these things from his parents.
- Parents have no desire to purchase things for the child.
- The crowd is thick that's why the parents are holding the hand of the child.
- At one point the child slips out of his parents' hand.
- The child starts crying asking for his father and mother.
- A kind person picks up the child and tries to console him.
- The person offers him balloons and other things which he wanted earlier.
- But now the child does not want anything.
- He keeps crying and saying "I want my father, I want my mother."

#### ACTIVITY 1



## ACTIVITY 2



## Ch-1 The Lost Child Comprehension Stanzas

RTC-1

*"Come, child," called his parents, as he lagged behind, fascinated by the toys in the shops that lined the way.*

*He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys.*

1. Name the lesson-
  - a) The Happy prince
  - b) A house is not a home
  - c) The lost Child
  - d) The Beggar
  
2. The child was attracted by the \_\_\_\_\_ in the shops.
  - a) flowers
  - b) sweets
  - c) balloons
  - d) toys
  
3. The Child lagged behind his parents because he was-
  - a) walking slowly
  - b) crying
  - c) resting in between
  - d) fascinated by the toys
  
4. Where was the child going with his parents?
  - a) village fair
  - b) cinema hall
  - c) circus
  - d) adventure park
  
5. Which of the following words is the antonym of the word receding?
  - a) reversing
  - b) receiving
  - c) preceding
  - d) retreating



RTC-2

*"I want that burfi, " he slowly murmured. But he half knew as he begged that his plea would not be heeded because his parents would say he was greedy. So, without waiting for an answer, he moved on.*

1. The child wanted to eat burfi because-
  - a) it looked tasty
  - b) it was his favourite sweet
  - c) it was the only sweet in the shop
  - d) he wasn't allowed other sweets
2. The sweetmeat shop that sold burfi was-
  - a) outside the fair
  - b) at the entrance gate of the fair
  - c) in the centre of the fair
  - d) at the rear end of the fair
3. As he requested for the burfi, in his heart he half knew his parents would think that he was-
  - a) selfish
  - b) hungry
  - c) greedy
  - d) all of the above
4. He moved on as he was sure his parents would -
  - a) buy it for him
  - b) not buy it for him
  - c) take him back home
  - d) none of the above
5. The word which is not an antonym of plea is-
  - a) demand
  - b) command
  - c) order
  - d) request

RTC-3

*The child turned his nose away from the basket and reiterated his sob, "I want my mother. I want my father!"*

1. The story 'The lost Child' has been written by-
  - a) Mulk Raj Anand
  - b) Ruskin Bond
  - c) R. K. Laxman
  - d) Oscar Wilde
  
2. The child was crying as he was-
  - a) hungry
  - b) wanted balloons
  - c) lost in the fair
  - d) hurt
  
3. The basket in the above lines contained-
  - a) toys
  - b) flowers
  - c) balloons
  - d) burfi
  
4. The child only wanted his -
  - a) mother
  - b) father
  - c) parents
  - d) brother
  
5. Which one of the following is the synonym of the word 'reiterated'-
  - a) repeat
  - b) restate
  - c) retell
  - d) all of the above

### **Short Questions**

- Q 1. Where were most of the village people going and why?
- Q 2. Why did the child hesitate in asking anything from his parents?
- Q 3. Give an example to show that the child was drawn by the nature.
- Q 4. What were the things the child noticed and wanted in the fair?
- Q 5. When did the child come to know that he was lost and where did he look for his parents?
- Q 6. Who rescued the lost child? How did he try to make the child happy?
- Q 7. Why did the child not accept the things offered by the man?

### **Long Answers Questions**

- Q 1. The Child is fascinated to the things in the fair and demands them. He takes interest in the things around. What does it reflect about 'joys of childhood'?
- Q 2. Describe the journey made by the child to the fair.
- Q 3. Describe the scene in the fair.
- Q 4. In the fair, the child wanted many things. What are they?

## Lesson 2

# THE ADVENTURES OF TOTO

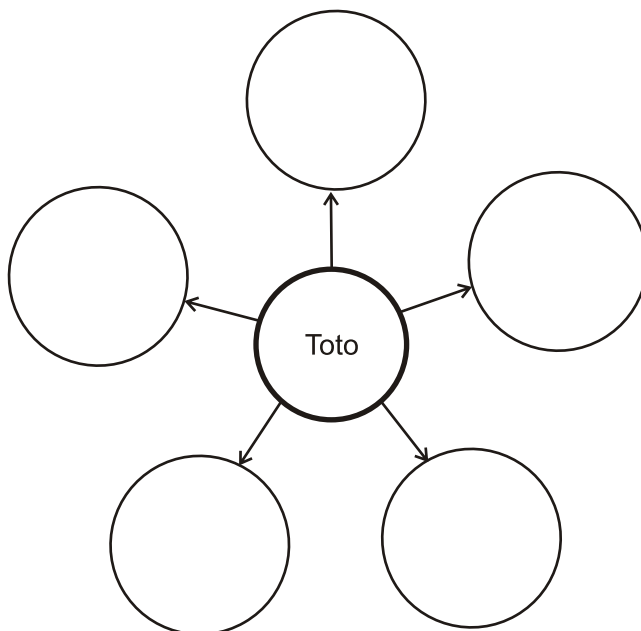
Ruskin Bond

### Value Points

- This story describes how author's Grandfather was fond of animals.
- Grand father bought Toto a monkey from a tonga driver for five rupees.
- Toto was a pretty monkey.
- Toto's arrival in the house was kept a secret from grand mother.
- Toto was very naughty and disturbing.
- Once he was to accompany Grandfather to Saharanpur in a canvas kit bag.
- He poked his head out from the bag and came to the notice of the ticket collector, therefore grand father had to pay three rupees as a fine.
- Toto was finally accepted in the home.
- He was given a comfortable home in the stable.
- He kept troubling Nana, the family donkey in the stable.
- He always enjoyed warm water bath in cold winter evening.
- The family members found it difficult to adjust with him.
- Finally, Grandfather returned him to the Tonga driver for three rupees.

### ACTIVITY

Q. Write as many activities / incidents you can think about Toto.



## Ch-2 The Adventures of Toto

### Comprehension Stanzas

RTC-1

*His presence in the house still a secret, Toto was now transferred to a big cage in the servant's quarters where a number of Grandfather's pets lived very sociably together-a tortoise, a pair of rabbits, a tame squirrel and, for a while, my pet goat.*

1. Toto's presence was kept a secret from-
  - a) Ruskin Bond
  - b) grandmother
  - c) the servants
  - d) other pets
2. To keep his presence a secret, Toto was transferred to-
  - a) a little closet
  - b) the servant quarter
  - c) the narrator's room
  - d) the kitchen garden
3. What did Grandmother do when Grandfather brought home some new bird or animal
  - a) She always fussed
  - b) She felt very happy
  - c) She started crying
  - d) She played with it
4. Grandfather was an animal lover. He had in his house \_\_\_\_\_
  - a) a tortoise & a pair of rabbits
  - b) a tame squirrel & a donkey
  - c) author's pet goat & a tortoise
  - d) all of the above
5. Which of the following word is NOT a synonym of-'Tame'
  - a) domestic
  - b) wild
  - c) trained
  - d) obedient

RTC-2

*The poor man was taken aback: but, with great presence of mind and much to Grandfather's annoyance, he said, "sir. you have a dog with you. You'll have to pay for it accordingly."*

1. Who is the author of the story?'
  - a) Mulk Raj Anand
  - b) Ruskin Bond
  - c) R K Laxman
  - d) Oscar Wilde
  
2. 'The poor man' refers to the
  - a) grandfather
  - b) the author
  - c) the ticket collector
  - d) the tonga driver
  
3. 'He' was taken aback to see the grinning face of-
  - a) a tortoise
  - b) a monkey
  - c) a dog
  - d) a rabbit
  
4. Grandfather got annoyed when he classified Toto as a —
  - a) a boy
  - b) a dog
  - c) a rabbit
  - d) an elephant
  
5. The phrase 'taken aback' means-
  - a) fall back
  - b) shocked
  - c) turn
  - d) sad

RTC-3

*Even Grandfather realised that. We were not well-to-do, and could not afford the frequent loss of dishes, clothes, curtains and wall paper. So Grandfather found the Tonga-driver. and sold Toto back to him-for only three rupees.*

1. The grandfather realised that —
  - a) Toto was a good pet
  - b) Toto was a little naughty
  - c) Toto could not be kept for long.
  - d) They could tame Toto
2. They could not afford the frequent loss as they were —
  - a) not wealthy
  - b) not poor
  - c) rich
  - d) affluent
3. At what price did grandfather sell Toto back to its previous owner?
  - a) 10 rupees
  - b) 3 rupees
  - c) 9 rupees
  - d) 7 rupees
4. According to the author, what did Toto do most of the time?
  - a) sit quietly
  - b) play with Nana
  - c) follow grandfather
  - d) tear things into pieces
5. Which of the following is not an antonym of 'well to do' ?
  - a) needy
  - b) poor
  - c) wealthy
  - d) poverty stricken

### **Short Questions**

1. Toto was an attractive Monkey. Comment.
2. Why did Grandfather keep Toto as a secret from Grandmother?
3. Give an example to show that Toto was clever.
4. Why was Grandfather impressed with Toto?
5. Why was Toto shifted with Nana?
6. Why did crowd gather at the railway station?
7. Why was the ticket collector annoyed with Grandfather and how did he take revenge?
8. What did Toto do with the dish of pullao?
9. Toto and Nana never became friends. Why?

### **Long Answer Questions**

1. Give examples to show that Toto was a mischievous pet.
2. How was Toto an expensive deal for Grandfather?
3. Describe author's Grandfather in the story.



### Lesson 3

## ISWARAN THE STORY TELLER R.K. Laxman

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### Value Points

- This story is narrated to Ganesh by a young man Mahendra who was a supervisor in a firm.
- His job was to keep an eye on the activities at the work site.
- As he was a bachelor, he always had, his cook Iswaran with him.
- Iswaran used to read the popular Tamil thrilling stories.
- His own description was greatly influenced by Tamil stories.
- He weaved endless stories and played a role of "the television in Mahendra's life.
- He narrated the tale of a Tusker, which destroyed everything on the way and how he made him collapse in the end with a small cane.
- Iswaran linked the auspicious full moon night to the story of a female ghost.
- Mahendra did not believe and rebuked him explaining such stories as baseless .
- One night Mahendra heard some sound near his window.
- Mahendra saw a cloudy figure holding a bundle.
- This affected Mahendra very much and he could not sleep properly.
- Next morning Iswaran greeted him and asked him about the last night experience.
- Mahendra resolved to leave the haunted place the very next day.

### ACTIVITY 1

Describe the scene when an animal created problem in your locality as. Tusker the elephant had done.

The Scene that was created by a stray Bull

- |  |       |
|--|-------|
| • One day in our locality a stray bull     | ..... |
| • He came on the main road side and        | ..... |
| • He hit two small children who were       | ..... |
| • A young boy tried to save them but he    | ..... |
| • Crowd gathered there and some one phoned | ..... |
| • A team of Police and MCD came with       | ..... |
| • It seemed the bull had become            | ..... |
| • Any how, he was tied with                | ..... |
| • Then the MCD Department took             | ..... |
| • It was ..... scene I never               | ..... |

### Ch-3 Iswaran The Story Teller Comprehension Stanzas

RTC-1

*"When he was narrating even the smallest of incidents, he would try to work in suspense and a surprise ending into the account".*

1. Name the lesson from which the above passage is taken.
  - a) In the Kingdom of Fools
  - b) Iswaran The Story Teller
  - c) The Lost Child
  - d) The Happy Prince
2. Who is 'he' in the above lines?
  - a) Mahendra
  - b) Ganesh
  - c) Iswaran
  - d) R K Laxman
3. He made his story narration interesting by adding -
  - a) light humour
  - b) satire as system
  - c) suspense and surprise ending
  - d) tragic ending
4. His descriptions were greatly influenced by the Tamil \_\_\_\_\_ that he read.
  - a) religious books
  - b) comic novels
  - c) love stories
  - d) thrillers
5. Which of the following is a synonym of the word 'suspense'?
  - a) mystery
  - b) uncertainty
  - c) unknown
  - d) all of the above

RTC-2

*"Whether the story was credible or not. Mahendra enjoyed listening to it because of the inimitable way in which it was told".*

1. Name the author of the chapter 'Ishwaran the storyteller'
  - a) Mulk Raj Anand
  - b) Ruskin Bond
  - c) R K Laxman
  - d) Oscar Wilde
2. What did Mahendra enjoy?
  - a) listening to stories
  - b) reading stories
  - c) writing stories
  - d) telling stories
3. Mahendra found Ishwaran's stories interesting and enjoyable due to -
  - a) elaborate descriptions
  - b) suspense & surprise
  - c) dramatic sense
  - d) all of the above
4. Mahendra listened to Ishwaran's tales -
  - a) uncritically
  - b) uneasily
  - c) unattentively
  - d) unendingly
5. The word in the above lines which means 'believable' is -
  - a) inimitable
  - b) listening
  - c) credible
  - d) whether

RTC-3

*"Lowering himself to the level of the windowsill he looked out at the white sheet of moonlight outside. There not too far away, was a dark cloudy form clutching a bundle. Mahendra broke into a cold sweat and fell back on the pillow, panting"*

1. Who is 'he' in the above lines?
  - a) a villager
  - b) a labourer
  - c) Iswaran
  - d) Mahendra
  
2. He lowered himself to the level of the windowsill as he -
  - a) was very tall
  - b) couldn't stand straight
  - c) was afraid he might see a ghost
  - d) was afraid of the moonlight
  
3. What did 'he' see from his window?
  - a) a cat Chasing a mouse
  - b) a big black mouse
  - c) a friend
  - d) a dark cloud like form
  
4. Which of the following words express Mahendra's fear -
  - a) cold sweat
  - b) fell back
  - c) panting
  - d) all of the above
  
5. Which of the following words is NOT a synonym of 'clutching'?
  - a) grip
  - b) clasp
  - c) leave
  - d) grasp

### **Short Questions**

- Q 1. What did Iswaran do when Mahendra left for work?
- Q 2. Where did Iswaran get the ideas of his stories from?
- Q 3. Why did Iswaran make special dinner one day?
- Q 4. What did Mahendra see on full moon night and how did he feel?
- Q. 5 Why did Mahendra have to move from place to place?
- Q. 6 What was the routine of Mahendra and Ishwaran?

### **Long Answer Questions**

- Q 1. More than a cook, Ishwaran was a constant companion and friend for Mahendra. He entertained him and made his life very lively. Based on your reading of the story write a note on the topic :  
'The need for good friends in life'.
- Q 2. As in the story Iswaran was a good story teller. How can a child can adopt the qualities to be a good story teller? Write the steps that are needed to be a good story letter.
- Q. 3 Describe the ghost incident. What was its impact on Mahendra's mind?
- Q. 4 How did Mahendra tackle the elephant in the school building?

## Lesson 4

# IN THE KINGDOM OF FOOLS A.K. Ramannujan

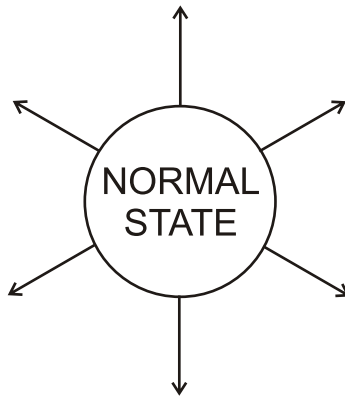
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### Value Points

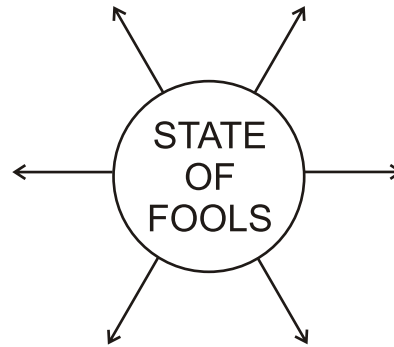
- In the kingdom of fools the king and his minister were idiots, they changed the day into night and the night into day.
- Anybody who violated the rule would be punished, so people slept during the day and worked at night.
- One day a Guru and his disciple came, they were surprised to see this strange scene. They came to know that they can buy anything for a single duddu.
- The Guru realised that it will be good to leave this place while the disciple remained there.
- One night a thief died when he was stealing as the wall fell on him.
- The incident was investigated and finally the rich merchant was ordered to death by the King.
- The stake did not fit therefore the King ordered to find a fat man for the execution, the soldiers captured the disciple.
- The disciple remembered his Guru and prayed to save him.
- Guru befooled both the King and his minister by saying that whoso ever would die first, he would become the king in the next birth.
- Both the King and the Minister agreed to die. After their death people begged the Guru and his disciple to be their King and Minister.
- They accepted this and announced that now The day would be The day and night would be night and nothing would cost a single duddu.

### **ACTIVITY**

Difference between a normal State and the State of fools.



Normal State



State of Fools

### **COMPREHENSION PASSAGES**

#### **Extract-1**

1. "They finally agreed to rule the kingdom of the foolish King and the silly Minister, on the condition that they could change all the old laws."
  1. Who are "they" in the above lines ?
    - a) Guru
    - b) Disciple
    - c) both a and b
    - d) none of the above
  2. What happened to the King and his Minister?
    - a) They had gone to visit other kingdom.
    - b) They had died.
    - c) They don't want to rule the kingdom
    - d) They had left the kingdom.
  3. What were the old laws of the kingdom?
    - a) People slept during the day.
    - b) People worked at night.
    - c) Anything can be bought for a single duddu.
    - d) All of above.
  4. What was the condition?

- a) People will work during the day.
  - b) People will sleep during the night.
  - c) Both a and b
  - d) None of the above.
5. Which among the following is not an adjective
- a) Kingdom
  - b) foolish
  - c) silly
  - d) old

### Extract-2

2. "We're sick of our ascetic life. It would be nice to enjoy ourselves as King and Minister for a while. Now keep your word, My Lord, and put us to death."
1. Who is the speaker of the above lines ?
    - a) Guru
    - b) Disciple
    - c) The king
    - d) The minister
  2. Who is he talking to?
    - a) Guru
    - b) Disciple
    - c) The king
    - d) The minister
  3. What did the speaker demand ?
    - a) to be the king
    - b) to be the minister
    - c) to live an ascetic life
    - d) to get the death sentence
  4. Who died by the falling of the wall?
    - a) The Mason
    - b) The rich merchant
    - c) The thief
    - d) The dancing girl
  5. What do you mean by the phrase "keep your word"?
    - a) fulfil a promise



- b) say a word
- c) repeat the word
- d) none of the above

### **Extract-3**

3. "The two strangers were amazed by what they saw around them and wandered around town till evening, when suddenly the whole town woke up and went about its nightly business."
1. Name the lesson from where the above passage is taken.
    - a) The lost child
    - b) The beggar
    - c) In the kingdom of fools
    - d) The Happy Prince
  2. Who are the 'two strangers'?
    - a) The king and the minister
    - b) The Guru and the Disciple
    - c) The king and the Guru
    - d) The Minister and the Disciple
  3. Why were they amazed?
    - a) Everyone was working during the day.
    - b) Everyone was dancing during the day.
    - c) Everyone was sleeping during the day.
    - d) None of the above
  4. What is meant by 'nightly business'?
    - a) waking up for work at night
    - b) doing household work at night
    - c) going to fields at night
    - d) All of the above
  5. Pick an adjective from the above lines.
    - a) amazed
    - b) wondered
    - c) nightly
    - d) strangers

### **Extract-4**

4. "The two men were hungry. Now that the shops were open, they went to

buy some groceries. To their astonishment, they found everything cost the same, a single duddu."

1. Who were the 'two men's here?
  - a) The king and the minister
  - b) The Guru and the Disciple
  - c) The king and the Guru
  - d) The Minister and the Disciple
2. Why did they visit the shops?
  - a) to buy some groceries
  - b) to go for a walk
  - c) to meet their friend
  - d) to deliver the friend
3. Why were they astonished?
  - a) They found that everyone was singing
  - b) They found that everyone was dancing
  - c) They found that everything was very costly
  - d) They found that everything cost the same
4. Who decided to stay in the kingdom of fools?
  - a) Guru
  - b) Disciple
  - c) Both a and b
  - d) None of the above
5. Give the synonym for 'surprise' from the passage?
  - a) groceries
  - b) duddu
  - c) astonishment
  - d) None of above

### Short Questions

- Q1. What impressed the disciple to stay in the kingdom of fools?
- Q 2. Why did the thief's brother go to the court?
- Q 3. Why did the King punish the merchant?
- Q 4. When did the disciple remember the warnings of his Guru?
- Q 5. What happened to the kingdom when the King and the Minister died?
- Q 6. What did the King and the Minister? want to do?

- Q 7. How does the Guru manage to save his disciple's life?
- Q 8. Why were the two strangers i.e the guru and the disciple amazed?
- Q 9. How was the kingdom of fools different from other Kingdoms.

### **Long Answer Questions**

1. On the basis of your reading give your views – 'Wisdom is worshipped every where when foolishness is our greatest enemy.'
2. As in the story 'In the Kingdom of Fools' due to foolishness of the King and his Minister everything was opposite and abnormal. How can peace and harmony be established in a State?
3. How was life different in the kingdom of fools?
4. The disciple has done nothing wrong. Why was he arrested?
5. Greed leads to grief. Explain this statement in the context of the story, 'In the Kingdom of Fools.'
6. 'Now justice had come in full circle.' Explain.

## Lesson 5

# THE HAPPY PRINCE

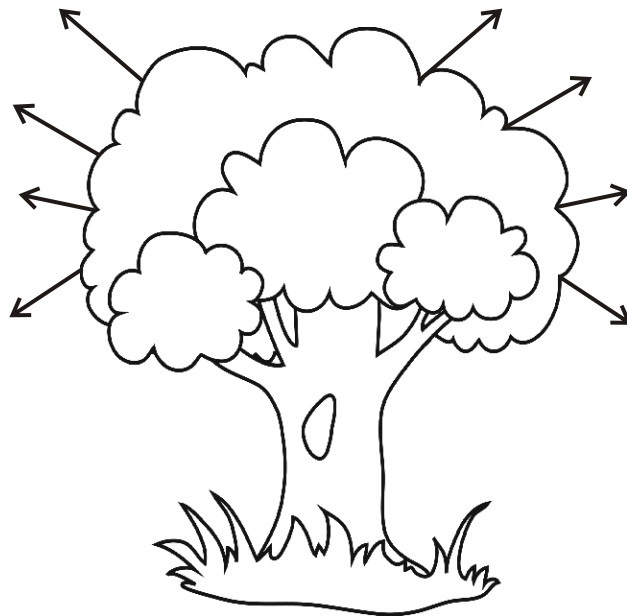
Oscar Wilde

### Value Points

- The Happy Prince in the story is a statue of a dead Prince decorated with gold leaves and precious stones.
- The Happy Prince feels sad because he is unable to help the people in misery.
- Happy Prince decides to help his subjects (people) with his gold leaves and precious sapphires and ruby.
- The little swallow acts as his messenger and distributes all his wealth, sapphires, ruby.
- The little swallow was going to Egypt, Happy Prince persuaded him to stop; stay a night to help the poor.
- The little swallow could not go back and died due to cold. He lost his life while helping the poor.
- The swallow's death broke the Prince's heart.
- The Mayor and town Councillors pulled down the statue because it looked shabby.
- They melted the statue but could not melt the leaden heart.
- One day God asked one of his Angels to bring two precious things from the earth. The Angel brought the leaden heart of Happy Prince and the dead swallow.

### ACTIVITY

How can we lead a happy and healthy life.



## COMPREHENSION PASSAGES

### Extract-1

1. What is the use of a statue if it cannot keep the rain off ? He said, "I must look for a good chimney pot," and he was determined to fly away.
  1. Who is 'he' there?
    - a) The Happy Prince
    - b) The swallow
    - c) The mayor
    - d) The playwright
  2. Where was he staying?
    - a) under the tree
    - b) the feet of the statue
    - c) under the ceiling
    - d) the head of the statue
  3. Why did he decide to fly away?
    - a) Because he did not like the chimney
    - b) Because he did not like the city
    - c) Because he got wet
    - d) None of these
  4. What is the statue made of?
    - a) Gold
    - b) Silver
    - c) Diamond
    - d) Platinum
  5. Give the past form of the verb "keep".
    - a) keeper
    - b) kept
    - c) kept
    - d) keeper

### Extract-2

2. "I am covered with fine gold", said the Prince, "You must take it off leaf by leaf, and give it to the poor; the living always think that gold can make them happy."
  1. Who is the speaker here?

- a) The swallow
  - b) The happy prince
  - c) The match girl
  - d) The seamstress
2. With whom is the speaker talking to?
- a) The swallow
  - b) The happy prince
  - c) The match girl
  - d) The seamstress
3. Why did he want gold leaves to be removed?
- a) To give it to the poor
  - b) Because it was uncomfortable
  - c) Because he did not want swallow to leave
  - d) None of these
4. Name the writer of this story?
- a) Ruskin Bond
  - b) AK Ramanujan
  - c) RK Laxman
  - d) Oscar Wilde
5. Make an adjective using the word "gold".
- a) gild
  - b) golden
  - c) golder
  - d) goldest

### **Extract-3**

3. "Leaf after leaf of the fine gold the swallow picked off, till the Happy Prince looked quite dull and grey. Leaf after leaf of gold he brought to the poor and the children's faces grew rosier and they laughed and played in the street. We have bread now! they cried."
1. Why did the Happy Prince look dull and grey?
- a) Because it was not painted
  - b) Because all the gold leaves were picked off
  - c) Both a and b
  - d) None of these

2. Why were the children happy?
  - a) Because they were playing
  - b) Because they were dancing
  - c) Because they finally had money to buy food
  - d) Because they were singing
3. How would they use the gold leaves?
  - a) They would buy bread
  - b) They would buy car
  - c) They would buy jewellery
  - d) None of these
4. Who was picking the gold leaf to give to the poor?
  - a) The seamstress
  - b) The playwright
  - c) The match girl
  - d) The swallow
5. Find the antonym of 'bright' from the above passage.
  - a) rosier
  - b) dull
  - c) fine
  - d) grey

### Short Questions

- Q 1. Where did the swallow take shelter at night?
- Q 2. Why does he call it 'golden bedroom'?
- Q 3. Why was the Happy Prince crying?
- Q 4. How did Happy Prince help the seamstress?
- Q 5. Why did he give a sapphire to the playwright?
- Q 6. Why was the match girl crying? How did Happy Prince make her happy?
- Q 7. Why did the Happy Prince ask the swallow to take off the gold leaves from his statue?
- Q 8. Why did the angel bring the leaden heart and the dead bird to the paradise?
- Q 9. What happened when the little swallow prepared to go to sleep?
- Q. 10 Why did the Happy prince ask the swallow to stay?

### **Long Questions**

- Q 1. God received the leaden heart of Happy Prince and the dead swallow as the 'two precious things' in Heaven and welcomed such good deed as they had done. Based on your reading write a paragraph on the topic, "True Happiness in doing a good deed."
- Q 2. Describe the 'Swallow'.
- Q 3. The two most precious things in the city were the Happy Prince and the Swallow. Discuss.
- Q 4. How did the little swallow carry out the wishes of the Happy Prince.



## Lesson 6

# Weathering the Storm in Ersama Harsh Mander

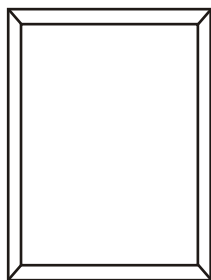
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### Value Points

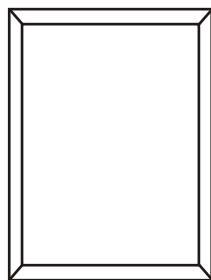
- Weathering the storm in Ersama' is a description of the brave acts of a courageous boy named Prashant. He guided the victims of flood in Orissa.
- Prashant visited Ersama to meet one of his friends.
- There was a super cyclone (Storm) on the evening of 27 October, 1999.
- The storm was very destructive, many people lost their lives and the houses were washed away.
- Prashant went back to his village, flooded water was there.
- Prashant became the leader of the village. He appointed a group of volunteers to help the victims.
- He suggested children to lay down to tie empty utensils on their stomach to communicate that they need food.
- Prashant handed over the orphans to those who had lost their children.
- He organised a programme 'Food for Work' with the help of an NGO.

### **Activity**

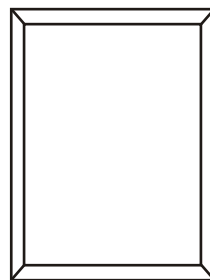
1. Paste the pictures of natural disasters and write two sentences on each.



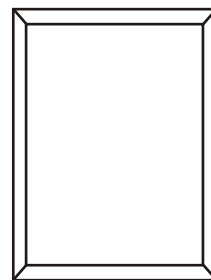
(1)



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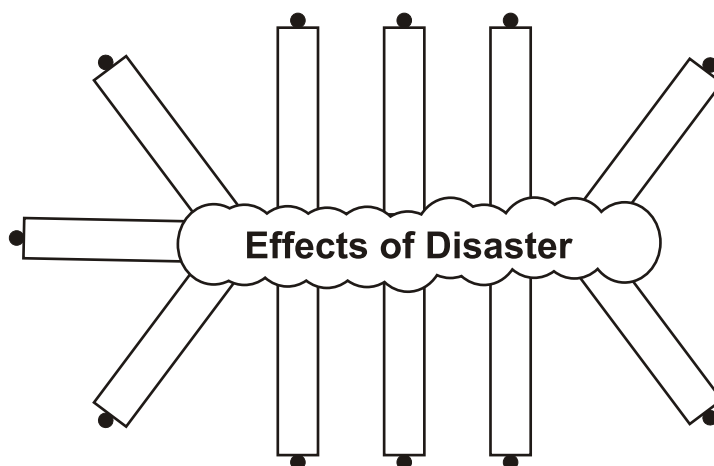


(3)



(4)

2.



## COMPREHENSION PASSAGES

### Extract-1

1. "For the next two days Prashant sat huddled with his friend's family in the open on the rooftop. They froze in the cold and incessant rain; the rain water washed away Prashant's tears."
1. What happened to Prashant and his friend's family?
  - a) They drowned
  - b) They took shelter on the rooftop
  - c) They fell ill
  - d) None of these
2. Why was prashant crying?
  - a) He had pain in his legs
  - b) He was afraid of the storm
  - c) He was worried about his family in the village
  - d) None of these
3. Where had Prashant gone?
  - a) To visit his friend
  - b) To visit his relatives
  - c) To go on a vacation
  - d) To go to college
4. Who was sitting on the rooftop?
  - a) Prashant

- b) The family of Prashant's friend
  - c) The family of Prashant
  - d) Both a and b
5. Find a word from the passage which is similar in meaning to 'continuous'.
- a) incessant
  - b) huddled
  - c) washed
  - d) froze

### Extract-2

2. "By the next morning, as he took in the desperate situation in the shelter, he decided to get a grip over himself. He realized a deathly grief setting upon the 2500 strong crowd in the shelter. Eighty six lives were lost in the village. All the ninety six houses had been washed away."
1. Name the lesson.
    - a) Ishwaran, the Storyteller
    - b) The Lost Child
    - c) The Last Leaf
    - d) Weathering the storm in Ersama
  2. Who is 'he' referred to here?
    - a) Berman
    - b) Prashant
    - c) bill Bryson
    - d) Lushkoff
  3. How did the cyclone affect the village?
    - a) The cyclone did not affect the village
    - b) The people were safe on their rooftops
    - c) All houses had been washed away
    - d) None of these
  4. How many lives were lost in the village?
    - a) 86
    - b) 96
    - c) 2500
    - d) 76
  5. Give a word from the above lines similar in meaning to 'felt'.

- a) Desperate
- b) realized
- c) grief
- d) decided

### Extract-3

3. "Prashant found that a large number of children had been orphaned. He brought them together and put up a polythene shelter for them. women were mobilised to look after them, while the men secured food and material for the shelter."
1. What did Prashant do for the orphaned children?
    - a) He brought all the orphaned children together
    - b) He put up a shelter for them
    - c) Women were mobilized to look after them
    - d) All of these
  2. What were the duties assigned to men of the village?
    - a) to look after the children
    - b) to secure food
    - c) to arrange material for shelter
    - d) both b and c
  3. Which of the following word is not correct for Prashant?
    - a) leader
    - b) young
    - c) selfish
    - d) courageous
  4. Why were the people looking for the shelter?
    - a) because there was war.
    - b) because they were poor.
    - c) because the cyclone destroyed their homes.
    - d) none of the above
  5. Write a word from the above lines which means the same as 'activated'.
    - a) orphaned
    - b) together
    - c) mobilized
    - d) secured

### SHORT QUESTIONS

- Q.1 Where had Prashant gone when the storm hit Orissa?
- Q.2 How did the fallen tree prove a blessing for Prashant and his friend's family.?
- Q.3 What according to Prashant's family was the miracle in the house?
- Q.4 Do you think young people should come ahead to help people during natural calamities? Discuss with reference to Prashant's role in helping others in need.
- Q.5 Describe the scene after the storm and the heavy rain. When did the rain cease? What was its result?
- Q.6 What did Prashant and his friend do to save their lives?
- Q.7 Why was it difficult for Prashant to travel back to his village?
- Q.8 What were the two important things Prashant did after deciding to be the leader of the village?
- Q.9 How did Prashant help the women & children get over their grief?
- Q.10 Why should orphans and widows not be sent to separate institutions?

### LONG QUESTIONS

- Q.1 Prashant adopted some methods to give warning to his villagers; to clean the place and reach a safe place because of the spreading epidemic. What precautions should we adopt during disasters?
- Q.2 Write a character sketch of Prashant.
- Q.3 How did Prashant improve the condition of the shelter?
- Q.5 Narrate the storm in Ersama.

## Lesson 7

# The Last Leaf : O Henry

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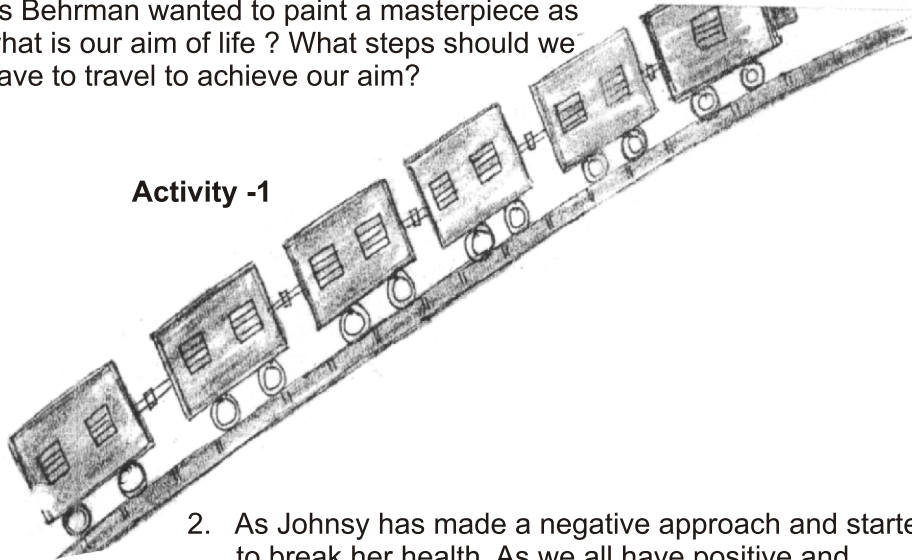
### Value Points

- In this story 'The last leaf, the author tells us that our positive thoughts work as a remedy for our illness.
- Sue and Johnsy were two friends and shared a small flat.
- Johnsy suffered from Pneumonia, medicines did not act upon her illness.
- Johnsy thought that she would die with the fall of the last leaf on the creeper.
- Sue suggested her not to think so and informed an old artist Behrman about Johnsy's illness.
- Behrman painted an artificial leaf on the wall.
- Johnsy peeped out through the window to see whether the last leaf had fallen or not, the leaf was still on the creeper.
- She said that the leaf had become green and healthy and hence it would never fall.
- Johnsy also started thinking positively and started recovering.
- But Behrman had died due to cold on that night.

## Activity

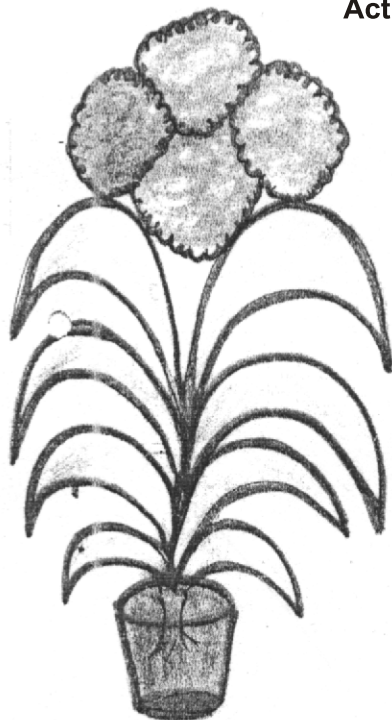
1. As Behrman wanted to paint a masterpiece as what is our aim of life ? What steps should we have to travel to achieve our aim?

### Activity -1

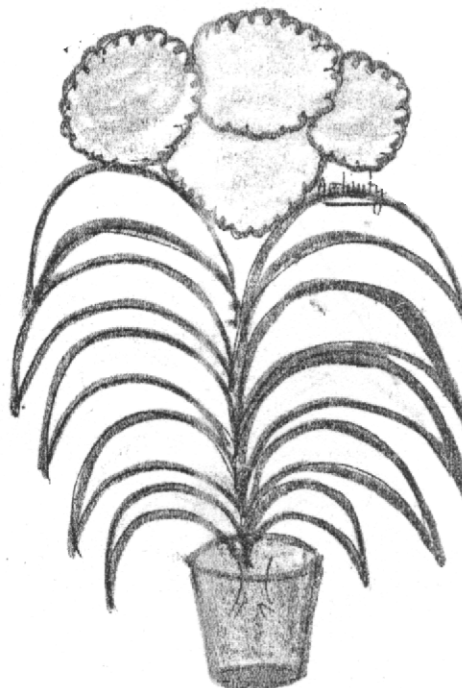


2. As Johnsy has made a negative approach and started to break her health. As we all have positive and Negative emotions. What are they?

### Activity -2



Negative Emotions



Positive Emotions

## COMPREHENSION PASSAGES

### Extract-1

1. "To take Johnsy's mind off her illness, she whistled while working."  
Suddenly Sue heard Johnsy whisper something. She quickly rushed to bed and heard Johnsy counting backwards."
  1. Name the lesson.
    - a) The Happy Prince
    - b) The Lost Child
    - c) The Last leaf
    - d) The Beggar
  2. What illness is Johnsy suffering from?
    - a) Flu
    - b) Corona
    - c) Cancer
    - d) Pneumonia
  3. What is she counting backwards?
    - a) The stars
    - b) The falling leaves
    - c) The birds
    - d) The marbles
  4. Who was whistling?
    - a) Johnsy
    - b) Sue
    - c) Behrman
    - d) The doctor
  5. Find a word from the passage that means the same as 'say something in a very low voice'.
    - a) whistled
    - b) whisper
    - c) rushed
    - d) backwards

### Extract-2

2. "The Doctor said, Johnsy it seems, has made up her mind that she is not going to get well. If she doesn't want to live, medicines will not help her."



1. Who is the doctor talking to?
  - a) Johnsy
  - b) Sue
  - c) Behrman
  - d) Lushkoff
2. What was Johnsy's disease?
  - a) Flu
  - b) Corona
  - c) Cancer
  - d) Pneumonia
3. Why does the doctor say, " ..... medicines will not help her."
  - a) because medicines were not good enough.
  - b) because her illness has no cure.
  - c) because she made up her mind that she will not get well
  - d) none of these
4. Who does not want to live?
  - a) Johnsy
  - b) Sue
  - c) Behrman
  - d) Lushkoff
5. Write the phrase from the passage which means 'decide'.
  - a) to not help
  - b) to get well
  - c) want to live
  - d) make up her mind

### Extract-3

3. "I am not hungry....Now there are only four leaves left. I want to see the last one fall before it gets dark. Then I will sleep forever."
  1. Who is the speaker in the given lines?
    - a) Johnsy
    - b) Sue
    - c) Behrman
    - d) Lushkoff
  2. With whom is the speaker talking to?
    - a) Johnsy

- b) Sue
  - c) Behrman
  - d) Lushkoff
3. What does the speaker want to do?
    - a) Wants to see the last leaf falling
    - b) Wants to see the sun rise
    - c) Wants to see the sun set
    - d) Wants to see flowers
  4. How many leaves were left?
    - a) 6
    - b) 5
    - c) 4
    - d) 3
  5. What is meant by 'sleep forever'?
    - a) Sleep all day
    - b) Sleep for 4 days
    - c) Sleep while sun is doing the work
    - d) Death

### **SHORT QUESTIONS**

- Q.1 How can you say that Sue was a true and caring friend?
- Q.2 Why were medicines not working on Johnsy?
- Q.3 Justify the title, 'The Last Leaf'.
- Q.4 How was the last leaf a masterpiece of Behrman?
- Q.5 What efforts did Sue make to keep Johnsy cheerful?
- Q.6 How did Behrman react to Johnsy's fancy? What sacrifice did he make for her?
- Q.7 Why did the last leaf not fall?

### **LONG QUESTIONS**

- Q. 1 'The Last Leaf' is a story of supreme sacrifice. Explain.
- Q. 2 What is the role of our thoughts in making our life happy?
- Q. 3 Write a character sketch of Behrman.
- Q. 4 Describe the role of Sue in saving her friend's life.

## Lesson 8

# A House is Not a Home

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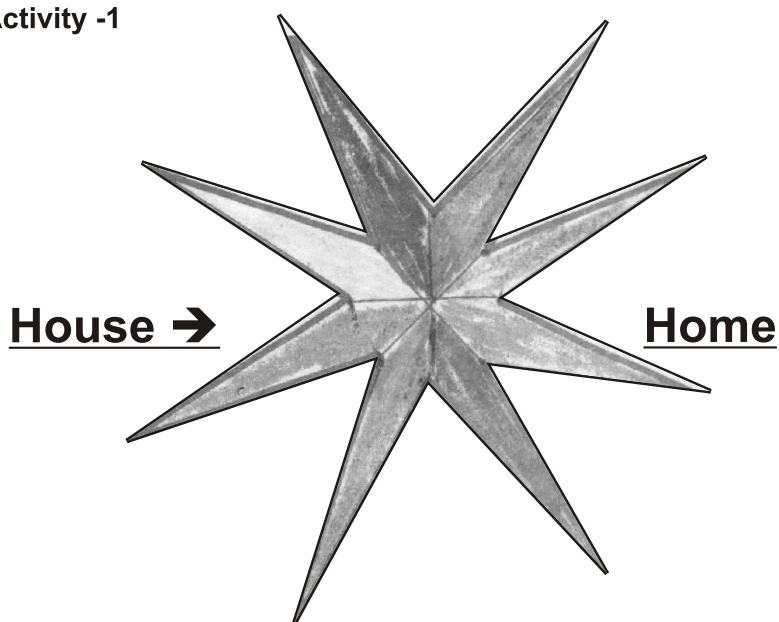
### Value Points

- In the story 'A House is not a Home', the author tells us to encounter the challenges and problems of our life boldly.
- After leaving his high school the author was sent to a new school and in that new school, the author felt isolated and sad.
- The house of the author caught fire and everything in the house was burnt.
- The author's mother had to borrow money from author's grand father.
- The author rented an apartment and used to go to his house, hoping that he would find his cat.
- His class mates in the new school helped him in many ways with text books and other usual things.
- Author's new neighbours helped him.
- After a few days a woman came to him with his cat.
- Now the author felt happy and regained a new life.

### **Activity**

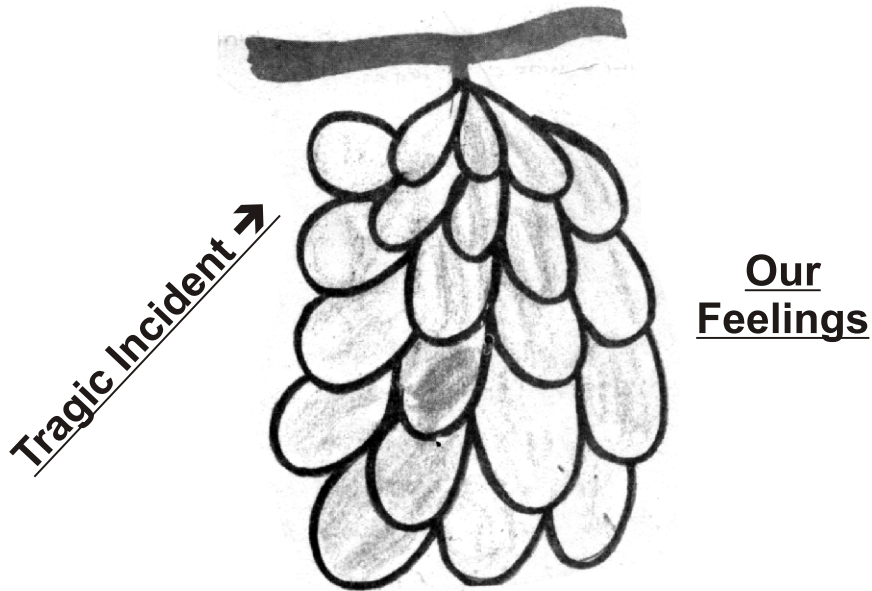
1. Mention the things that are essential to make a house a home.

#### **Activity -1**



2. What do we feel when any tragic incident takes place in our lives as the author felt when his house was burnt.

**Activity -1**



**COMPREHENSION PASSAGES**

**Extract-1**

1. "I didn't want to grow up, change or have to handle life it was going to be this way. I just wanted to curl up and die."
  1. Name the lesson.
    - a) The Last Leaf
    - b) The Lost Child
    - c) A House is Not a Home
    - d) The Adventures of Toto
  2. Who is the speaker here?
    - a) A teenager
    - b) An old man
    - c) A small boy
    - d) A middle aged man
  3. What is the mood of the speaker?
    - a) Optimistic

- b) pessimistic
  - c) happy
  - d) sad
4. Why did the speaker want to die?
    - a) Unable to perform well in exams
    - b) Lost all his money
    - c) Unable to cure his disease
    - d) Unable to handle the changes in life
  5. Which word in the passage means 'manage'.
    - a) grow
    - b) handle
    - c) curl
    - d) change

### Extract-2

2. "People who had never spoken to me before were coming up to me to introduce themselves. I got all kinds of invitations to their houses. Their genuine outpouring or concern really touched me."
  1. Who is the speaker in the above lines?
    - a) A teenager
    - b) An old man
    - c) A small boy
    - d) A middle aged man
  2. Why is he getting all kinds of invitations?
    - a) Due to family function
    - b) His birthday was near
    - c) He had new games
    - d) Due to genuine concern
  3. How is the speaker feeling now?
    - a) Angry
    - b) Sad
    - c) Touched
    - d) Indifferent
  4. Who invited the speaker?
    - a) His neighbours

- b) His grandparents
  - c) His schoolmates
  - d) None of these
5. Give the opposite of 'genuine'.
- a) Punctual
  - b) Fake
  - c) Brave
  - d) Weak

### Extract-3

3. "It always seems that bad news spreads quickly, and in my case it was no different. Everyone in high school, including the teachers, were aware of my plight."
1. What was the 'bad news'?
    - a) His father had died
    - b) His house was burnt
    - c) His house was robbed
    - d) His mother had died
  2. What was the author's plight?
    - a) He had no clothes
    - b) He had no books
    - c) He had no shoes
    - d) All of these
  3. Name the lesson
    - a) The Last Leaf
    - b) The Lost Child
    - c) A House is Not a Home
    - d) The Adventures of Toto
  4. Where was the speaker studying?
    - a) Primary school
    - b) Elementary school
    - c) High school
    - d) College
  5. Provide a word from the passage that means the same as 'sad condition'.
    - a) spreads
    - b) aware

- c) different
- d) plight

### **SHORT QUESTIONS**

- Q.1 Why did the author often visit his old school?
- Q.2 How did the people in the new school behave when he visited school after fire in his house ?
- Q.3 What made the author regain his confidence and come back to life?
- Q.4 How was the author reunited with his cat?
- Q.5 What did the author and his mother do on seeing the fire?
- Q.6 Why did the mother rush back to the house again?
- Q.7 Why did the author keep visiting the remains of the house?
- Q.8 What did the author get from his new schoolmates?

### **LONG QUESTIONS**

- Q.1 On the basis of the reading the lesson 'A house is not a home' give your views on the topic, 'How should we encounter the challenges and problems of life.'
- Q.2 Write a diary entry expressing your feelings when you lost your pet.
- Q.3 Describe the author's love for his cat.
- Q.4 Describe the title, 'A House is not a Home.'

## Lesson 9

# The Accidental Tourist

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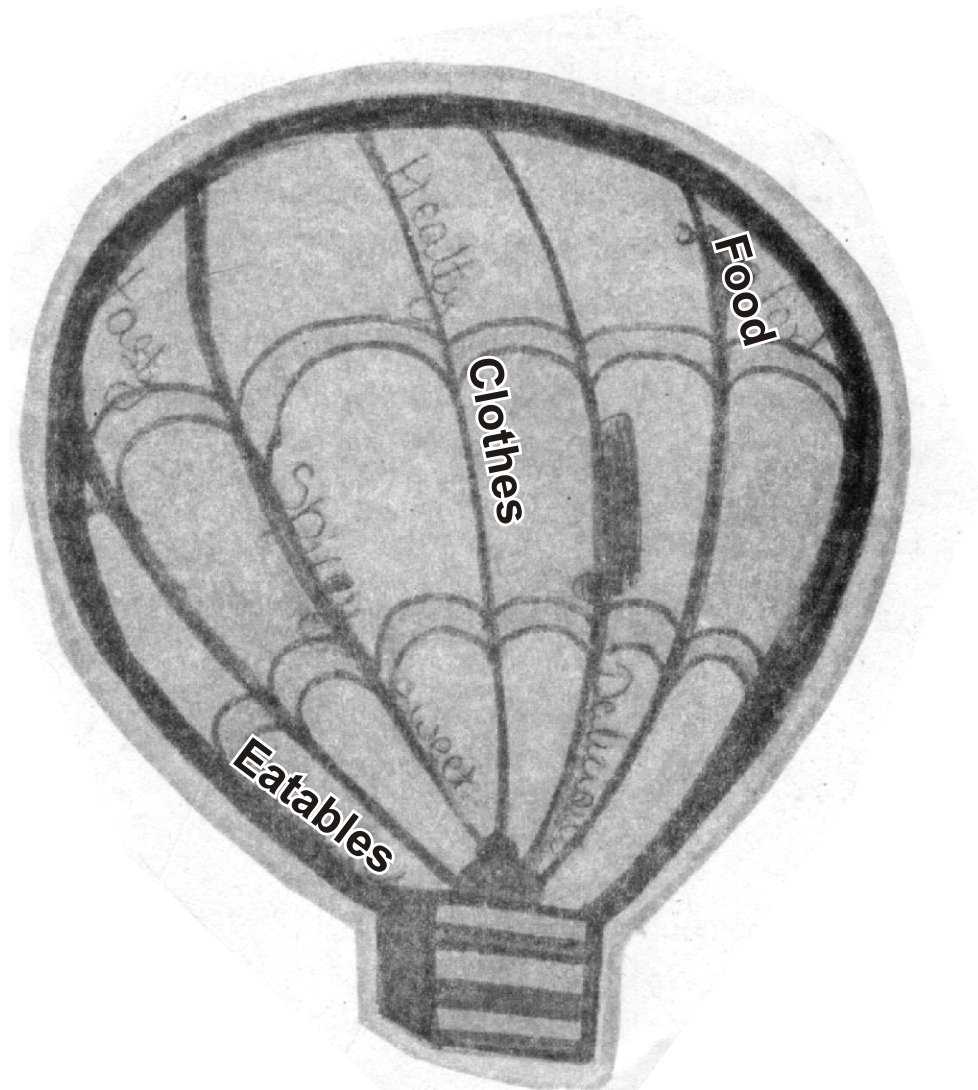
### Bill Bryson

- The given story is about a clumsy man who panics a lot. It teaches us that we should inculcate the value of self control.
- The author describes that he is easily confused.
- Due to his confusion he forgets the lavatory in a cinema many times. He also forgets the number of his hotel room.
- The author had to face a problem on a trip to England.
- He forgot to zip his pants.
- While travelling he knocked the glass of cold drink twice on the lady, sitting beside him.
- The worst incident occurred when he was travelling and writing something. He took his pen in his mouth and the ink leaked, making his teeth navy blue.
- While travelling to Australia he forgot his name. He told the clerk W. Bryson instead of B. Bryson.



## Activity

**List the things that are essential for a Journey. Describe what kind of things you will take along on a journey.**



## COMPREHENSION PASSAGES

### Extract-1

1. "My particular speciality is returning to hotel desks two or three times a day and asking what my room number is. I am, in short, easily confused."
  1. Name the lesson.
    - a) A House is not a Home
    - b) The List Child
    - c) The Accidental Tourist
    - d) The Last Leaf
  2. Who is the speaker here?
    - a) Bill Bryson
    - b) Lushkoff
    - c) Behrman
    - d) Johnsy
  3. What do the lines show about the speaker?
    - a) He is a confused person.
    - b) He is an angry man.
    - c) He is a brave man
    - d) He is a lazy man.
  4. Why does the speaker return to hotel desk many times a day?
    - a) He forgets his room keys.
    - b) He forgets his room number.
    - c) He forgets his luggage.
    - d) He forgets his wallet.
  5. Give the adjective form of the word 'speciality'.
    - a) special
    - b) specialist
    - c) specealist
    - d) spicel

### Extact-2

2. "The Lady looked at me with the stupefied expression you would expect to receive from someone whom you have repeatedly drenched."
  1. Name the lesson.
    - a) A House is not a Home

- b) The Lost Child
  - c) The Last Leaf
  - d) The Accidental Tourist
2. Who is the speaker of these lines?
- a) Bill Bryson
  - b) Behrman
  - c) Lushkoff
  - d) Johnsy
3. Why did the lady give a stupefied expression?
- a) He had repeatedly drenched her
  - b) He had fallen on her
  - c) He had pushed her
  - d) None of these
4. Where did the incident happen?
- a) Train
  - b) Bus
  - c) Aeroplane
  - d) Car
5. Find a word that means the same as 'to make wet'.
- a) stupefied
  - b) expression
  - c) repeatedly
  - d) drenched

### **Extract-3**

3. 'Take the lids off the food for Daddy' or 'put your hoods up, children. Daddy's about to cut his meat'.
1. Who is the speaker in the above lines?
- a) Bill Bryson
  - b) Bill's wife
  - c) Bill's children
  - d) None of these
2. To whom is the speaker talking to?
- a) Bill Bryson
  - b) Her husband
  - c) His wife
  - d) The children

3. What instructions are given by the speaker?
  - a) take the lids off for Daddy
  - b) put your hoods up
  - c) Both a and b
  - d) None of the above
4. What was daddy about to do?
  - a) cut the fruits
  - b) cut the vegetables
  - c) cut the paper
  - d) cut the meat
5. Which among the following is not a rhyming word of 'lid'?
  - a) kid
  - b) lip
  - c) hid
  - d) rid

### **SHORT QUESTIONS**

- Q.1 How can you say that Bill Bryson was a confused traveller?
- Q.2 What was the narrator's worst experience on a flight?
- Q.3 What did the writer not do while travelling alone and why?
- Q.4 Why didn't Bill Bryson get the benefit of his air miles?
- Q.5 Why did Bill Bryson stop eating or dribbling anything in the flight when he was travelling along
- Q.6 How did Bill Bryson's mouth and gums turn blue ?

### **LONG QUESTIONS**

- Q.1 Bill Bryson created a lot of chaos while travelling. On the basis of the reading the lesson, write what precautions should one follow while travelling, so as not to create any problem for others.
- Q.2 'Travelling is a source of joy'. Write a paragraph telling how we can gain a lot of joy if we travel properly and carefully.
- Q.3 Why does the author never get his frequent flier miles?
- Q.4 Write the character sketch of Bill Bryson.
- Q.5 How did the zip create trouble for the author while travelling in an aeroplane?

## Lesson 10

# The Beggar

Anton Chekhov

- This is a moral story in which an arrogant lawyer thinks that he has saved the life of a beggar by teaching him how to work for a living.
- Advocate Sergei met a beggar who told a lie that he had been a school teacher.
- Sergei recognised that he had met him in Sadovya Street, a few days ago and introduced himself as a student. Sergei warned him.
- Finally the beggar admitted that he was lying and told Sergei that he wants to work. But nobody offered.
- The advocate gave him some work and asked to chop the wood.
- Olga, the maid of Sergei, helped Lushkoff the beggar in chopping the wood.
- Once Sergei sent him on work to his friend but the beggar never returned.
- The beggar met Sergei after two years in the Cinema hall. He told him now he is working as a notary and earning good.
- The beggar told Sergei that Olga had actually saved him She became his inspiration and then he got success.

### Activity

#### Complete the sentences -

1. The beggar pretended to be a.....(teacher/doctor)
2. The beggar wanted.....(to work/to sing/to hide)
3. The beggar avoided to .....(work/hide/chop)
4. The beggar was not .....(healthy/hungry/weak)
5. The beggar went with Sergei for.....(work/food/wood)
6. The beggar was.....(teacher/drunken/laborious)
7. The beggar did not want.....(to work/to sleep)
8. The beggar changed into.....(better/lawyer/business man)
9. The beggar told Sergei that Olga.....(brought a change)  
(lawyer/he)
10. The beggar became .....(notary/teacher/doctor)

## COMPREHENSION PASSAGES

### Extract-1

1. "The advocate, Sergei, looked at the sagged fawn coloured overcoat of the suppliant, at his dull drunk eyes, at the red spot on either cheek and it seemed to him as if he had seen this man some where before."
1. Name the lesson.
    - a) The Lost Child
    - b) The Last Leaf
    - c) The Accidental Tourist
    - d) The Beggar
  2. What kind of a man did Sergei meet?
    - a) A school teacher
    - b) A musical choir member
    - c) A dull drunk beggar
    - d) A student
  3. What did he feel after seeing that man?
    - a) He was happy
    - b) He was angry
    - c) He was sympathetic
    - d) He had seen him before
  4. Which among the following is not correct?
    - a) The beggar had dull drunk eyes
    - b) The beggar had red spot on the cheek
    - c) The beggar was wearing fawn coloured overcoat
    - d) The beggar was telling the truth.
  5. Find the word which means the same as 'one who make request'.
    - a) advocate
    - b) sagged
    - c) suppliant
    - d) none of the above

### Extract-2

2. "It was obvious from his gait that he had consented to go and chop wood not because he was hungry and wanted work but simply from pride and shame and because he had been trapped in his own words."

1. Who is 'he' in these lines?
  - a) The advocate
  - b) The beggar
  - c) The cook
  - d) The teacher
2. What work did he get?
  - a) cleaning house
  - b) cooking food
  - c) Washing clothes
  - d) chopping wood
3. Why was the beggar compelled to work?
  - a) because he was poor.
  - b) because he wanted to earn.
  - c) because he was trapped in his words.
  - d) None of the above
4. Who gave the work to the beggar?
  - a) The cook
  - b) The advocate
  - c) The teacher
  - d) The musician
5. Give the adjective of 'pride'.
  - a) proud
  - b) pruod
  - c) prider
  - d) prides

#### **Extract-3**

3. "I can't tell you, how much misery she suffered, how many tears she shed for my sake. But the chief thing was she used to chop wood for me."
  1. Who is 'I' in the above lines
    - a) Olga
    - b) Sergei
    - c) Lushkoff
    - d) Prashant
  2. Who is 'she' in the above lines?
    - a) Sergei

- b) Olga
  - c) Sue
  - d) Johnsy
3. How did she suffer?
- a) She suffered from headache.
  - b) She became ill.
  - c) She closed herself in a room.
  - d) She shed many tears.
4. How did she help the beggar?
- a) She chopped wood for him.
  - b) She gave him Money.
  - c) She gave him food to eat.
  - d) She taught him to write.
5. Find a word from the passage that means the same as 'pain'.
- a) misery
  - b) tears
  - c) shed
  - d) chop

### **SHORT QUESTIONS**

- Q.1 Why did Sergei offer a job to the beggar?
- Q.2 Why was the beggar embarrassed ?
- Q.3 How did Olga change Lushkoff?
- Q.4 Sergei and Olga had different ways of dealing with Lushkoff.  
Whom do you think Lushkoff gives most of the credit?

### **LONG QUESTIONS**

- Q.1 'Society has the power to reform a man' Explain this on the basis of your reading of the lesson, "The Beggar".
- Q.2 "Begging is an anti-social activity". Write how we can eradicate this evil from our society.
- Q.3 Write a note on Lushkoff's personality.
- Q.4 Write a character sketch of Sergei.
- Q.5 Write down Sergei's contribution for Lushkoff.



**ANSWER KEY**  
**Moments**  
**Lesson-1 The Lost Child**  
**COMPREHENSION PASSAGES**

RTC-1

1. c) The Lost Child
2. d) toys
3. d) fascinated by the toys
4. a) village fair
5. c) preceding

RTC-2

1. b) it was his favourite sweet
2. b) at the entrance gate of the fair
3. c) greedy
4. b) not buy it for him
5. d) request

RTC-3

1. a) Mulk Raj Anand
2. c) lost in the fair
3. b) flowers
4. c) parents
5. d) all of the above

1. Long Answers Questions

- Childhood, the most significant time
- Happiest time without any responsibility
- No stress and no burden
- Life carefree
- no targets and expectations
- innocence
- delights in everything around.

## **Lesson-2 The Adventures of Toto**

### **COMPREHENSION PASSAGES**

#### **RTC-1**

1. b) grandmother
2. b) the servant quarter
3. a) She always fussed
4. d) all of the above
5. b) wild

#### **RTC-2**

1. b) Ruskin Bond
2. c) the ticket collector
3. b) a monkey
4. b) a dog
5. b) shocked

#### **RTC-3**

1. c) Toto could not be kept for long
2. a) not wealthy
3. b) 3 rupees
4. d) tear things into pieces
5. c) wealthy

### **LONG QUESTIONS (VALUE POINTS)**

1.
  - tried to escape by making a rope.
  - disturbed other pets.
  - imitated the narrator in taking bath.
  - broke many things, tore the curtains.

## Lesson-3 Iswaran the Storyteller

### COMPREHENSION PASSAGES

#### RTC-1

1. b) Iswaran and the storyteller
2. c) Iswaran
3. c) suspense and surprise ending
4. d) thrillers
5. d) all of the above

#### RTC-2

1. c) R. K. Laxman
2. a) listening to stories
3. d) all of the above
4. a) uncritically
5. c) credible

#### RTC-3

1. d) Mahendra
2. c) was afraid he might see a ghost
3. d) dark cloud like form
4. d) all of the above
5. c) leave

### LONG QUESTIONS (VALUE POINTS)

1.
  - Important to all stages of life.
  - We can rely upon them, share our feelings, interest and time
  - Good listeners, guides and supporters
  - influence and encourage us
  - We enjoy their company
  - Friend in need is a friend indeed.
2.
  - Story-telling an art
  - Good reader equipped with many idea.
  - creativity also contributes
  - Has to be a good observer
  - right expression and body language
  - a good speaker and performer
  - a good sense of humour an additional advantage.

## Lesson-4 In the Kingdom of Fools

### COMPREHENSION PASSAGES

#### Extract-1

1. c) Both a and b
2. b) They had died
3. d) All of the above
4. c) both a and b
5. a) kingdom

#### Extract-2

1. a) Guru
2. c) The king
3. d) to get the death sentence
4. c) The thief
5. a) fulfil a promise

#### Extract-3

1. c) In the kingdom of fools
2. b) The guru and the Disciple
3. c) Everyone was sleeping during the day.
4. d) All of the above
5. c) nightly

#### Extract-4

1. b) The guru and Disciple
2. a) to buy some groceries
3. d) They found that everything cost the same
4. b) Disciple
5. c) astonishment

### LONG QUESTIONS (VALUE POINTS)

1.
  - Wisdom enables us to discern and decide between right and wrong.
  - equips us to tackle difficulties in a better way
  - commands respect
  - Can use knowledge to grow and rise
  - Open avenues for success.
2.
  - By maintaining law and order
  - Need for discipline
  - Follow constitution
  - A fair governing body
  - No corruption and greed
  - Good experience of governance
  - Strict punishment and penalty for defaulters

## **Lesson-5 The Happy Prince**

### **COMPREHENSION PASSAGES**

#### **Extract-1**

1. b) The swallow
2. b) the feet of the statue
3. c) because he got wet
4. a) gold
5. c) kept

#### **Extract-2**

1. a) The Happy Prince
2. a) the swallow
3. a) to give it to the poor
4. d) Oscar Wilde
5. b) golden

#### **Extract-3**

1. b) because all the gold leaves were picked off.
2. c) because they finally had money to buy food.
3. a) They would buy bread
4. d) The swallow
5. b) dull

### **LONG QUESTIONS (VALUE POINTS)**

1.
  - humanity above all
  - one needs to be selfless
  - should share joys and sorrows
  - man being social animal must contribute towards society and community
  - gives us satisfactions
  - creates a deep sense of inner peace and solace
  - the happiness of others make us happy too.
  - money and other material things transitory
  - real satisfaction and gain in serving others.
  - Leads one to be a better being.

## Lesson-6 Weathering the Storm in Ersama

### COMPREHENSION PASSAGES

#### Extract-1

1. b) They took shelter on the rooftop
2. c) He was worried about his family in the village
3. a) to visit his friend
4. d) both a and b
5. a) incessant

#### Extract-2

1. a) Weathering the Storm in Ersama
2. b) Prashant
3. c) All houses had been washed away
4. a) 86
5. b) realized

#### Extract-3

1. d) All of these
2. d) both b and c
3. c) selfish
4. c) because the cyclone destroyed their homes
5. c) mobilized

### LONG QUESTIONS (VALUE POINTS)

1.
  - Helps the victims, specially women and children
  - Helps orphans form faster families
  - Pursue people to work as volunteers
  - Make efforts to save lives
  - Take victims to safe places
  - Injured to hospitals.
  - Collects Money, food items, clothes, medicines etc.
  - Donate Blood.
2.
  - Vacate the place immediately
  - Arrange for FirstAid
  - Help Women and children
  - Arrange Shelter, Water etc.

## Lesson-7 The Last Leaf

### COMPREHENSION PASSAGES

#### Extract-1

1. c) The Last Leaf
2. d) Pneumonia
3. b) the falling leaves
4. b) Sue
5. b) whisper

#### Extract-2

1. b) Sue
2. d) Pneumonia
3. c) because she made up her mind that she will not get well.
4. a) Johnsy
5. d) make up her mind

#### Extract-3

1. a) Johnsy
2. b) Sue
3. a) Wants to see the last leaf falling
4. c) 4
5. d) death

### LONG QUESTIONS (VALUE POINTS)

1.
  - Behrman's supreme sacrifice.
  - Poor old artist, had a dream to paint a masterpiece
  - Johnsy linked her life to the falling ivy leaves
  - Behrman decided to paint the leaf
  - Painted a real-looking leaf
  - saved Johnsy's life but he himself died.
2.
  - Thought shape our action.
  - Person with good thoughts enjoys life.
  - Pessimistic and negative thoughts ruin life
  - Makes our life depressing
  - Positive thoughts make us happy.
  - Lead us to the right path.

## Lesson-8 A House is not a Home

### COMPREHENSION PASSAGES

#### Extract-1

1. c) A House is not a Home
2. a) a teenager
3. b) pessimistic
4. d) unable to handle the changes in life
5. b) handle

#### Extract-2

1. a) a teenager
2. d) due to genuine concern
3. c) Touched
4. c) his schoolmates
5. b) fake

#### Extract-3

1. b) his house was burnt
2. d) all of these
3. c) A house is not a Home
4. c) High school
5. d) plight

### LONG QUESTIONS (VALUE POINTS)

1.
  - We shouldn't lose patience
  - Think about solutions peacefully.
  - Try to consult friends and family members
  - Share our problems
  - Make efforts to find solution
2.
  - Feels sad on losing a pet
  - Cannot forget it
  - Realize its value and importance
  - Look at its old photos
  - Feel sad, disturbed
  - No peace of mind



## Lesson-9 The Accidental Tourist

### COMPREHENSION PASSAGES

#### Extract-1

1. c) The Accidental Tourist
2. a) Bill Bryson
3. a) He is a confused person
4. b) He forgets his room number
5. a) special

#### Extract-2

1. d) The Accidental Tourist
2. a) Bill Bryson
3. a) He had repeatedly drenched her
4. c) Aeroplane
5. d) drenched

#### Extract-3

1. b) Bill's wife
2. d) the children
3. c) both a and b
4. d) cut the meat
5. b) lip

### LONG QUESTIONS (VALUE POINTS)

1.
  - Maintain calm and self control
  - Sit, stand, walk carefully and continuously
  - Carry minimal luggage
  - Carry ID cards, tickets, etc. properly
  - Take care of route, hotel bookings, etc.
  - Do not talk to strangers.
2.
  - Travelling gives immense joy
  - Great stress buster
  - Travel in groups
  - Carry minimal luggage
  - Follow rules, norms
  - Be polite, friendly and helpful

## Lesson-10 The Beggar

### COMPREHENSION PASSAGES

#### Extract-1

1. d) The Beggar
2. c) a dull drunk beggar
3. d) He had seen him before
4. d) The beggar was telling the truth
5. c) suppliant

#### Extract-2

1. b) The Beggar
2. d) chopping wood
3. c) because he was trapped in his words
4. b) The Advocate
5. a) proud

#### Extract-3

1. a) Lushkoff
2. b) Olga
3. d) She shed many tears
4. a) She chopped wood for him
5. a) misery

### LONG QUESTIONS (VALUE POINTS)

1.
  - Man a social animal, driven by circumstances
  - Depends on social environment
  - Kind of company
  - Good ones show right path
  - Can reform with compassion and trust
2.
  - Counselling them to work rather than beg
  - Giving them work
  - Hearing their problems/ providing solutions
  - Giving some financial support
  - Contacting NGOs

# Solved Sample Question Paper No.1

English (Language & Literature)

Class : IX

Time : 3 Hrs.

Maximum Mark : 80

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## General Instructions :

1. This paper is divided into two parts: A and B. All questions are compulsory.
  2. Separate instructions are given with each section and question, whenever necessary. Read these instructions very carefully and follow them.
  3. Do not exceed the prescribed word limit while answering the questions.
- 

## SECTION 'A' : READING (20 MARKS)

1. Read the passage given below and answer any 10 questions that follow them:

1. ***Entrepreneurs must look for opportunities to innovate, says Ratan Tata.***

Entrepreneurs should look for new opportunities to innovate, adapt and find new solutions to make businesses disaster-proof amid the covid-19 outbreak. "Look at this as the new landscape or a new playing field, and apply your adaptive nature and innovativeness to finding solutions so that you can say that this challenge gave us a new way to do things," Tata said during a discussion with Sudhir Sethi, founder and chairman of venture capital firm Chiratae Ventures, formerly IDG Ventures India.

2. Tata said the virus will disappear, but the innovativeness that entrepreneurs bring to their businesses despite the current challenges, will become benchmarks for tomorrow. "Digitizing at home is the new way to bring your customer into your phone. To deal with things as they would be in normal circumstances, but the circumstances are new. I can say that, looking at the situation as it stands. I'm sure there are going to be situations where we're going to say. why did we not do this earlier?"

3. Tata said the entrepreneur should be enterprising, and unwilling to sit and moan about the changing situation. Instead, he should see the problem as an opportunity and be excited about finding new ways to do things. "I know when I was a younger person in the organization, one of the most exciting times that I have had is where you can sit down with a bunch of your colleagues and brainstorm. And, when you brainstormed, it enabled you to look for different ways to do things to beat your competition or to reduce your costs or to change the way in which you operate."

4. Besides, Tata said "investors should be keeping their powder dry, as that might seem to be very prudent. but at the same time. that can also be very self-defeating". Investors should back companies who are driven to do something differently because of the current crisis, rather than say that right now is not the time to look at something new; he added. Tata also said that Indian entrepreneurs should be supported by the government. Comparing the times with the situation during the World Wars, he said that while cities got bombed and manufacturing industries were disabled, many new technologies were developed. And, the entrepreneurs who were supported by their governments found new opportunities to emerge out of the crisis.

5. "I think the motivator is within the entrepreneur and the drive within to use this crisis as an opportunity, and see whether we can look at new areas in a new way." Tata said. In a note to entrepreneurs, Ratan Tata said he believes they need to start with a clean sheet of paper that looks at ways of doing things that were never thought of before.

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**On the basis of your understanding of the passage, answer ANY TEN questions from the twelvethat follow. (1x10=10)**

- i. **According to Tata, entrepreneurs should look for new opportunities \_\_\_\_\_.**
  - (a) to innovate new solutions
  - (b) to adapt new solutions
  - (c) to find new solutions
  - (d) All of the above
- ii. **According to the passage the new way to bring your customer into your phone is \_\_\_\_\_.**
  - (a) Immunizing
  - (b) Digitizing
  - (c) Socialising
  - (d) Customising
- iii. **Which of the following is the correct chain of things, as mentioned in the passage, foremost to entrepreneurship?**
  - (a) A solution, opportunity, problem solving, innovativeness
  - (b) adaptive nature, high thinking. solution. opportunity
  - (c) opportunity. adaptive nature, innovativeness, a new solution
  - (d) problem solving, critical thinking, contentment, opportunity
- iv. **What do entrepreneurs look for?**
  - (a) Opportunities to innovate
  - (b) COVID-19 outbreak
  - (c) new playing field.
  - (d) support from government.
- v. **According to the passage, the innovativeness that entrepreneurs**

- bring to their businesses becomes \_\_\_\_\_.**
- (a) a problem for future (b) a solution for lifetime  
(c) insignificant (d) a benchmark for tomorrow
- vi. An entrepreneur should see the problem as \_\_\_\_\_.**
- (a) a brick wall (b) an opportunity  
(c) a benchmark (d) the virtues of life
- vii. Which of the following is OPPOSITE in meaning to the word 'adaptive' as used in the passage?**
- (a) flexible (b) modifying  
(c) stubborn (d) adjustable
- viii. Which of the following statements is NOT TRUE in the context of the passage?**
- (a) an entrepreneur should be enterprising  
(b) an entrepreneur should see the problem as an opportunity  
(c) an entrepreneur should adapt and find new solutions  
(d) an entrepreneur should be willing to sit and moan about the changing situation
- ix. The phrase "keep your powder dry" refers to:**
- (a) be incautious  
(b) be calm and ready for a possible problem in the future  
(c) pay no attention to (d) let it go
- x. Which of the following statements is TRUE in the context of the passage?**
- (a) An entrepreneur should be unwilling to sit and moan about the changing situation.  
(b) Entrepreneurs should not be supported by the government.  
(c) One should not be much excited about finding new ways to do things.  
(d) Investors should not back companies who are driven to do something differently.
- xi. Select the option that makes the correct use of "prudent", as used in the passage, to fill in the blank space.**
- (a) I was \_\_\_\_\_ to place myself at such risk.  
(b) The report criticizes the banks for being \_\_\_\_\_ in their lending.

(d) He was found guilty of \_\_\_\_\_ driving.

<p>"Let's go invent tomorrow rather than worrying about what happened yesterday.:  <b>- Steve Jobs</b></p> <p>(1)</p>	<p>"Be so good they can't ignore you.  <b>-Steve Martin</b></p> <p>(2)</p>	<p>"Be the change you wish to see in the world."  <b>- Mahatma Gandhi</b></p> <p>(3)</p>	<p>"Take criticism seriously, but not personally.  <b>- Hillary Clinton</b></p> <p>(4)</p>
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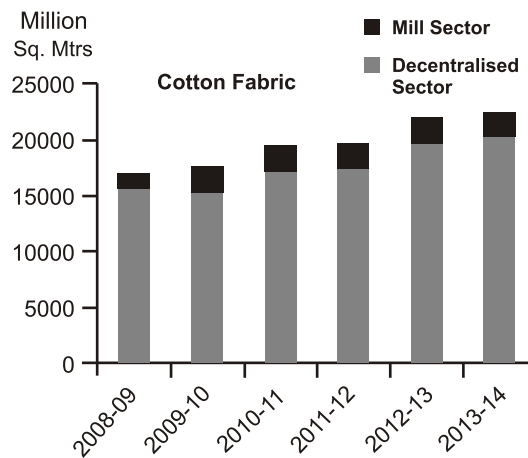
(b) Option (2)

(d) Option (4)

## The Cotton Textile Industry

Abundant skilled labour required for this industry was available in this country. In fact, in some areas, the people were producing cotton textiles for generations and transferred the skill from one generation to the other and in the process perfected their skills. Initially, the British did not encourage the development of the indigenous cotton textile industry. They exported raw cotton to their mills in Manchester and Liverpool and brought back the finished products to be sold in India. This cloth was cheaper because it was produced at a mass scale in factories in the U.K. as compared to the cottage-based industries of India.

In 1854, the first modern cotton mill was established in Mumbai. This city had several advantages as a cotton textile manufacturing centre. It was very close to the cotton-producing areas of Gujarat and Maharashtra. Raw cotton used to be brought to Mumbai port to be transported to England. Therefore, cotton was available in Mumbai city itself. Moreover, Mumbai even then was the financial centre and the capital needed to start an industry was available there. As a large town, providing employment opportunities attracted labour in large numbers.



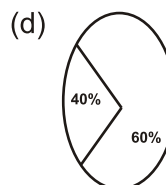
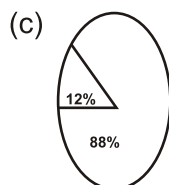
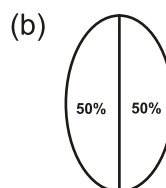
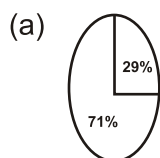
Source : Annual Report 2013-14. (CITI)

Hence, cheap and abundant labour too was available locally. The machinery required for a cotton textile mill could be directly imported from England. Subsequently, two more mills, the Shahpur Mill and the Calico Mill were established in Ahmedabad. By 1947, the number of mills in India went up to 423 but the scenario changed after partition, and this industry suffered a major recession. This was due to the fact that most of the good quality cotton-growing areas had gone to West Pakistan and India was left with 409 mills and only 29 percent of the cotton-producing area.

**On the basis of your understanding of the above passage, answer ANY TEN questions from the twelve given below: (1 x 10 = 10)**

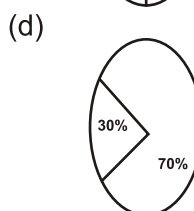
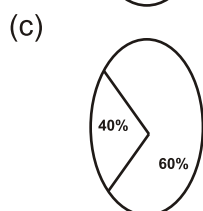
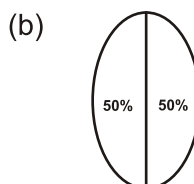
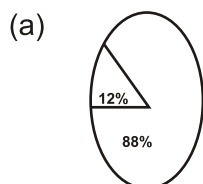
- i. **India of its was left with the only \_\_\_\_\_ of the cotton-producing are at the time partition.**
  - (a) 50%
  - (b) 35%
  - (c) 29%
  - (d) 15%
- ii. **What factors led to the development of the cotton textile industry in India?**
  - a. favourable climatic conditions
  - b. cheap and abundant labour
  - c. Abundant skilled labour
  - d. All of these
- iii. **What did Britisher export to the mills in Manchester and Liverpool?**
  - (a) Raw Cotton
  - (b) Fine cotton cloth
  - (c) Cotton garments
  - (d) Fine threads
- iv. **In which year was the first Modern cotton mill established in India?**
  - (a) 1854
  - (b) 1869
  - (c) 1914
  - (d) 1872

- v. **where was the first Modern cotton mill established in India?**  
 (a) Gujarat (b) Mumbai  
 (c) West Bengal (d) Punjao
- vi. **What factors led Mumbai to flourish as a cotton textile manufacturing centre?**  
 (a) It was located close to the cotton-producing area  
 (b) It was a financial centre and capital required to start an industry was available here  
 (c) Availability of labour  
 (c) All of these
- vii. **Where were the two subsequent textiles the Shahpur mill and the Calico mills?**  
 a. Ahmedabad b. Mumbai  
 c. Calcutta d. Madras
- viii. **How many mills were established in India by 1947?**  
 a. 225 b. 500  
 c. 700 d. 423
- ix. **What happened to the Cotton industry at the time of partition?**  
 a. It suffered a major decision  
 b. It flourished locally  
 c. It was totally ruined  
 d. It became a leading world exporter
- x. **What was the proportion of land under and not under the cultivation of cotton at the time of Partition?**





xi. In what time in Proportion was the land in million sq. mts occupied by the decentralized sector and the mill sector in the year 2008-09?



xii. In ancient and medieval times, India was famous worldwide for the production of.....

- |            |                   |
|------------|-------------------|
| (a) Muslin | (b) Calicos       |
| (c) Chintz | (d) All the above |

### LITERATURE

10 Marks

3. Read the extract given below answer the following questions:

- I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.

5x1 = 5 Marks

i. Where was APJ Abdul Kalam born?

- |             |                |
|-------------|----------------|
| (a) Pune    | (b) Rameswaram |
| (c) Kasauli | (d) Mysore     |

ii. Who possessed great innate wisdom and true generosity of spirit?

- |                           |                          |
|---------------------------|--------------------------|
| (a) Abdul Kalam's father  | (b) Abdul Kalam's mother |
| (c) Abdul Kalam's brother | (d) Abdul Kalam's friend |

iii. Who does 'I' refer to in the given extract?

- |                        |                          |
|------------------------|--------------------------|
| (a) A.P.J. Abdul Kalam | (b) Jainulabdeen Kalam . |
| (c) Ashiamma Kalam     | (d) Rahim Kalam          |

iv. What was the name of Kalam's mother?

- |                    |              |
|--------------------|--------------|
| (a) Rahima         | (b) Ashiamma |
| (c) Sivasubramania | (d) Dinamani |

- v. **Abdul kalam's father's name was**
- |                 |                  |
|-----------------|------------------|
| (a) Jallaluddin | (b) Jainulabdeen |
| (c) Jallal      | (d) Janabuddinn  |

OR

**Read the extract given below and answer the following questions:**

This was hardly what I intended. What I had meant, of course, was, that I should boss the job and that Harris and George should potter about under my directions, I pushed them aside every now and then with, "Oh, you!" Here, let me do it. "There you are, simple enough!" really teaching them, as you might say. They're taking it in the way they did irritate me. There is nothing that does irritate me more than seeing other people sitting about doing nothing when I'm working.

- i. **What had the author not intended?**
- |   |                                     |
|---|-------------------------------------|
| (a) To work while his friends take rest | (b) To hurt other people's feelings |
| (c) To take loan from the bank          | (d) To go out for an excursion      |
- ii. **"Here, let me do it" What does it refer to?**
- |              |              |
|--------------|--------------|
| (a) Cooking  | (b) Packing  |
| (c) Swimming | (d) Painting |
- iii. **What had he intended?**
- |                                     |                      |
|-------------------------------------|----------------------|
| (a) To supervise the job of packing | (b) To travel abroad |
| (c) To learn swimming               | (d) To study further |
- iv. **What irritates the author more than anything else?**
- (a) Criticizing one's elders  
(b) People sitting idle when he was working  
(c) Gossiping about others  
(d) Playing inside the house
- v. **Name the chapter from which the given extract has been taken.**
- |                            |                   |
|----------------------------|-------------------|
| (a) A truly beautiful mind | (b) If I were you |
| (c) Reach for the top      | (d) Packing       |

4. **Read the extract given below and answer the following questions:**

Once, when the good Saint Peter  
Lived in the world below,

**5x1 = 5 Marks**

And walked about it, preaching,  
Just as he did, you know

**i. Who was Peter?**

- |               |                 |
|---------------|-----------------|
| (a) A saint   | (b) A physician |
| (c) A teacher | (d) A beggar    |

**ii. What did he do?**

- |              |               |
|--------------|---------------|
| (a) Stealing | (b) Preaching |
| (c) Cooking  | (d) Driving   |

**iii. Where did Saint Peter live?**

- |                     |                  |
|---------------------|------------------|
| (a) Under the Earth | (b) In Heaven    |
| (c) In the woods    | (d) In the skies |

**iv. Find the word from the stanza similar in meaning to Virtuous:.**

- |           |               |
|-----------|---------------|
| (a) Below | (b) Preaching |
| (c) Good  | (d) Walked    |

**v. Name the poet of the given stanza.**

- |                     |                         |
|---------------------|-------------------------|
| (a) Phoebe Cary     | (b) Robert Frost        |
| (c) Stephen Spender | (d) William Shakespeare |

**OR**

**Read the extract given below and answer the following questions:**

Along the sand,  
he lay until observed and chased away,  
and now he vanishes in the ripples  
among the green slim reeds.

**i. Who does he refer to in this stanza?**

- |                 |                |
|-----------------|----------------|
| (a) A snake     | (b) A tortoise |
| (c) A crocodile | (d) A monkey   |

**ii. Where was he lying?**

- |                  |                 |
|------------------|-----------------|
| (a) On a mat     | (b) On the sand |
| (c) On the waves | (d) On a bench  |

**iii. Who chased him?**

- |                 |              |
|-----------------|--------------|
| (a) A man       | (b) A monkey |
| (c) A crocodile | (d) A lion   |

**iv. Where does he vanish?**

- (a) In the ripples among the reeds                      (b) Into the well  
(c) Behind a giant rock                                      (d) Inside a burrow

**v. Name the poet of the given stanza.**

- (a) Robert Frost    (b) Stephen Spender  
(c) W.W.E Ross    (d) William Wordsworth

**\* GRAMMAR**

**10 Marks**

**5. Fill in the blanks by choosing the most appropriate words from the given options :    3x1 = 3 Marks**

Swami Vivekananda once speaking in America told (i)\_\_\_\_\_ a young man who came to a religious conference and said that he wanted to find God. the sage smiled and said (ii)\_\_\_\_\_. The young man, turned time after time, ever repeating (iii)\_\_\_\_\_ desire, his longing to find God. After some days, the sage told him to accompany him as he went to the river to take his morning bath.

- i. (a) off                      (b) on                      (c) about                      (d) in  
ii. (a) nothing                      (b) anything                      (c) more                      (d) much  
iii. (a) his                      (b) her                      (c) their                      (d) our

**6. Read the conversation given below and complete the paragraph that follows    3x1 = 3 Marks**

Rohan: When is the fancy dress competition at your school?

Seema: It is after two weeks.

Rohan: Are you taking part in it?

Seema: Yes, I am taking part as a caterpillar.

Rohan: Why have you chosen that?

Seema: So that I can reach late.

Rohan asked Seema (a)\_\_\_\_\_ Seema replied (b)\_\_\_\_\_.  
Rohan enquired (c)\_\_\_\_\_ Seema said that she was taking part as a caterpillar. Rohan asked why she had chosen that. Seema answered so that she could reach late.

**7. Choose the correct options for ANY FOUR of the six sentences given below.    4x1 = 4 Marks**

**i. During the summer months, the monastery\_\_\_\_\_ very busy, for it is visited by thousands of people who\_\_\_\_\_ the pass in cars.**

- (a) has been, cross    (b) is, cross  
(c) is, crossed    (d) was, crossed

**ii. My mother\_\_\_\_\_ her optician tomorrow because her eyesight \_\_\_\_\_ worse since she got this computing job.**

- (a) is visiting , has become (b) visits becomes  
(c) has visited, is becoming (d) has visited, is becoming
- iii. **Collecting match-boxes \_\_\_\_\_ one of his favourite pastimes.**  
(a) has (b) is  
(c) have (d) are
- iv. **I'm afraid that I \_\_\_\_\_ play tennis tomorrow. I've got a dentist's appointment.**  
(a) would not be able to (b) couldn't  
(c) can't (d) wouldn't
- v. **If you don't start working harder, you \_\_\_\_\_ repeat the course next year.**  
(a) will have to (b) must  
(c) should (d) have to
- vi. **Although \_\_\_\_\_ species of fox are reddish in color, \_\_\_\_\_ Arctic fox is often pure white.**  
(a) any. the (b) none of these  
(c) most, the (d) a great amount of, an

#### PART-B (40 Marks)

##### WRITING

**10 Marks**

8. A few days ago you went to Chandigarh with your family members and visited Rose Garden. You were so enchanted with the beautiful roses of different species that you decided to write it as a diary entry. Write a diary entry.

**5 Marks**

**OR**

Write a paragraph on Cleaning and Rejuvenating the Ganga.

9. Mahesh wrote only a few lines and couldn't complete the story he wanted to write. Taking help from the beginning Mahesh made, develop the story.

**5 Marks**

A woodcutter was chopping down trees on the bank of a river. His hands were so much wet with his sweat that he lost his grip.

**OR**

Sneha wanted to write a story but could not go beyond a line or two. Taking help from, the information given below along with the lines Sneha wrote, develop a complete story.

Mr. Aggarwal was a very wealthy businessman. One day he was alone sitting at his dining table when...

- 10. Answer questions in 20-30 words each: 2x4 = 8 Marks**  
**ANY TWO questions from (a) to (c)**
- a. Describe the characteristics of the old school? How did it influence Margie?
  - b. Why did Einstein's mother not want him to marry Mileva?
  - c. What message does the poet want to convey? Write your answer in the context of the poem 'No Men are Foreign'.

**ANY TWO questions from (d) to (f)**

- d. Why was the bricklayer found not guilty? Write your answer in the context of 'In the Kingdom of Fools'.
- e. What is surreal? Why did the author feel that everything was surreal? Write your answer in the context of A House is Not a Home.
- f. What kind of work was given to Lushkoff initially? Why did he agree to do it?

- 11. Answer questions in 40-50 words each: 3x4 = 12 Marks**  
**ANY TWO questions from (a) to (c)**

- a. What does the wind do with the books on the shelf? Write your answer in the context of the poem, "Wind".
- b. What would Kezia do while her father slept on Sundays? What happened when he woke up?
- c. What arrangements were made to make Baba comfortable when he was brought back to the author's house?

**ANY TWO questions from (d) to (f)**

- d. How did Grandfather try to keep the presence of his traveling-mate a secret? Write your answer in the context of The Adventures of Toto.
- e. Why should orphans and widows not be sent to separate institutions?
- f. What efforts did Sue make to keep Johnsy cheerful?

- 12. Santosh decided to fight the system in her own quiet way, says the author. How did Santosh rebel but quietly? 5 Marks**

**OR**

What would happen if the tree is hacked and chopped? Write your answer in the context of Poem on Killing a Tree.

- 13. How did the little swallow carry out the wishes of the Happy Prince? 5 Marks**

**OR**

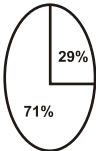

Describe the condition of the child after he had lost his parents at the fair.

## Marking Scheme

English (Language & Literature)

Class : IX

### Answers

1. 1. (d) All of the above  
2. (b) Digitizing  
3. (c) opportunity, adaptive nature, innovativeness, a new solution  
4. (a) Opportunities to innovate  
5. (d) a benchmark for tomorrow  
6. (b) an opportunity  
7. (c) stubborn  
8. (d) an entrepreneur should be willing to sit and moan about the changing situation  
9. (b) be calm and ready for a possible problem in the future  
10. (a) An entrepreneur should be unwilling to sit and moan about the changing situation.  
11. (c) As an entrepreneur, his decision was prudent and timely.  
12. (a) Option (1)
2. i. (c) 29% ii. (d) All of these  
iii. (a) Raw Cotton iv. (a) 1854  
v. (b) Mumbai vi. (d) All of these  
vii. (a) Ahmedabad viii. (d) 423  
ix. (a) It suffered a major decision  
x. (a)  xi. (a)   
xii. (d) All the above
3. i. (b) Rameswaram  
ii. (a) Abdul kalam's father  
iii. (a) AP J Abdul Kalam  
iv. (b) Ashiamma  
v. (c) Jainulabden

OR

- i. (a) To work while his friends take rest
  - ii. (b) Packing
  - iii. (a) To supervise the job of packing
  - iv. (b) People sitting idle when he was working
  - v. (d) Packing
- 4.**
- i. (a) Asaint
  - ii. (b) Preaching
  - iii. (a) Under the Earth
  - iv. (c) Good
  - v. (a) Phoebe Cary
- OR**
- i. (a) Asnake
  - ii. (b) On the sand
  - iii. (a) Aman
  - iv. (a) In the ripples among the reeds
  - v. (c) W. W. E Ross
- 5.**
- i. (c) about
  - i. (a) nothing
  - iii. (a) his
- 6.**
- (a) when the fancy dress competition in her school was.
  - (b) that it was after two weeks.
  - (c) whether she was taking part in that.
- 7. Choose the correct options for ANY FOUR of the six sentences given below.**
- i. (b) is, cross
  - ii. (a) is visiting, has become
  - iii. (b) is
  - iv. (c) can't
  - v. (a) will have to
  - vi. (c) most, the

### Section B

- 8.** Preet Vihar  
10th November, 20XX  
Saturday, 5:00 pm



Dear Diary

I want to share one of the best journeys I ever had! I along with my family went to Rose garden. It was so exciting. We enjoyed very much. I feel enthralled to put my experience of seeing Rose Garden in Chandigarh as records. On 8th November, 20XX, my father decided to have a visit to the Rose Garden in Chandigarh. In the evening of the same day we reached Chandigarh by train. On 9th we went to visit Rose Garden. Really, the beautiful scene of the Rose Garden put an indelible impression on my mind. Earlier I had never seen so many roses of about 1500 varieties. It was indeed a wonderful experience in my life. I desire to visit the place again. I enjoyed so much and this day will be unforgettable for me.

Prachi

**OR**

### **Cleaning and Rejuvenating the Ganga**

India is a land of rivers. India would be a desert without these rivers. India has both perennial as well as seasonal rivers. Indian rivers are the lifeline for all life forms in the country. They not only are the backbone of Indian agriculture, but also the mainstay of the Indian economy. They supply uninterrupted power to millions of large scale and small scale industries. They run the nation. The Ganga is not merely a river for all the Indians and more particularly to the Hindus but it is the lifeline of India and the physical and spiritual nourisher of crores of its people. It is a symbol of India's great heritage, ancient traditions, cultures, songs, and stories. We can't think of India without the Ganga and the Himalayas.

Unfortunately the sacred Ganga has become one of the most polluted rivers of the world in recent years. Fortunately, the present government has shown its commitment to clean and rejuvenate the Ganga. Cleaning the Ganga will be an unprecedented national social effort. What makes the Ganga a heavily polluted river? Various factors and causes contribute to make the river what it is. The worst criminals are more than one thousand industries that discharge their toxic wastes into the river. The government will have to take strict measures to treat solid and liquid discharges making them totally pollution free. The sewerage infrastructure will have to be extended and updated. The people residing on the banks will be involved and enlightened. Burning and throwing of dead bodies into the river must be stopped. Open defecation on the banks will have to be stopped. The government has spent over Rs 7,000 crore in two years to cleanse the Ganga which still remains a "serious environmental issue", the National Green Tribunal said today as it issued a slew of directives including banning all construction activity within 100 metres of the river edge. Development of ghats at Kedarnath, Haridwar, Varanasi, Kanpur, Allahabad, and Patna is an important feature of the plan. Provisions for public amenities for pilgrims and

tourists will be made. Inland waterways river navigation will be another priority.

#### 9. **Honesty Pays in the Long Run**

A woodcutter was chopping down trees on the bank of a river. His hands were so much wet with his sweat that he lost his grip over the axe. It slipped away from his hands and fell down into the river. The poor man couldn't even swim. He thought that his axe was lost forever. He was very sad at his misfortune and started sobbing and weeping. Suddenly there was a flash of light. The God of the Forests appeared before him. The woodcutter explained what had happened. He consoled him. "Don't you worry. I'll get back your axe for you," said the God of Forests. Having said these words, he dived into the river. After a few moments he came out with an axe. "It was made of gold. Is this yours?" he asked. The woodcutter only said No. A few seconds later he came out of the river with another axe. "It was made of silver. No, no sir, this is not mine," said the woodcutter. He dived again and came out with the third axe. The woodcutter cried loudly, looking at the axe. "Yes, yes, it's mine—the woodcutter's axe with an iron blade." The God of Forests was impressed with the woodcutter's honesty. "Keep all these axes as a present from me." The God uttered these words and disappeared. In the end, the woodcutter has all three axes because of this honest act. The woodcutter felt glad that he found his axe and a reward too. He finished his work and went home. He then told his wife and children the whole story of what happened. If he would have lied to the God of the forest, then he would have taken all the axes from him, but because of his honesty, he got all the axes. Otherwise, he would have only one of the axes or have nothing, that is why it is said that honesty pays in the long run.

OR

#### **The Return Gift**

Mr Aggarwal was a very wealthy businessman. One day he was alone sitting at his dining table. It was his birthday. He heard the footsteps of a man behind the curtains. He knew there was a thief there. **Come on! Thank you for coming to my house on my birthday. I'm alone, give me your company.** The thief was starving. He had good food and drinks. Mr. Aggarwal gave him a big purse. It had silver coins. Years rolled by. His fortunes changed. Mr Aggarwal was a very poor man now. His business was ruined. Today was his 50th birthday. But he had become a pauper now. He was alone reflecting over his good old days. It was at 9 pm. The bell rang. "Who can be at such a time to visit a poor man?" thought Aggarwal. He saw a man in a new suit with a lovely bouquet of red roses. He had many packets of gifts, fruits, sweets, and a few bottles. He tried to recognize the man. "I'm your old thief," replied the man. "With the money, you gave me, I did some business. I earned a lot of money within these years. Now I am a rich businessman. Let's

**celebrate your birthday**, he said. **It is for you, a little return-gift.** He gave a bag to Mr Aggarwal. Mr. Aggarwal opened the bag. It was full of new currency notes. Mr. Agarwal was surprised and refused the gift at first. Then the thief convinced him to take it as a token of gratitude since he is the reason behind him turning into a rich businessman from a thief. Mr. Agarwal accepted the gift and started his own business and lead his life ever like before. Agarwal accepted the request but on one condition he said he would use this money to start his business and share the profit to the thief

**10. Answer ANY TWO questions from (a) to (c) and ANY TWO questions from (d) to (f) in 20-30 words each:**

a. The old school that existed hundreds of hundreds year ago had several characteristics. It had a human teacher instead of a mechanical teacher. The teacher gave them homework and asked them questions. Children used to assemble in a common building. Students of same age group sat together and studied the same things. In the old school children studied and played together. It was quite opposite to the school talked about in the chapter

b. There were two reasons why Einstein's mother did not want him to marry Mileva. Firstly, she was three years older than Einstein, so she found her too old for her son. Secondly she was too much intelligent 'a book' just like him in his mother's opinion So, she asked Einstein to put off the wedding.

c. The poet wants to say that there should be no discrimination between men on the basis of their appearance, religion or region. This is a peace poem and gives a strong message to stop all wars and look upon humanity as a unified entity.

d. The old bricklayer was able to defend himself He claimed that he got distracted by the jingling anklets of the dancing girl who went up and down the street many times while he was building the wall. So he could not build a strong wall. Hence he was found not guilty.

e. Surreal means something strange or unreal. The author felt that everything was surreal because too many unfortunate things had happened to him he had moved to a new school, his house had burnt down, his beloved cat was lost, they were left with no money and no home His secure zone had been ripped away and the changes were too much and too many for him to handle

f. Lushkoff was given the work of chopping wood. Lushkoff agreed to do this work, not because he was hungry and needed work. He agreed to do it because of pride and shame and because he had been trapped by his own words.

**11. Answer ANY TWO questions from (a) to (c) and ANY TWO questions from (d) to (t) in 40-50 words each:**

- a. The poet is talking to the wind. He entreats the wind not to throw down the books on the shelf But the wind is very powerful. It throws down the books from the book-shelf and scatters them about the room It even tears the pages of the books The potent (powerful) wind scatters the books and sheets of paper on the floor. It disturbs everything. The poet is unhappy at the destruction and chaos caused by the wind.
  - b. On Sundays, Kezia's grandmother would send her to the drawing room to spend some time with her parents Kezia would find her father fast asleep on the sofa She would sit on a stool and gravely watch her father until he woke up and stretched to ask the time. Then, he would look at her and tell her not to stare at him as it made her look like a "Little Brown Owl"
  - c. Some coolies were engaged to make an island for Baba in the author's compound so that he could live independently and in freedom there It was twenty feet long and fifteen feet wide. It was surrounded by a moat, six feet wide and seven feet deep. A wooden box was provided in which Baba could sleep at night. Straw was placed inside to keep him warm All these arrangements were made to ensure that Baba was comfortable at home.
  - d. Toto was Grandfather's travelling-mate to Saharanpur Grandfather put him into a big canvas kit-bag and put some straw at the bottom to keep his presence a secret The canvas was too thick for Toto to bite through it and the bag was so tightly closed that it did not allow any outlet to nun In this way Grandfather kept the presence of his travelling-mate a secret.
  - e. The group formed by Prashant was of the opinion that widows and orphans should showed their human side. They stressed their inclusion. They argued that in that condition children would grow without love and widows would suffer from stigma and loneliness. They stressed that if they will in such institution their wound of losses and loneliness will never heal.
  - f. Sue made all possible efforts to divert Johnsy's attention and make her happy She tried to create her interest in various things. She talked about clothes fashion and painting and kept whistling while working on the drawing board.
- 12.** Santosh was a very rational, progressive. and sensible girl. who wished to shape her life waited patiently for the right moment to take up the issues with the orthodox, irrational and hackneyed traditions that obstructed her aspirations and her goals. Santosh left home for Delhi because her parents had begun to pressurise her to get married in keeping with the tradition. She told them politely that she would earn money for her fees by working part-time She quietly made it clear that she was determined to overcome all obstacles. Santosh saved money and enrolled herself In a course at Uttarkashi's Nehru Institute of

Mountaineering. She had thought of talking to her family about this during she had joined the Uttarkashi's Nehru Institute of Mountaineering

**OR**

A tree is poetry in nature as described by the poet in the poem "On Killing A Tree" The poem shows that even if the tree is hacked and chopped and left as such and the root of the tree is neither dug nor injured the root will continue to provide nourishment to the stump of the tree This nourishment will ensure that the stump heals and slowly it will be covered with tender twigs appearing on its surface. If these twigs are not pruned or hacked or chopped they will keep on growing and eventually the tree will grow to its original size The wounded bark of the tree will get healed and the tree will be as big as it was earlier. The threat to its life will be overcome and hacking or chopping will fail to kill the tree The root that is ensconced in the earth will rescue and resuscitate the tree and help it to regain its lost glory

13. The little swallow was dedicated and obedient towards the Happy Prince. He decided to stay back and help the Prince because he noticed the miseries around him. He was fully determined to fulfil the wishes of the Happy Prince. He acted as his messenger. He helped the poor seamstress with ruby, the playwright with a sapphire and a matchgirl with another sapphire. He also helped the poor with the gold leaves which he had plucked from the statue. He was so obedient that he gave up his wish to go back to Egypt even after the Prince's death He played his role so actively that it appeared as if he were made for others only. He became an eye to the Prince when he became blind after giving away the sapphires. He sacrificed his own life for the sake of helping the poor and the needy.

**OR**

The child went to the fair along with his parents. he was very happy. He was attracted by the colourful and beautiful things. He saw balloons flower garlands and sweets He saw a juggler showing tricks. He also saw a roundabout. But he was sad because his parents rejected all his demands. He could not enjoy the juggler's tricks. Suddenly, he found his parents were missing. He started crying for his parents. A kind man tried to console him. But the child lost interest in everything. He wanted to join his parents again. He cried, "I want my mother. I want my father!". The man started walking back on the same route which the child had taken. So he took the child to the snake charmer He asked him to listen to the nice music being played by the snake charmer. The child shut his ears with his fingers and screamed loudly that he wanted his parents.



**English (Language & Literature)**  
**Class : IX**  
**Unsolved Sample Paper (2020-21)**

Time : 3 Hrs.

Maximum Mark : 80

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**General Instructions :**

1. This paper is divided into two parts: A and B. All questions are compulsory.
  2. Separate instructions are given with each section and question, whenever necessary. Read these instructions very carefully and follow them.
  3. Do not exceed the prescribed word limit while answering the questions.
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**Part A (40 Marks)**

**READING (20 Marks)**

1. **Read the passage given below.**

Maggie is a golden doodle. However, she turned out to be more golden than a doodle. She has lots of energy. is very loving, a people pleaser, soft and she loves every minute of life. But when she was small, we called her "The Demon". She loved to jump on me, bite me. and steal anything. My goal had been to get a dog that would keep me walking every day. But more than that, I am in a period of my life where I was looking for a way to give back. Seeing Maggie's loving personality and high energy, I realized that Maggie needed a job and I needed to volunteer, and if we worked together, we could both have that. But the little "demon" needed to be tamed! After going through beginner and intermediate obedience at Canine Academy, I knew that Maggie would benefit from the Off-Leash program and that would help her get ready to become a therapy dog so that she could be busy and I could give back.

She is home from the Academy now, and what a great dog she is! She loved her training and did very well at Canine Academy. Walks that used to be difficult because. at 75 lbs, her pulling on the leash was hard on me, are now a pleasure. We walk twice every day and she has many friends in the neighbourhood, that have watched her grow from an unruly puppy to a beautiful companion, thanks to the Canine Academy. We train every day and she loves to attend the weekly training sessions that the Off-Leash graduates take part in. Lisa and her trainers gave Maggie the tools she needed to be an absolutely wonderful dog. Now we work together to fine-tune those tools and everyone that knew her before is quite impressed by how well-behaved she is now. My life is so much better with Maggie in it, but part of that is thanks to the wonderful

people at the Canine Academy and the great work they do with dogs. If I ever add to my dog family, we will surely be calling them again!

**On the basis of your understanding of the above passage, answer ANY TEN questions from the twelve given below: (1 x 10 = 10)**

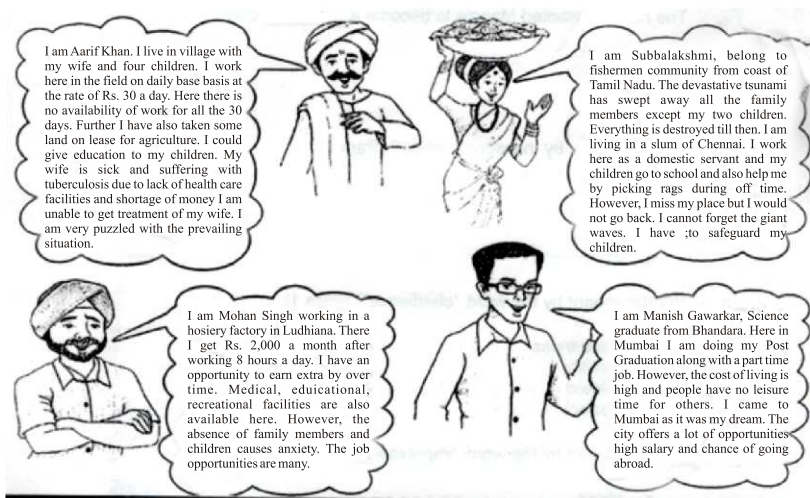
- i. **Who is Maggie?**  
(a) A girl (b) A demon  
(c) A dog (d) A fish
- ii. **What qualities of Maggie are mentioned by the author in the opening paragraph?**  
(a) She is soft and loving (b) She is a villain  
(c) She bites everyone (d) She is always low on energy
- iii. **What was Maggie called when she was small?**  
(a) Golden Dog (b) The Demon  
(c) Golden Doodle (d) A Doodle
- iv. **What is the name of academy she goes to?**  
(a) Off-Leash Academy (b) Academy of Dogs  
(c) Canine Academy (d) Dog Family
- v. **What training programmes did Maggie undergo?**  
(a) Beginner Obedience Programme  
(b) Intermediate Obedience Programme  
(c) Advanced Obedience Programme  
(d) Off-Leash Training Programme  
(a) Only (A) and (B) (b) Only (A), (B), and (C)  
(c) Only (A) (d) Only (A), (B), and (D)
- vi. **What change occurred in Maggie after training?**  
(a) She became high on energy (b) She had a soft fur now  
(c) She became a people pleaser (d) She became well behaved
- vii. **Narrator's life is better with ..... in it.**  
(a) Canine Academy (b) Lisa  
(c) Maggie (d) Dogs
- viii. **The narrator wanted Maggie to become a ..... dog.**  
(a) Good (b) Therapy  
(c) Soft (d) Calm

- ix. **What is meant by the word, 'tamed'?** (Para 1)
- (a) taught (b) trained  
(c) calmed (d) disciplined
- x. **What is meant by the word, 'obedience'?** (Para 1)
- (a) faithfulness (b) servility  
(c) calmed (d) respect
- xi. **What is meant by the word, 'impressed'?** (Para 2)
- (a) afraid (b) affected  
(c) charmed (d) delighted
- xii. **What is meant by the word, 'unruly'?** (Para 2)
- (a) unmanageable (b) cruel  
(c) ugly (d) bad

**2. Read the passages given below.**

People, generally are emotionally attached to their place of birth. But millions of people leave their places of birth and residence. There could be a variety of reasons. These reasons can be put into two broad categories:

Apart from these factors, natural disasters such as floods, drought, cyclonic storms, earthquakes, tsunami, wars and local conflicts also give an extra push to migrate. On the other hand, there are pull factors that attract people from rural areas to cities. The most important pull factor for the majority of the rural migrants to urban areas is the better opportunities, availability of regular work and relatively higher wages. Better opportunities for education, better health facilities and sources of entertainment, etc. are also quite important pull factors.

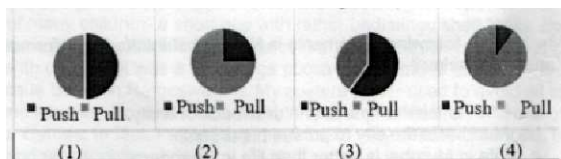




- i. push factor, these cause people to leave their place of residence or origin; and
- ii. pull factors, which attract people from different places. In India, people migrate from rural to urban areas mainly due to poverty, high population pressure on the land, lack of basic infrastructural facilities like health care, education, etc.

**On the basis of your understanding of the passage, answer ANY TEN questions from the twelve that follow. (1 x 10 = 10)**

- i. According to the passage, one of the reasons for Subbalakshmi and Mohan Singh do not wish to go back to their places of birth or residence is that the:
  - (a) absence of family members and children in the new city.
  - (b) amount of wages they get in the city is far more than they get in their villages.
  - (c) the city gives financial security which could help them in rearing their families.
  - (d) the places they come from are not liked by them.
- ii. Pick the option that lists statements that are NOT TRUE according to the passage.
  - (a) Push factors are quite a compulsion for rural people to move to a city.
  - (b) All those who migrate to cities have to bear the separation of their families.
  - (c) Pull and push factors are equally responsible for migration from rural areas to city.
  - (d) Only educated youth are shifting their residence in search of jobs.
  - (a) A and B
  - (b) B and D
  - (c) B and C
  - (d) A and B
- iii. The word **infrastructural**, as used in paragraph 1, means the same as:
  - (a) temporary arrangements
  - (b) concrete structures
  - (c) entertainment facilities
  - (d) bare necessary services and systems
- iv. Based on the paragraph, choose the option that correctly states the ratio or Push factors and Pull factors for shifting from places of birth.



- (a) Option (1) (b) Option (2)  
(c) Option (3) (d) Option (4)
- v. "...wars and local conflicts also give an extra push to migrate." The phrase **an extra push** stimulating migration is mainly a reference to:
- (a) situations that are critical for migration  
(b) situations that add up to the main reason for migration  
(c) conditions that push the villagers even when they do not wish to migrate  
(d) conditions when they are forcefully evicted from the rural areas to the city
- vi. Based on the stories of four characters in the passage, choose the option that lists the statements that are **TRUE** with respect to life in their own villages.
- (a) The city gives everything but not the pleasure of family members and children.  
(b) Villagers often suffer from poverty and they lack basic health services  
(c) All villagers have to survive through the fatal tsunami.  
(d) Children remain deprived of education in villages.
- (a) A and C (b) B and D  
(c) A and B (d) C and D
- vii. Based on the given stories of Subbalakshmi and Manohar Singh, pick the option that lists the main reason which causes more worry to one of them.
- (a) All family members have been washed away by a tsunami in the village.  
(b) He is away from his family members and children.  
(c) She has to work as a domestic servant and rag-picker.  
(d) He has to work and earn extra income by doing overtime.
- viii. In the comic strip above, out of the four characters, one has no regrets of leaving the village because of a strong emotional push factor and that character is \_\_\_\_\_.
- (a) Manish Gawarkar (b) Arif Khan  
(c) Subbalakshmi (d) Mohan Singh
- ix. Which of the following statements is NOT substantiated by information about Manish Gawarkar?
- (a) Lack of leisure time is one drawback of a city.



I was one of many children- a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of the nineteenth century. It was a fairly large pucca house, made of limestone and brick, on the Mosque Street in Rameswaram. My austere father used to avoid all inessential comforts and luxuries. However, all necessities were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very secure childhood, both materially and emotionally.

- i. What did his father often avoid?
  - (a) Non-essential comforts and luxuries
  - (b) Taking proper medication
  - (c) Wearing clothes
  - (d) Eating a nutritious and healthy meal
- ii. What necessities did the author talk about?
  - (a) In terms of food
  - (b) In terms of clothes
  - (c) In terms of medicine
  - (d) All of these
- iii. Write the meaning of 'secure'.
  - (a) Safe
  - (b) Sad
  - (c) Sedentary
  - (d) Sure
- iv. Describe Kalam's childhood.
  - (a) Secured
  - (b) Disturbing
  - (c) Harsh
  - (d) Depressing
- v. Where was Kalam's ancestral house located?
  - (a) Kochi
  - (b) Mysore
  - (c) Rameswaram
  - (d) Pondicherry

**OR**

**Read the extract given below and answer the following questions:**

I lived with a man once who used to make me mad that way. He would roll on the sofa and watch me doing things by the hour together. He said it did him real good to look on at me, messing about. Now, I'm not like that. I can't sit still and see another man slaving and working. I want to get up and'-superintend, and walk around with my hands in my pockets, and tell him what to do. It is my energetic nature. I can't help it:

- i. What can't the author do now?

- (a) Sit and see another man working hard
- (b) Dance and enjoy
- (c) Swim in the cold water
- (d) Cook food
- ii. What problem did the author have with that man?
  - (a) The man-made him cry
  - (b) The man-made him mad
  - (c) The man-made him sleep
  - (d) The man-made him laugh uncontrollably
- iii. What is the authors nature?
  - a. Lethargic
  - b. Humorous
  - c. Energetic
  - d. Vindictive
- iv. What did the author want to do now?
  - (a) To get up and walk around
  - (b) to superintend
  - (c) To give directions to the man doing work
  - (d) All of these
- v. Name the chapter from which the given extract has been taken.
  - (a) Packing
  - (b) If I were you
  - (c) The fun they had
  - (d) A truly beautiful mind

**4. Read the extract given below and answer the following questions:**

**(5x1)**

Then took the other, just as fair,  
 And having perhaps the better claim,  
 Because it was grassy and wanted wear;  
 Though as for that the passing there  
 Had worn them really about the same.

- i. How was 'the other road' projected to be in the given lines?
  - (a) Grassy
  - (b) Less trodden
  - (c) Fair
  - (d) All of these
- ii. What has been termed as 'fair' in the given stanza?
  - (a) The road
  - (b) The lady

- (c) The life (d) The bench
- iii. Write a similar word for 'probably' from the given stanza.  
 (a) Fair (b) Perhaps  
 (c) Grassy (d) Really
- iv. Give antonym of word 'claim'.  
 a. Disclaim b. Disclosure  
 c. Discover d. Dislike
- v. Name the poet of the given stanza.  
 (a) Robert Frost (b) Stephen Spender  
 (c) W.B. Yeats (d) William Shakespeare

**OR**

The snake trying  
 to escape the pursuing stick,  
 with sudden curvings of thin  
 long body. flow beautiful  
 and graceful are his shapes!  
 He glides through the water away  
 from the stroke.

- i. Name the poem.  
 (a) The snake trying (b) On killing a tree  
 (c) The graceful snake (d) The man and the snake
- ii. What is the snake trying to escape from?  
 (a) a giant (b) a pursuing stick  
 (c) a metal ball (d) a ferocious lion
- iii. Why does he take sudden curvings of his body?  
 (a) to escape himself from the stroke of the stick  
 (b) to express his joy  
 (c) to attack his prey  
 (d) to take a plunge into the water
- iv. What looks beautiful and graceful?  
 (a) the snake's body movements (b) the pursuing stick  
 (c) the dry sand (d) the flowing river
- v. What does the word 'pursuing' mean?

- (a) trying (b) expensive  
(c) chasing (d) broken

# GRAMMAR

10 MARKS

## 5. Fill in the blanks by choosing the most appropriate words from the given options: (3x1)

He was happy and contented, (i) \_\_\_\_\_ he was poor. He never showed signs of frustration, (ii) \_\_\_\_\_ his friends who were rich were always in distress. (iii) \_\_\_\_\_ the problems he had to face, he remained calm and composed. So, people liked his company. Whenever he went, he spread happiness.

- i. (a) though (b) although (c) when  
ii. (a) while (b) when (c) through  
iii. (a) In spite of (b) Instead of (c) Even though

## 6. Read the conversation given below and complete the paragraph with the help of given options that follows: (3x1)

Vani: Harika. are you going to join the Dramatics Club with me?

Harika: No, I am going to join the Adventure Club.

Vani: I too would have joined the Adventure Club, but I am very scared of heights.

Harika: If that is the case, join the Dramatics Club.

Vani asked Harika (i) \_\_\_\_\_ Harika said that (ii) \_\_\_\_\_ Adventure Club. To this Vani replied (iii) \_\_\_\_\_ Adventure Club, but she was very scared of heights. Harika advised her to join the Dramatics Club.

- i. (a) She was going to join the Dramatics club with me.  
(b) If She was going to join the Dramatics club with her.  
(c) Is she going to join the Dramatics club with her?  
(d) If you was going to join the Dramatics club with me.  
ii. (a) I am going to join the. (b) She is going to join the.  
(c) She was going to join the. (d) I was going to join the.  
iii. (a) I too would have joined the (b) I would joined the.  
(c) She would have joined the. (d) She would joined the.

## 7. Choose the correct options for ANY FOUR of the six sentences given below. (4x1)

- i. \_\_\_\_\_ and \_\_\_\_\_ me about your trip to Denver.  
(a) Sitting down, tell (b) Having sat down, told  
(c) Sit down, tell (d) Sitting down, telling

- ii. I \_\_\_\_\_ tennis every Sunday morning.  
 (a) am playing (b) play  
 (c) playing (d) am play
- iii. One of the books \_\_\_\_\_ been missing.  
 (a) have (b) is  
 (c) are (d) has
- iv. Students \_\_\_\_\_ borrow up to 6 books at any time.  
 (a) are allowed to (b) would  
 (c) should (d) could
- v. Drivers \_\_\_\_\_ stop when the traffic lights are red.  
 (a) may (b) must  
 (c) could (d) should
- vi. There is \_\_\_\_\_ water left, so drink only if you must.  
 (a) much (b) some  
 (c) little (d) none of these

### Part B (40 Marks)

#### WRITING

(2X5 = 10 MARKS)

**8. Attempt ANY ONE of the following in 100-120 words (5 marks)**

Write a diary entry expressing your views on child labour. Write this diary entry.

**OR**

You are Priyanka. You visited 'The Green Gardens Resort' during the holidays. Write a paragraph for your school magazine about why the place attracted you.

**9. Attempt ANY ONE of the following in 100-120 words (5 marks)**

Seema decided to write a story for her school magazine, but after some time, she could not complete the story as she had to go out for some urgent work. Complete the story on the basis of the beginning given below.

Hint-An old man had two daughters. He loved both of them. Once he asked them...

**OR**

When Topsy got up in the morning and opened the window, she beheld a white puppy roaming on the roadside. She thought that any vehicle could crush him any moment. She could not resist and Complete the story.



## LITERATURE

**10. Answer ANY TWO questions from (a) to (c) and ANY TWO questions from (d) to (f) in 20-30 words each: (2x4 = 8 marks)**

- (a) How did Evelyn's teachers respond when she expressed her desire to play the xylophone?
- (b) Who was Sivasubramania Iyer? What did he say to Abdul?
- (c) What is the snake trying to escape from? Write your answer in the context of the poem The Snake Trying.
- (d) What was the child's reaction on seeing a man holding a pole with yellow, red, green and purple balloons? Write your answer in the context of The Lost Child.
- (e) What did the swallow do before planning for his flight towards Egypt on the second night? Write your answer in the context of The Happy Prince.
- (f) Where did Sergei see Lushkoff after two years? What work was he doing then?

**11. Answer ANY TWO questions from (a) to (c) and ANY TWO questions from (d) to (f) in 40-50 words each: (3x4 = 12 marks)**

- (a) Why was Saint Peter tired and hungry?
- (b) Why does the intruder desire to kill Gerrard?
- (c) Why did the author take pride in his packing skills?
- (d) Why did the thief's brother accuse the rich merchant? Write your answer in the context of In the Kingdom of Fools.
- (e) How did Sue try to revive Johnsy's interest in things around her?
- (f) Enlist the things the boy asked his parents to buy for him. Write your answer in the context of The Lost Child.

**12. Answer ANY ONE of the following in 100-120 words (5x1 = 5 marks)**

Why did Margie hate school? Why did she think the old kind of school must have been fun?

**OR**

Why did the saint punish the woman? What was the punishment? Write your answer in the context of Poem 'A Legend of the Northland.'

**13. Answer ANY ONE of the following in 100-120 words (5x1 = 5 marks)**

What role did Narrator's school play in normalising his life after the fire accident?

**OR**

Why did the people choose and crown the Guru and his disciple?