



प्रश्न बैंक

2021–22

विषय: अंग्रेजी

कक्षा : 12वीं

समग्र शिक्षा अभियान (सेकेण्डरी एजुकेशन) लोक शिक्षण संचालनालय, म.प्र.

लोक शिक्षण संचालनालय, म.प्र. भोपाल

माध्यमिक शिक्षा मण्डल, मध्यप्रदेश, भोपाल
हायर सेकेण्डरी परीक्षा सत्र 2021-22
BLUE PRINT OF QUESTION PAPER

कक्षा :- 12वीं
विषय :- अंग्रेजी

पूर्णांक :- 80
समय :- 3:00

घंटे

क्र.	इकाई एवं विषय वस्तु	इकाई पर आवंटित अंक	वस्तुनिष्ठ प्रश्न				कुल प्रश्न
			1 अंक	2 अंक	3 अंक	4 अंक	
	Section A Reading Skills	14	-	-	-	-	-
1	Unseen Passage	4 MCQs, 2 MCQs on vocab., 2 Fill ups, 2 one word ans. questions	10	-	-	-	1
2	Note Making	-	-	-	-	1	1
	Section B Writing Skills	12	-	-	-	-	-
3	Notice/Advertisement/Poster	-	-	-	-	1	1
4	Letter Writing (Formal/informal)	-	-	-	-	1	1
5	Long Composition Article/ Reports/ Speech/Debate	-	-	-	-	1	1
	Section C Grammar	10	-	-	-	-	-
6	Sentence Corrections/ Fill ups	-	5	-	-	-	1
7	Do as Directed	-	5	-	-	-	1
	Section D Textbooks	44	-	-	-	-	-
8	Extract from Prose (Flamingo)	-	5	-	-	-	1
9	A. Extract from Poetry (Flamingo)	-	3	-	-	-	1
	B. Extract from Supplementary Reader (Vistas)	-	4	-	-	-	1
10	5 Short Answer Type Questions from prose(Flamingo)	-	-	5	-	-	1
11	3 Short Answer Type Questions from poetry (Flamingo)	-	-	3	-	-	1
12	2 Short Answer Type Questions from Supp. Reader (Vistas)	-	-	2	-	-	1
13	2 Long Answer Type Questions from Prose(Flamingo)	-	-	-	2	-	1
14	1 Long Answer Type Question from Poetry (Flamingo)	-	-	-	1	-	1
15	1 Long Answer Type Question from Supp. Reader (Vistas)	-	-	-	1	-	1
	योग	80	32	20	12	16	

All Questions will have internal choice except Q.1, Q.2, Q.8, Q.9

1.

Objective Types Questions	Q.1, Q.6, Q.7, Q.8, Q.9	32 Marks	40%
Subjective Types Questions	Q.10, Q.11, Q.12, Q.13, Q.14, Q.15	32 Marks	40%
Analytical	Q.2, Q.3, Q.4, Q.5	16 Marks	20%

Very short Answers	2Marks	30 words max
Short Answers	3Marks	75 words max
Long Answers	4Marks	200 words max

- 40 प्रतिशत वस्तुनिष्ठ प्रश्न, 40 प्रतिशत पाठ्यवस्तु पर आधारित प्रश्न, 20 प्रतिशत विश्लेषणात्मक प्रश्न होंगे।
- सत्र 2021-22 हेतु कम किये गये पाठ्यक्रम से प्रश्न पत्र में प्रश्न न दिये जाये।
- पाठ्यवस्तु पर आधारित प्रायोजना कार्य हेतु 20 अंक आवंटित है।

कक्षा - 12वीं
विषय- अंग्रेजी

कम किए गए पाठ्यक्रम की विषयवस्तु

क्र.	पुस्तक/ विषय वस्तु का नाम	अध्याय	कम किये गये अध्याय/विषय वस्तु का नाम
1	Flamingo	6 8	Poets & Pancakes Going Places
2	Vistas	1 7 8	The Third Level Evans Tries an O -Level Memories of Childhood
3	Poetry	-	Poem-Aunt Jennifer's Tigers

माध्यमिक शिक्षा मण्डल, मध्यप्रदेश, भोपाल
हायर सेकेण्डरी परीक्षा सत्र 2021-22
सुझावात्मक प्रोजेक्ट वर्क सत्र 2021-22
कक्षा 12वीं

विषय- अंग्रेजी
अंक

पूर्णांक-20

Project Work

Marks distribution as follows :

Notebook	- 5 Marks
Project 1	- 5 Marks
Project 2	- 5 Marks
Project 3	- 5 Marks

Suggestive List for Project

- 1- Writing biography of any author/ poet from the textbook.
- 2- Essay writing on any current topic/historical topic.
- 3- Resume writing / prepare your resume for a job.
- 4- Dialogue writing on any topic. (At the Shop, Post Office, Bank)
- 5- Collection of English Newspaper's cutting on any topic given to you.
- 6- Prepare a family chart of your family.
- 7- Prepare dialogue for any situation.
- 8- Prepare an attractive poster on any topic.
- 9- Write a speech to be delivered on Teacher's Day.
- 10- Write central idea of any one poem from textbook.
- 11- Prepare a detailed chart of active passive voice.
- 12- Prepare a chart of using prepositions.

Question Bank for Grade 12th – 2021

Section A (Reading)

Read the passage carefully and answer the questions given below it.

1 - Once upon a time, there lived a queen in the city of Benaras. Her name was Khema and she was the wife of King Bahuputtaka. One night, the Queen had a dream of a beautiful golden goose that spoke with great wisdom, almost as if he was a sage. She told her husband that she desperately wanted to see a bird just like the one in her dream. So the King asked his ministers to find out all that they could about a bird such as this. He was told that such a bird did exist but was extremely rare and difficult to find. They advised him to build a beautiful lake on the outskirts of Benaras so that he may attract such a rare and lovely creature to reside there. In this way, the queen might have her wish. Towards the north, on Mount Cittakuta, there lived about ninety thousand wild geese headed by a beautiful golden goose called King Dhatarattha. He got to hear of this exquisite lake surrounded by water lilies and lotuses floating on the surface. The King had invited all the birds to come and live on it; promising that none of them would ever be harmed. Corn was scattered on a daily basis in order to attract the birds. So a couple of geese went up to their King, the golden goose and told him that they were quite tired of living up on the mountains and would like to see this wonderful lake where they had been promised food and protection. The king agreed to their request and took the flock down towards Benaras. Meanwhile, at the lake King Bahuputtaka had placed hunters all around in order to capture any golden goose that happened to pass by. So the next morning, when the headhunter saw this flock of geese approaching he was very excited to see their golden leader. He immediately went about setting up a snare amongst the water lilies and lotuses, as he knew that the leader would definitely be the first to alight. The whole flock came flying down in one mighty swoop and as expected it was the King's foot that touched the water first. He was ensnared and could not escape. Seeing this, the other geese flew into a panic. But none had the courage to try to free their king and so flew back to Mount Cittacuta for safety. All except one. He was the chief captain, Sumukha. King Dhatarattha entreated him to fly to safety too, as he would surely be captured if he stayed by his side. But Sumukha replied that he would never desert his master in the face of danger and would either try to save him or die by his side. At this point the hunter approached and as Sumukha saw him he decided to appeal to his compassion. The hunter asked the golden goose how come he had not noticed the trap that was set. The golden goose replied that when one's time was up it was no use to struggle against what was fated and one must just accept it. The huntsman was very impressed with his grace and wisdom. He then turned to Sumukha and asked why he had not fled with the other birds even though he was free to do so. Sumukha answered that the golden goose was his King, best friend and master and that he could never desert him even at the cost of his own life. Hearing this, the hunter realised that these were a couple of rare birds of great nobility. He didn't care much for his own King's reward and decided to do the right thing and set them free. He told Sumukha that as he was ready to die for his King he would set them both free to fly wherever they wished.

Questions

1. Why were the geese keen on visiting the lake in Benaras?
 - (A) They were invited personally by King Bahuputtaka
 - (B) They were tired of their told lake
 - (C) They were amused by the water lilies and lotuses
 - (D) The lake was not very far from the mountains
 - (E) To lake was to be a source of good food and protection
2. Why did the king approach the ministers?
 - (A) In order to find out the best location for the lake
 - (B) In order to find out if a golden goose existed
 - (C) To enquire about his wife's dreams
 - (D) To devise a plan to capture all rare bird species
 - (E) To enquire about the best hunter in the locality
3. Why did the headhunter release the King, golden goose?
 - (A) He was impressed by his wisdom and nobility
 - (B) The geese were a rare species of birds
 - (C) The golden goose, King Dhatarattha promised him a handsome reward
 - (D) The hunter sympathised with a golden goose
 - (E) The hunter did not want the chief captain to lose a friend
4. What was the king's intention behind building a lake?
 - (A) To attract all rare species of living animals and birds
 - (B) To beautify the city of Benaras
 - (C) He did not want to go against the wishes of his wife
 - (D) He wanted to capture the golden goose
 - (E) He enjoyed bird watching and wanted to create a natural habitat for them
5. Why did the flock of geese panic and retreat to Mount Cittacuta?
 - (A) Their King took the wrong route to the lake and they lost their way
 - (B) Their King, the golden goose, was captured
 - (C) Their chief captain, Sumukha betrayed the King
 - (D) They spotted many hunters by the lake
 - (E) None of these
6. What advice did the ministers give to the king?
 - (A) That no such golden goose existed and he was only wasting his time searching for one
 - (B) To create an artificial golden goose, for the queen
 - (C) To build a lake in order to attract the golden goose
 - (D) To open a sanctuary of rare birds for the queen
 - (E) To have a beautiful garden surrounded by flowers and trees
7. Which of the following statements would best describe the qualities of Sumukha?
 - (1) Betrayer of the flock
 - (2) The Selfless Goose
 - (3) Loyal towards the king
 - (4) The native and ignorant goose

(A) Only (1) (B) Only (2) (C) Only (3) and (4) (D) Only (1) and (4) (E) Only (2) and (3)

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

8. Exquisite

- (A) Expensive (B) Delicate
- (C) Elaborate (D) Wonderful
- (E) Efficient

9. Snare

- (A) Trap (B) Alarm
- (C) Plan (D) Arrangement
- (E) Efficient

10. Desert

- (A) Displease (B) Encourage
- (C) Instigate (D) Escort
- (E) Abandon

2. Akbar was the son of humble parents. His father was a schoolmaster. There was never very much money in the house, so he didn't enjoy any luxuries. All he wanted was to learn more and more. Books were not easily available then as they were handwritten and very expensive. Akbar read all the books he could lay his hands on. In due course, he mastered Arabic, Persian, Philosophy and Astronomy and dreamt of getting a position at court. But for this, one had to really excel in some field. Also one needed a patron close enough to the Emperor to recommend a newcomer. It was a few months before he could find a patron and a few more months before he could find a suitable opportunity to recommend him to the Emperor who asked what he had learnt and what work he could do. On hearing the same, he said, "We are pleased to give the young man a chance. Let him take charge of the royal poultry house!" When he heard the news Akbar was heartbroken. He, a scholar, capable of debating with the most learned men, was asked to look after chicking hens! All the same, he got down to work with great determination. His only concern was hens. He saw to it that they were well fed and had clean water, that their living quarters were clean and if a fowl took ill that it was separated from the others and given proper treatment.

Meanwhile, the Emperor had forgotten about the scholar he had packed off to mind the hens. But one day while his Finance Minister was reading out the palace accounts to tell the Emperor how much money had been spent on the royal household, he mentioned such a low figure that the Emperor sat up.

"Have most of the hens died?" he asked. "No, your Majesty" was the reply – "The hens are not only alive but are

plump and fit." "Send for the scholar," the Emperor demanded. When Akbar came to the palace, the Emperor demanded "Aren't you feeding them properly?" "I am, sire, only the food is different – I'm feeding them what cannot be used in the royal kitchen, vegetable peels and dough used to seal the vessels while cooking for your Majesty. The hens not only enjoy it but it is also very good for them. "Good work, we hereby promote you to the rank of royal librarian." Akbar was bitterly disappointed. He had spent the first thirty years of his life gaining knowledge. How he wished to gain that knowledge and help people. Instead, as head of the royal library he would be seeing only books and no people. But he buckled down to organizing the library. A year later the Emperor came to visit the library. He was surprised to find each

book covered with a packet of silk, velvet or brocade. There were hundreds of books and not one without a cover. "You have used expensive material to cover the books but have not charged us. Surely you are not spending your own money?" Akbar bowed low, "Your Majesty, these covers did not cost anything. Everyday dozens of people come to the court with humble grievances on sheets of paper which are folded and placed inside a bag of the most expensive material that they can afford. I have used them. The emperor was very pleased and gave him a bigger responsibility.

1. Which of the following can be said about Akbar's family?
 - (1) They were poor and uneducated.
 - (2) They discouraged him from becoming courtier.
 - (3) He was ashamed of them and did not introduce them at Court.(A) None (B) Only A
(C) B and C (D) Only C
(E) All of these
2. Which of the following is TRUE in the context of the passage?
 - (1) Akbar was aged when he was finally made a courtier.
 - (2) Akbar excelled at whatever job the Emperor assigned him.
 - (3) The Emperor did not value a person's education but his family background.(A) All of these (B) Only B
(C) A and B (D) B and C
(E) Only A
3. How many years of Akbar's life was spent gaining knowledge?
 - (A) 50 (B) 20
 - (C) 10 (D) 30(E) None of these
4. Choose the word which is OPPOSITE in meaning to the word BITTERLY as used in the passage
(A) Sweetly (B) Angrily
(C) Sourly (D) Freezing
(E) Gladly
5. How did Akbar handle his appointment as royal librarian?
 - (A) He was angry and was waiting for an opportunity to tell the king so
 - (B) He was thrilled since he loved books.
 - (C) He was disappointed but put his best efforts into the job
 - (D) He considered it a good opportunity to learn more
 - (E) He was very happy since he preferred reading to interacting with people.
6. How did Akbar manage the cover for books?
 - (A) He used the used-sheets of papers (B) He spent his own money for this.
 - (C) He borrowed covers for books
 - (D) He was not aware of it.(E) None of the above
7. Why did the Emperor send Akbar when he was in charge of poultry?
 - (A) To test Akbar's knowledge of poultry.
 - (B) To see if Akbar was worthy of higher responsibility.

- (C) To understand why the poultry was thriving despite reduced expenditure on them.
 (D) To scold him for feeding the poultry leftovers instead of healthy food.
 (E) To demand an explanation for the poultry being overweight and unfit.
8. What lesson can be learnt from the story?
 (A) Patience and hard work will help one achieve success.
 (B) Pursuit of riches and wealth is all that matters
 (C) One should use any means of possibility to attain a promotion.
 (D) One should be satisfied with whatever job one gets and not much more.
 (E) It is very difficult to get something in life without bribing.
9. Choose the word which is most nearly the SAME in meaning as the word LOW as used in the passage.
 (A) Small (B) Gentle
 (C) Unhappy (D) Short
 (E) Soft
10. Choose the word which is most nearly the SAME in meaning as the word CLOSE as used in the passage.
 (A) Shut (B) End
 (C) Neighbouring (D) Dear
 (E) Careful
3. Fat comes in two types; Omega-3 which is found in marine life and Omega-6 which is concentrated in vegetable oils. The first is good, the other is plain rotten. The best source of Omega-3 is preferably sea-fish. But frying it in Omega-6 rich vegetable oil kills all its goodness. Ageing brains have low levels of thiamin, which is concentrated in wheat germ and bran, nuts, meat and cereals. More good brain-food comes from liver, milk and almonds, which are rich in riboflavin and extremely good for memory. Carotene, available in deep green leafy vegetables and fruits, is also good for geriatric brains. So is a high iron diet; it can make old brains gallop hyperactively like young ones. Iron comes from greens; liver shell-fish, red meat and soyabeans. Seas-food, very high in iron, is an excellent diet supplement. The New England Journal of Medicine reported in its May, 1985 issue that 30 grams of fish a day could result in a dramatic drop in the chances of acquiring cardiovascular diseases. Sea fish, particularly shell-fish, crabs, mackerel and sardines, are more effective than riverine fish because the latter is more vulnerable to chemical effluents.
1. Almonds are rich in riboflavin and are good for
 (A) anaemia (B) leukaemia
 (C) sleep walking (D) memory
2. 'Geriatrics' pertain to
 (A) new born babies (B) adolescents
 (C) old people (D) toddlers
3. 30 grams of fish a day could result in
 (A) an increased chance of acquiring heart disease.
 (B) a drop in the chances of getting lung cancer.
 (C) a drop in the chances of getting heart disease.
 (D) an increased chance of acquiring lung disease.

4. Cardiovascular relates to the
(A) heart and blood vessels. (B) heart and tendons.
(C) heart and muscles. (D) heart and cartilage.
5. The best source of Omega-3 fat is found in
(A) sea fish
(B) all dairy products
(C) eggs only
(D) vegetables

4. "Nobody knows my name" is the title of one of James Baldwin's celebrated books. Who knows the name of the old man sitting amidst ruins pondering over his hubble-bubble? We do not. It does not matter. He is there like the North Pole, Everest and the Alps but with one difference. The North Pole, Everest, and the Alps will be there when he is not there any more. Can we really say this? "Dust thou art and unto dust thou returneth" was not spoken of the soul. We do not know whether the old man's soul will go marching on like John Brown's while his body lies moldering in the grave or becomes ash driven by the wind or is immersed in water – such speculation is hazardous. A soul's trip can take one to the treacherous shoals of metaphysics where there is no "yes" or "no". "Who am I?" asked Tagore of the rising sun in the first dawn of his life. He received no answer. "Who am I?" he asked the setting sun in the last twilight of his life. He received no answer. We are no longer on solid ground with dust which we can feel on our hands, scatter to the wind and wet with water to turn it into mud. For this much is sure, that in the end, when life's ceaseless labour grinds to a halt and man meets death, the brother of sleep, his body buried or burnt, becomes dust. In the form of dust he lives, inanimate yet in contact with the animate. He settles on files in endless government almirahts, on manuscripts written and not published on all shelves, on faces and hands. He becomes ubiquitous, all pervasive, sometimes sneaking even into hermetically sealed chambers.

1. What is the difference between the old man and the North Pole, Everest and the Alps?
(A) He ponders over his hubble-bubble while they don't
(B) they are known to all while he is known to all while he is known to none
(C) they remain while he will soon become dust
(D) they are not as old as he
2. What according to the passage, happens to a person's soul after death?
(A) The soul also dies with the body
(B) The soul continues to live after the body is dead
(C) The soul certainly becomes dust after death
(D) It is dangerous to guess
3. Which of the following statements is true?
(A) The rising sun told Tagore who he was
(B) The rising sun did not tell Tagore who he was
(C) The rising sun advised Tagore to ask no questions.
(D) The rising sun told Tagore that he would become dust

4. What happens to man after he becomes dust?
(A) He disappears from the world for ever
(B) He appears in the form of man again
(C) He becomes all pervasive as dust (D) He often sneaks into hermetically sealed chambers.

5. What figure of speech is used in the expression "the brother of sleep"?
(A) Simile (B) Metaphor
(C) Oxymoron (D) Personification

5. To write well you have to be able to write clearly and logically, and you cannot do this unless you can think clearly and logically. If you cannot do this yet you should train yourself to do it by taking particular problems and following them through, point by point, to a solution, without leaving anything out and without avoiding any difficulties that you meet. At first you find clear, step-by-step thought very difficult. You may find that your mind is not able to concentrate. Several unconnected ideas may occur together. But practice will improve your ability to concentrate on a single idea and think about it clearly and logically. In order to increase your vocabulary and to improve your style, you should read widely and use a good dictionary to help you find the exact meanings and correct usages of words. Always remember that regular and frequent practice is necessary if you want to learn to write well. It is no good waiting until you have an inspiration before you write. Even with the most famous writers, inspiration is rare. Someone said that writing is ninety-nine percent hard work and one percent inspiration. So, the sooner you get into the habit of disciplining yourself to write, the better.

1. To write well, a person must train himself in
(A) dealing with a difficult problem
(B) not leaving anything out
(C) thinking clearly and logically
(D) following a step-by-step approach
2. Initially it is difficult to write because
(A) a good dictionary is not used
(B) ideas occur without any sequence
(C) aids to correct writing are not known (D) exact usages of words are not known.
3. According to the passage, writing style can be improved by
(A) thinking logically (B) writing clearly
(C) undergoing training (D) reading widely
4. Famous writers have achieved success by
(A) using their linguistic resources properly
(B) disciplining their skill
(C) following only one idea
(D) waiting for inspiration
5. All the following words mean 'exact' except
(A) precise (B) accurate
(C) very (D) erect

6. The great sage once had a group of disciples. They were all very bright and eager students and the sage had all the reasons to be proud of them. One day the sage realized that he had imparted enough knowledge to his disciples. Now they were all very learned. There was only one thing the sage had not taught them, and that was the special verse that could bring the dead back to life. The sage knew that such knowledge was too wonderful and could prove to be a dangerous thing in the hands of someone who was not very wise. The sage pondered over this for a long time. But he also knew that if he did not pass on this secret verse, it could die with him. So, at last he called his cleverest disciple aside and said, "I am going to teach you a very special verse. If you chant this you can bring to life a dead person or animal. Use only when you need it to and never misuse, or test your powers vainly." He then called all the disciples together and said, "I am sending you all into the forest for forty days. Go together and come back together. Each one of you has to guide one another and do good things. So the disciples started out together into the forest. They were all united. But the clever disciple who knew the verse wanted to show he was better than the others, as they walked into the forest, they came across a dead tiger on the way. It was huge and looked wickedly fierce even when dead. The clever disciple stopped and said to the others, "Now I am going to show you what our teacher had taught me alone. He has taught me how to bring life back into the dead." The others would not believe him and he said, "I would prove it to you by bringing this tiger back to life." But the other disciples said, "Do not do anything to prove your knowledge vainly. Moreover, if you put life into this tiger, it will only turn on us and kill us all. This will not be a wise thing to do."

But the clever disciple had decided to prove himself and prepared to recite the verse. But before he did so, the other disciples scrambled up to the topmost branch of a big tree nearby. The disciple then recited the magical verse. The tiger slowly began to breathe, "It's working," cried the disciple in excitement and joy. The tiger opened its eyes and saw him jumping and shouting in front of him. Roaring loudly, the tiger pounced on the poor disciple and killed him. The other disciples on the tree watched helplessly as the tiger threw down the dead body of the disciple and went away into the forest. After some time the disciples came down, took the body and went to the sage. The sage looked at them and said, "Now you see what can happen if you don't use your learning wisely. Let this be a lesson for you." With that, the sage uttered the magic verse and brought the dead disciple back to life. The sage then taught the verse to all his disciples and sent them into the world to do good. He was sure that after such a lesson, they would be wiser and use their knowledge learning only for doing good.

1. What did the sage say to his disciple while teaching his secret verse?
 - (A) Not to share it with others.
 - (B) Not to practice it on animals
 - (C) Not to use it to prove his superiority
 - (D) Never to misuse the power of the secret verse.

2. Why was the sage proud of his disciples?
 - (A) Because they never misused their knowledge.
 - (B) Because they were very friendly with each other.
 - (C) Because they were very obedient
 - (D) Because they were very brilliant

3. Why did all the disciples except one, climb up to the highest branches of the tree?
 - (A) Because they did not know the secret verse.
 - (B) Because they wanted to watch the scene of the tiger coming to life, from a distance.
 - (C) Because they felt their lives were in danger.
 - (D) Because they did not approve of the behavior of one of their fellows
4. Why were the disciples sent to the forest by the sage?
 - (A) He wanted them to be eliminated
 - (B) So that the disciple could show them the magic of the secret verse.
 - (C) He did not want to teach them anything more.
 - (D) To teach them the lesson not to use their learning unsafely.
5. What is the message conveyed in the passage?
 - (A) A teacher must pass on all his knowledge to others before he dies.
 - (B) Knowledge and learning should never be misused.
 - (C) Teachers should impart equal knowledge to all their disciples.
 - (D) None of these.
6. Why did the sage decide to pass on his secret verse to his disciple?
 - (A) So that the cleverest disciple could revive the tiger.
 - (B) We wanted to see if the cleverest disciple abided by his instructions.
 - (C) He did not want the verse to die with him.
 - (D) So that the cleverest disciple could take his place.
7. Why did the clever disciple recite the verse to the dead tiger?
 - (A) To carry out the instructions of the sage.
 - (B) To flaunt the power of the verse to the other disciples.
 - (C) So that the tiger may come back to life.
 - (D) So that he could test the power of the verse.
8. How did the other disciples react when the clever disciple decided to bring the tiger back to life?
 - (A) They tried to deter him from doing so
 - (B) They remained indifferent
 - (C) They were quite surprised
 - (D) They felt quite happy
9. Who is referred to as wicked and fierce by the author?
 - (A) All the disciples
 - (B) The tiger
 - (C) The sage
 - (D) The clever disciple
10. In the context of the passage, which statement is false?
 - (A) The sage was prejudiced against the clever disciple.
 - (B) The sage wanted the disciples to use their learning only for doing good.
 - (C) The sage brought the clever disciple back to life.

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

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

1. In spite of the dismal scenario depicted in the passage, the writer talks of his epic journey of discovery. This discovery pertains to the
(A) longing for immortality (B) Yearning for utopia
(C) quest for excellence (D) search for reality
2. The expression 'holographic illusions' means
(A) sense of bewilderment (B) shady dealings
(C) self-created phantasm (D) artificial images
3. In the context of the passage, children adjust their ideas of reality, so that they
(A) are in conformity with their beloved ones
(B) can modify them according to the need of the situations
(C) may not be considered arrogant
(D) can use them to their advantage
4. Which of these is not true in the context of the passage?
(A) We generally imitate others in everything
(B) People are happy to take on others' roles
(C) We speak in other people's voices most of the time

(D) People are genuine in expressing their feelings

5. In the context of the passage, 'wryly' means
(A) repulsively (B) hesitatingly
(C) disapprovingly (D) unwillingly
6. In the context of the passage, how can humanity get stuck in someone else's discarded chewing gum?
(A) By using discarded things
(B) By appreciating others' ideas
(C) By giving preference to others' views over one's own views.
(D) By choosing a product which is sponsored by some great personality
7. What does the expression 'lives a mimicry, passions a quotation' mean?
(A) Lives an imitation, feelings a borrowing (B) Lives a sham, feelings a deception
(C) Lives a parody, feelings a repetition (D) Lives a duplication, feelings a recitation
8. 'Unless you have been brave enough to forsake this trap' implies that one has to be
(A) very pretentious to discard one's convictions
(B) coaxed to come out of the clutches of tradition.
(C) quite serious to give up the old values
(D) daring enough to break free from the stranglehold of others' views
9. To which of the following does the picture presented in the passages, not conform?
(A) Adopt a dogmatic approach towards life
(B) Subscribe to others' views
(C) Profess borrowed conviction
(D) Cast themselves according to their own ways
10. The writer of this passage envisages a world where people will
(A) desire to make these choices which hold the societies together
(B) profess implicit allegiance to social institutions
(C) have the courage to chart their independent course of action
(D) take pride in an unquestioned loyalty to old values

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

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

1. The unfinished task of Mahatma Gandhi was
 - (A) fighting against the foreign power
 - (B) establishment of a peacefully coexistent non-violent society
 - (C) achievement of political freedom
 - (D) None of these
2. Select the best option to complete the sentence. Gandhi aimed at _____
 - (A) establishing a non-violent society
 - (B) universal brotherhood
 - (C) achieving political freedom
 - (D) all the above
3. According to the passage, people ultimately overturn the form of a social order.
 - (A) which is based on conciliation and rapprochement
 - (B) which is not congenial to the spiritual values of the people
 - (C) which is based on coercion and oppression
 - (D) which does not satisfy their basic needs.
4. According to the passage, which of the following statements is not true?
 - (A) It is difficult to change the mindset of people towards property.
 - (B) In an egalitarian society, material satisfaction can be enjoyed only at the expense of others.
 - (C) A social order based on truth and non-violence alone can help the achievement of maximum freedom for all
 - (D) In establishing the social order of Gandhiji's pattern, the possibility of a conflict between different classes hardly exists.
5. In the context of the passage, what is meant by adoption of the ideal of trusteeship?
 - (A) The privileged class voluntarily renounces the possessive instinct
 - (B) Substitution of spiritual values by material values by those who live in the paradise of material satisfaction.

- (C) To equate peace and progress to material satisfaction.
- (D) 'haves' to adopt the ideal for the benefit of the society.

6. Choose the most appropriate title for the passage.

- (A) The social order of Gandhi's vision
- (B) The renunciation of the possessive instinct
- (C) Material values vs. Spiritual values
- (D) Class conflicts in an egalitarian society

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

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

8. Egalitarianism means

- (A) violence (B) inequality (C) suppression (D) social and political equality

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

- (A) Satisfaction of material needs cannot earn peace and progress.
- (B) Conflicts between groups and classes are bound to arise.
- (C) The instinct of possession causes conflicts.
- (D) The instinct of possession can be rooted out completely.

10. In the passage, the metaphor of 'paradise' has been given for _____

- (A) fulfilling spiritual needs
- (B) renunciation of material goods.
- (C) taking care of material needs
- (D) acquisitive instinct.

9. In November 1918, Dr. Ambedkar joined Sydenham College as a professor of political economics and worked there for two years. With his little savings, some help from the Maharaja of Kolhapur, and with a loan of five thousand rupees from his friend, Naval Bhathena, he left for England in 1920 to complete his studies in Law and Economics. He resumed his studies at the London School of Economics and kept his terms at Gray's Institute of Law. He turned his attention to the London Museum where the relics of the saintly and scientific thoughts are preserved, where the ruins of the antique world are displayed and where Karl Marx, Mazzini, Lenin and Savarkar had dug for knowledge and digested it. In the Museum, he pored over books from morning till evening. Time was an important factor with him. To save both money and time, he would go without lunch. After this, the second round of reading begins at his residence. The endless reading would go on till early morning. He told his roommate that his poverty and lack of time required him to finish his studies as early as possible. During these studies in London for his academic eminence, he had not forgotten the real aim in his life. He could not for a minute forget the dumb faces of the untouchables in India. He took up this matter with the Secretary of State for India and also held discussion with Mr. Vithalbai Patel in London. Neither could he forget the alien political realities of the nation. In a paper read before the Students Union and also in his famous thesis, "The Problem of the

Rupees”, he exposed the hollowness of the British policies in India, which caused a stir in the academic world of London and Ambedkar was suspected to be an Indian Revolutionary.

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

10. Although speech is the most advanced form of communication, there are many ways of communicating without using speech. Signals, signs, symbols and gestures may be found in every known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention, as for example, the dots and dashes of a telegraph circuit. Coded to refer to speech, the potential for communication is very great. Less adaptable to the codification of words, signs also contain meaning in and of themselves. A stop sign, for example, conveys meaning quickly and conveniently. Symbols are more difficult to describe than either signals or signs because of their intricate relationship with the receiver’s cultural perceptions. In some cultures, applauding in a theatre provides performers with an auditory symbol of approval. Gestures such as waving and handshaking also communicate certain cultural messages. Although signals, signs, symbols and gestures are very useful, they do have a major disadvantage. They usually do not allow ideas to be shared without the sender

being directly adjacent to the receiver. As a result, means of communication intended to be used for long distances and extended periods are based upon speech. Radio, television and the telephone are only a few of such means.

1. According to the passage, what is a signal?
 - (A) A form of communication used across long distances.
 - (B) The cultural perception of communication.
 - (C) A type of communication that interrupts the environment.
 - (D) A complicated form of communication to describe.
2. Choose the correct statement:
 - (A) Speech is the most advanced form of communication.
 - (B) Speech is the real form of communication.
 - (C) Speech is the basis for communication to occur.
 - (D) Speech is dependent upon the advances made by inventors.
3. Choose the most appropriate title for the passage.
 - (A) Signs and signals. (B) Gestural communication
 - (C) Speech variations (D) Means of communication
4. Why were the telephone radio and TV invented?
 - (A) To provide new forms of entertainment.
 - (B) It was believed that signs, signals and symbols were obsolete.
 - (C) It was difficult to understand symbols.
 - (D) People wanted to communicate across long distances.
5. This passage explains that _____
 - (A) Symbols are the easiest to interpret.
 - (B) Signals, signs, symbols and gestures are forms of communication.
 - (C) Significance of waving and handshaking is different in different cultures.
 - (D) Different cultures have different signs and symbols.

11. An earthquake comes like a thief in the night, without warning. It was necessary, therefore, to invent instruments that neither slumbered nor slept. Some devices were quite simple. One, for instance, consisted of rods of various lengths and thicknesses which would stand up on end like ninepins. When a shock came it shook the rigid table upon which these stood. If it were gentle, only the more unstable rods fell. If it were severe, then all fell. Thus the rods, by falling and by the direction in which they fell, recorded for the slumbering scientist the strength of a shock that was too weak to wake him and the direction from which it came. But instruments far more delicate than that were needed if any really serious advance was to be made. The ideal to be aimed at was to devise an instrument that could record with a pen on paper the movements of the ground or of the table, as the quake passed by. While I write, my pen moves but the paper keeps still. With practice, no doubt, I could, in time, learn to write by holding the pen still while the paper moved. That sounds a silly suggestion, but that was precisely the idea adopted in some of the early instruments (seismometers) for recording earthquake waves. But when table, penholder and paper are all moving how is it possible to write legibly? The key to a solution of that problem lay in an everyday observation. Why does a person standing in a bus or train tend to fall when a sudden start is made? It is because his feet move on, but his head stays still.

1. The passage says that early instruments for measuring earthquakes were:
(A) faulty in design (B) expensive (C) not sturdy (D) not sensitive enough
2. Why was it necessary to invent instruments to observe an earthquake?
(A) Because an earthquake comes like a thief in the night.
(B) To make people alert about earthquakes during their conscious as well as unconscious hours.
(C) To prove that we are technically advanced.
(D) To experiment with the control of man over nature.
3. A simple device which consisted of rods that stood up on end like ninepins was replaced by a more sophisticated one because it failed:
(A) to measure a gentle earthquake.
(B) to measure a severe earthquake.
(C) to record the direction of the earthquake.
(D) to record the facts with a pen on paper.
4. The everyday observation referred to in the passage relates to:
(A) a moving bus or train.
(B) the sudden start of a bus.
(C) the tendency of a standing person to fall when a bus or train moves suddenly.
(D) people standing in a bus or train.
5. The early seismometers adopted the idea that in order to record the earthquake, it is:
(A) the pen that should move just as it moves when we write on paper.
(B) the pen that should stay still and the paper should move.
(C) both pen and paper that should move.
(D) neither pen nor paper that should move.

12. It may be asked, "In what respect do speeches differ from the pamphlet of a magazine article?" There is an essential difference. Speech has a human element lacking in the written word, because speech communication happens between the speaker and his audience face to face. This fact should be ever present to the speaker's mind both when preparing and delivering the speech. People addressed each other by word of mouth long before they wrote. Speech therefore, is more primitive and human than written matter. Public speaking not only admits but demands characteristics which would be blemishes in compositions intended to be read. The attention of the audience must be held, arguments repeated, and free use made of analogies and illustrations. For this reason, good speakers are often bad writers, while good writers are rarely effective speakers. A speech is a transitory, evanescent, episodic production depending on its immediate effect not only upon the matter but upon the delivery which enables the great speaker to sway his hearers. From their point of view, personality is the thing that counts for most. In written compositions it stands for little or nothing. The quality of the written word is the only thing that matters. The author may be repulsive but he is invisible. He looks at you only through the printed page. The speaker is judged by what he is or what he appears to be. No man can achieve wide distinction as a speaker unless he can impress an

audience face to face. That is the acid test of oratory high or low. That is how the speaker makes his reputation.

1. What, according to the author, is the difference between speech and written communication?
(A) Speech is more personalized and human than written communication.
(B) Speech is more persuasive
(C) Written communication is less powerful than speech
(D) Speech came much later than written communication
2. In the context of the passage, what is more important for a successful speech?
(A) Fluency (B) Oratory (C) Personality (D) Articulation
3. Which of the following is the essential characteristic of public speaking?
(A) Repetition of arguments (B) Giving analogies
(C) Holding the attention of the listeners (D) All the above
4. Which of the following statements is not a characteristic of speech?
(A) Speech is face to face communication
(B) Speech is transient
(C) Speech has a human element
(D) Speech has a more long lasting impact than writing.
5. According to the author of the passage, how did primitive people communicate with each other?
(A) By word of mouth (B) By gestures (C) By writing letter (D) Sign language
6. In written communication, what matters most is
(A) Personality of the writer (B) Style (C) Quality of writing (D) Vocabulary used
7. In the printed page, the author remains.
(A) Persuasive (B) Invisible (C) All pervasive (D) Interactive
8. Why are good speakers often bad writers?
(A) They do not know how to write.
(B) They speak too fast
(C) They repeat arguments
(D) They are not precise and to the point
9. Which part of speech is the italicised word "That is the *acid test* of oratory"?
(A) Verb (B) Noun (C) Adjective (D) Adverb
10. Choose the most suitable title for the passage.
(A) Oratory (B) Speech versus Writing (C) The invisible author (D) Face to face communication
13. In the world have we made health an end in itself? We have forgotten that health is really a means to enable a person to do his work and does it well. A lot of modern medicine is concerned with promotion of good health. Many patients as well as many physicians pay very little attention to health; but very much attention to health makes some people imagine that they are ill. Our great concern with health is shown by the medical columns in newspaper, the health articles in popular magazines and the popularity of the television programme and all those books on medicine we talk about health all the time. Yet for the most the only result is more people with imaginary illnesses. The healthy man should not be wasting any time

talking about health, he should be using health for work, the work he does and the work that good health makes possible.

1. Modern medicine is primarily concerned with
 - (A) promotion of good health
 - (B) people suffering from imaginary illnesses
 - (C) people suffering from real illnesses
 - (D) increased efficiency in work
2. A healthy man should be concerned with
 - (A) his work which good health makes possible
 - (B) looking after his health
 - (C) his health which makes work possible
 - (D) talking about health.
3. Talking about health all the time makes people
 - (A) Always suffer from imaginary illnesses
 - (B) sometimes suffer than imaginary illnesses
 - (C) rarely suffer from imaginary illnesses
 - (D) often suffer from imaginary illnesses
4. The passage suggests that
 - (A) health is an end in itself
 - (B) health is a blessing
 - (C) health is only a means to an end
 - (D) we should not talk about health
5. The passage tells me
 - (A) how medicines should be manufactured
 - (B) what a healthy man should or should not do
 - (C) what the television programmes should be about
 - (D) how best to imagine illnesses

14. Because our eyes are so valuable to us both for work and for play, it is important that we should take very great care of them. By using our eyes foolishly it is possible to damage them so severely that they never fully recover. For this reason, it is wise to observe a few simple rules, especially when reading, writing or doing other close work such as making models. Whatever work we are doing there should always be enough light. It should be sufficiently strong and should at the same time be evenly spread. If we are writing we should be in such a position that the hand which holds the pen does not cast a shadow on the paper, where the letters are being formed. Very strong light should be avoided since it is tiring for eyes, particularly when reflected from a sheet of white paper. When reading or writing it is best to sit straight, but quite comfortably, and to have the page about twelve inches from the eyes. Never look directly at a very bright light, such as the sun or a welder's arc, unless you have thick dark glass to look through. Lights as bright as these can quickly damage the retina beyond repair.

Questions:

- (1) Eyes are valuable to us :
(i) for work (ii) for play (iii) for work and play (iv) none of these.
- (2) By using our eyes foolishly it is possible to:
(i) protect them (ii) neglect them. (iii) damage them severely (iv) none of these.
- (3) The word 'observe' in the passage means :
(i) break (ii) follow (iii) ignore (iv) see.
- (4) Whatever work we are doing there should be enough :
(i) air (ii) sound (iii) noise (iv) light.
- (5) Very strong light should be avoided since it is :
(i) tiring for the eyes (ii) comfortable for the eyes (iii) does not affect our eyes (iv) All the above.
- (6) The verb form of 'simple' is:
(i) simplee (ii) simplify (iii) simplicity (iv) simpleton
- (7) Whatever work we are doing there should be :
(i) enough light (ii) sufficiently strong light (iii) evenly spread light (iv) All of these.
- (8) While reading or writing the page should be.....from the eyes.
(i) twelve inches (ii) twenty inches (iii) two inches (iv) twenty-two inches.
- (9) Why should we not look directly at a very bright light?
- (10) What care should we take while reading or writing? [2]

Q. 2. Read the following passages and answer the questions given below.

1. Destruction of forests has a major impact on the productivity of our croplands. This happens in two ways. Soil erosion increases manifold and the soil literally gets washed away, leading to an accentuated cycle of floods and droughts. But equally important is the impact of the shortage of firewood on the productivity of croplands. When firewood becomes scarce, people begin to bum cow dung and crop wastes. In many places cow dung and crop wastes are now the major sources of cooking energy. Thus, slowly every part of the plant gets used and nothing goes back to the soil. Over a period of time this nutrient drain affects crop productivity. Add to this the technology of the Green Revolution, the technology of growing high yielding varieties on a limited diet of chemical fertilizers like nitrogen, phosphates and potash. The total biomass production goes up and so does the drain of the nutrients from the soil.
2. Women's education in India is one of the foremost concerns of the Government of India as well as of the society at large. It is due to the fact that at the present time, the educated women play a very significant role in overall development and progress of the country. Women hold a prominent position in Indian society and all over the world. However, since the prehistoric times women were denied opportunities and had to suffer for the hegemonic masculine ideology. This unjustifiable and unwarrantable oppression had resulted into a movement that was fought to achieve the equal status of women all over the world. Women's education in India is the consequence of such progress and this led to the tremendous improvement of women's condition throughout the world. Nevertheless eradication of female illiteracy is considered as a major concern today. In the present era, Indian society has established a number of institutions for the educational development of women and girls. These educational institutions aim for

immense help and are concerned with the development of women. In modern society, women in India have come a long way. Indian women are at par with men in all kinds of tasks like reaching the moon, conquering Mount Everest, and participating in all fields. All this is possible just because of education and the profound impact it has had on women.

3. Life is not a bed of roses, but a bed of thorns. It is full of dangers and difficulties. In the race of life, we should not be afraid of the risk which is but natural. Success in any work in life goes to those persons who welcome risk. Science would not have made such wonderful achievements if our scientists had not risked their lives and comforts. The more difficult the work is, the harder our efforts should be to perform it. Life is not smooth sailing. Petty difficulties frighten a weak heart, who is not prepared to take a risk. But brave hearts achieve fame and honour because they enjoy taking risks. In short, risk brings success and works miracles.
4. Conversation is indeed the most easily teachable of all arts. All you need to do in order to become a good conversationalist is to find a subject that interests you and your listeners. There are, for example, numberless hobbies to talk about. But the important thing is that you must talk about other fellow's hobby rather than your own. Therein lies the secret of your popularity. Talk to your friends about the things that interest them, and you will get a reputation for good fellowship, charming wit, and a brilliant mind. There is nothing that pleases people so much as your interest in their interest. It is just as important to know what subjects to avoid and what subjects to select for good conversation. If you don't want to be set down as a wet blanket or a bore, be careful to avoid certain unpleasant subjects. Avoid talking about yourself, unless you are asked to do so. People are interested in their own problems, not in yours. Sickness or death bores everybody. The only one who willingly listens to such talk is the doctor, but he gets paid for it.
5. In the world have we made health an end in itself? We have forgotten that health is really a means to enable a person to do his work and does it well. A lot of modern medicine is concerned with promotion of good health. Many patients as well as many physicians pay very little attention to health; but very much attention to health makes some people imagine that they are ill. Our great concern with health is shown by the medical columns in newspaper, the health articles in popular magazines and the popularity of the television programme and all those books on medicine we talk about health all the time. Yet for the most the only result is more people with imaginary illnesses. The healthy man should not be wasting any time talking about health, he should be using health for work, the work he does and the work that good health makes possible.
6. Although speech is the most advanced form of communication, there are many ways of communicating without using speech. Signals, signs, symbols and gestures may be found in every known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention, as for example, the dots and dashes of a telegraph circuit. Coded to refer to speech, the potential for communication is very great. Less adaptable to the codification of words, signs also contain meaning in and of themselves. A stop sign, for example, conveys meaning quickly and conveniently. Symbols are more difficult to describe

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

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

Questions:

- (A) Make notes in points giving headings and subheadings from the above passages, using abbreviations, and short/contracted forms of the words where necessary. Supply a suitable title also. [4]
- (B) Write a summary of the above passage in about 70 words. [2]

Section B (Writing)

Q. 3

- (i) You are S. Rajan of Barwani. You want to let your flat. Write out an advertisement to be published in the classified column of a newspaper (4)
- (ii) You are Ankit Gupta. You have found a school bag in your school compound. Prepare a 'Lost and Found' notice.
- (iii) You are Alok Khare, the secretary of the cultural activities of your school. Draft a notice giving information about the selection of two participants from your school to take part in the inter-school debate competition.
- (iv) Prepare a poster on 'Say no to Drugs'.
- (v) Design an attractive and instructive poster of the Delhi Police to educate and warn the people against unclaimed articles like dolls, tiffin boxes, suitcases, bags, transistors, mobiles lying in public places/trains/buses.

- (vi) Your father has been transferred to another city. You want to sell certain household goods. Design a suitable advertisement to be published in local newspaper.
- (vii) You are Aishwarya Patel, student of class XII of Govt.HSS, Dewas. You have found a bag in the school playground. Prepare a notice for the school notice board.

OR

You have lost your bag carrying your documents in a bus. Draft an advertisement to get it back in not more than 50 words .

- (viii) With the help of the clues given, design a poster in a suitable box entitled 'Don't be Cruel to Animals'. Love them, feed them, shelter them ,save animals, save the earth.
- (ix) Design an attractive poster with catchy slogans on 'Blood Donation Camp'.
- (x) You are Rishi Sahni. Your father has been transferred to Delhi. You want to sell certain household goods . Draft an Advertisement in not more than 50 words .

Q. 4

(A) With the help of the following words given below produce a write up on 'NSS Camp'

- 1.NSS Camp in Rampur village
- 2.100 volunteers
- 3.Planting of trees
- 4.cleaning of drains
5. Adult literacy classes

(B) Produce a write up on Value of Games.

1. Necessary for life
- 2.Removes monotony
- 3.Make our body healthy
- 4.Learning good habits
- 5.Develop quality and brotherhood

(C) You have witnessed an accident. Write a report for a newspaper in 100 words about the accident using the following details; Where, when and how did the accident happen, people, vehicle involved, loss of life and property The scene of accident,details of casualties-deaths, injured ,hospitalized (D) You are Kunal, as a responsible citizen you have organized a campaign on 'Say No to Polythene Bags' in your locality. Write a report using the following inputs.

- (i) campaign in our locality
- (ii) disastrous effects of polythene
- (iii) chokes the sewage system
- (iv) to make public aware of its harm
- (v) to make locality polythene free

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

- (i) registration counter
- (ii) people in front of doctors room
- (iii) surgical ward
- (iv) nurses attending
- (v) medical ward-patients lying on their beds

Q. 5

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

Q. 6

- (A) Write a letter to your brother telling him how you want to spend your summer vacation this year.
- (B) You are Sachin Bhargava, residing at 102, Dwaraka Colony, Mhow. Write a letter to your friend Jay congratulating him on his brilliant success in the NEET examination.
- (C) Write a letter to your friend advising him to study English, Maths, General Knowledge and reasoning for attaining success in competitive exams.
- (D) Write a letter to your father requesting him to send you ₹ 9000/- to purchase books and pay school and hostel fees.
- (E) Write a letter to your friend inviting him to your elder brother's/sister's marriage.
- (F) Write a letter to your father requesting him to permit you to attend your school's tour to Pachmarhi.
- (G) You are Priyanshi, the Head Girl of your school. Draft a notice to inform the students about a picnic that your school is going to organise, giving all necessary details in not more than 50 words.
- (H) Write a notice in not more than 50 words to inform the students about Fancy Dress Competition going to be held in your school.

Q.7

Write an article on 'Man, Computer and Mobile' for your school magazine using the following inputs.

- i) So many technical devices
- ii) computer: a great invention
- iii) stores large data
- iv) a reliable device
- v) mobile: a basic necessity
- vi) wonderful various purposes
- vii) internet: a home of knowledge

OR

Write an essay on any one of the following topics in about 250 words.

- (a) Science : A Blessing or A Curse
- (b) The Problem of Unemployment

- (c) Value of Games and Sports
- (d) Pollution Problem: A Great Challenge
- (e) Festivals of India
- (f) COVID-19 : its impact on our life

Section C (Grammar)

Q. 8 Fill in the blanks.

1. I have seen places of historical importance in this city. (a/an/the/no article)
2. The boy.... the bird. (catch/catches/catches)
3.knowledge is a dangerous thing. (a little/little/few)
4. I think it rain today. (may/must/can't)
5. There are.... precious books in the library. (much/any/some)
6. My brother is----- engineer. (the,an,a) 7. Did you buy----- sugar from the shop? (any,some)
8. I don't like ----- of these mobiles. (either,neither)
9. You ---- stop smoking.(would,should) 10. We are going----- a match today. (playing/to play/played)
11. My friend lives New Delhi. (in/at/into)
12. Work hard lest you fail. (would/ could/should)
13. Ram prefers milk....tea. (at/to/than)
14. Mr. David is.....European.(a/an/the)
15. I havefriends.(much/many)
16.Ramayan is a sacred book. (A/An/The)
17. My grandmother is hard hearing. (of/to/on)
18.God bless you! with a daughter. (Can/Could/May)
19. The building has down. (falling/fallen/fall)
20. He distributed sweets....children. (among/between)
- 21her soul rest in peace. (Would / May)
22. They apologized the old lady.(for, to)
23. I didn't find there. (anyone , no one)
24. She doesn't have friends to help her. (many , much, any)
25. You to go to Mumbai tomorrow to attend the meeting . (will have / should)
26. I am not anxiousmy exams. (in , about , for)
27. We keep our food in the fridge ___ it does not go bad.
(after, so that, since, although)
28. You ___ not feel sorry for this petty mistake.
(are, need, do, have)
29. ___ room of this hotel has an AC.
(each, every, some)
30. He is good ___ English.

(in, of, at, on)

31. ___ I do that sum for you?

(shall, will, can, may)

32. No sooner did the boy see the cobra ___ he ran away.

(as soon, than, as, so)

33. This task has been equally divided between you and

(Myself, Me, I, mine)

34. When Rohan was a small child, he ____ spend hours everyday playing marbles in the street.

(would, was, should, used)

35. _____ the better team, Australia lost the match against Bangladesh.

A..In spite of

B..Despite

C. Despite being

D. Although

36. Your health is deteriorating day by day, you ___ better see a doctor. (did, would, should, had)

37. I'll finish this project in ___ year. (a, an, the, no article)

38. The plane took ___ at 8:30 am. (away, on, off, down)

39. Let the child __ . It's been dark outside. (out, in, off, away)

40. The time is running __ . Hurry up. (off, around, out, through)

41. White stands __ peace. (for, with, over, against)

42. This course will help you __ your speaking skills. (cancel, answer, try, develop)

43. When I __ up, I will be a pilot. (grow, hurry, keep, go)

44. He wants to get a better __ and earn more money. (employment, job, work, salary)

45. I __ the piano since the age of five. (played, am playing, play, have played)

46. Warning! No entry for strangers __ this point. (about, from, beyond, on)

47. I did it __ I was off work. (during, while, since, however)

48. If we want to avoid another loss, __ we should take proactive measures immediately.

(since, then, so, because)

49. You should go to bed soon __ we have to rise early tomorrow. (although, as, but, unless)

50. The questions ___ are on page 194. (answered, answering, to be answered, answers)

Q. 9 Do as directed.

1. His brothers sold all the gold.(Make a question with 'Wh-word')

2. I know that lad not much.(Change the voice)

3.(a) He is my boss. (b) He is wearing a red shirt.(Combine to make a relative clause)

4. He is so weak that he cannot stand. (Rewrite using 'too...to')

5. The child cried for milk.(Change into Past Continuous tense)

6. (a) He gets his salary. (b) He starts spending it.(Combine using 'No sooner....than')

7. Raju/write/can/either/with/hands. (Arrange the jumbled words into a meaningful sentence)

8. He can prepare tea in a minute. (Change the voice)

9. As soon as he closed his eyes, his successors started rowing over the left property. (Rewrite using 'No sooner...than' in place of 'As soon as')

10. They were playing football roughly. (Change into simple present tense)

11. a/apple/an/day/the/keeps/away/doctor. (Rearrange the words to make a meaningful sentence)

12. He does his duty well. (Change into negative)
13. (a) The fan is high.
(b) I cannot touch. (Combine using 'so....that')
14. If you do not work hard, you will hardly pass this exam.(Rewrite using 'Unless' in place of 'If')
15. (a) Sita does not sing. (b) She does not dance.(join the sentences using 'neither....nor')
16. Mr. Gupta teaches us Hindi.(Change the voice)
17. She can't afford it. She wants to buy a car.(combine the sentences using a 'non-finite' clause)
- 18.They (watch) television since morning. (supply the correct tense of the verb in the bracket)
- 19.They were playing cards. (Change the voice)
- 20.We saw a very good movie together. (Change the voice)
- 21.This horse is too fast to win the race. (Rewrite using 'so...that' in place of 'too....to')
22. I had a quarrel with my friends last night. (Change into past perfect)
23. Change the voice of the following sentences.
- I made the children laugh.
 - These mangoes taste sweet.
 - How many persons are attending the webinar?
 - This book contains 100 pages.
24. I (live) here since 2015 . (write the correct form of the verb given in bracket)
25. They occupy all the rooms . (change into Present Perfect Tense)
26. All his friends laughed at him . (Change into passive voice)
27. Who taught you French? (Change into passive voice)
28. Rearrange following words to make a meaningful sentence.
ensures/life/exercise/longer/and/healthier/a
29. (a)The hotel was quite cheap.
(b) The hotel was very comfortable. (combine the sentences using 'not only __ but also')
30. (a) They did not come to the party.
(b) They did not apologize for it. (combine the sentences using 'neither __ nor')
31. He saves money so that he may buy a car.
(change the above sentence into a non finite clause)
32. I failed to understand what I had done to arouse his fury.
The above sentence is a -
a. nominal clause b. adjective clause c. adverb clause
33. (a) Who are they?
(b) I don't know.
(combine the sentences using a noun clause)
34. The apple is too sour to eat. (rewrite using 'so _ that' instead of 'too _ to')
35. (1) her/pen/put/ink/some/she/in.
(2) not/me/dare/disobey/he.
(3) minutes/you/could/a few/for/wait/please?
(reorder the above jumbled words to make a meaningful sentence)
36. Could you lent me your dictionary. (Correct the sentence)
37. i. (a) I am looking forward to.
(b) I attend your wedding tomorrow.
ii. (a) Priya loves coffee.

(b) Priya drinks hot coffee.

(combine the above pair of sentences into a non-finite clause)

38. Combine the following pair of sentences using non-finite clause beginning with a participle (-ing/-ed)

i. (a) The girl was injured in the accident.

(b) The girl was taken to hospital.

ii. (a) He looked over his shoulder.

(b) He saw the police chasing him.

39. Change the order of words/group of words to make correct conditional sentences in the following options.

(i) 1. were rich 2. I'd buy

3. a bungalow 4. if I

(ii) 1. you had written 2. a taxi for you

3. if 4. to me, I

5. would have arranged

(iii) 1. to sleep 2. if

3. we're tired 4. we'll go

(iv) 1. the truth 2. he met me

3. if 4. him

5. I would tell him

40. Change the following verbs into nouns and adjectives.

1. Continue

2. attract

3. repel

4. attend

5. fascinate

Section D (Text book) Flamingo □ - Prose section

Read the following extract and answer the questions that follow.

Passage – 1

When I passed the town hall there was a crowd in front of the bulletin board. For the last two years all our bad news had come from there — the lost battles, the draft, the orders of the commanding officer — and I thought to myself, without stopping, “What can be the matter now?” Then, as I hurried by as fast as I could go, the blacksmith, Wachter, who was there, with his apprentice, reading the bulletin, called after me, “Don’t go so fast, bub; you’ll get to your school in plenty of time! I thought he was making fun of me, and reached M. Hamel’s little garden all out of breath.

1. Why was there a huge crowd in front of the Bulletin board?

(a) Due to bad news

(b) Due to order from Berlin

(c) Due to introduction of new language

(d) All of the above

2. What was the Bulletin board famous for?
 - (a) Good news
 - (b) Bad news
 - (c) Neither good nor bad news
 - (d) None of the above

3. What does the word 'Draft' mean here?
 - (a) Compulsory military service
 - (b) Drawing
 - (c) Designs
 - (d) Both (a) and (b)
4. What does 'out of breath' mean?
 - (a) Breathless
 - (b) Gasping
 - (c) Short – winded
 - (d) All of the above
5. Who is the author of 'The Last Lesson'?
 - (a) Stephen Spender
 - (b) Selma Lagerlof
 - (c) Alphonse Daudet
 - (d) John Updike
6. What was the motive of the blacksmith Wachter?
 - (a) To ridicule Franz
 - (b) To boost the morale of Franz
 - (c) To dominate little Franz
 - (d) To make him realize importance of his mother tongue

Passage 2

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

1- Who is the author of this extract?

- a) James Bond b) Arundhati Roy c) Sudha Murthy d) Anees Jung

2- This story is an excerpt from which book of the author?

- a) Lost Spring – Stories of Stolen Childhood b) Unveiling India
 c) Breaking the Silence d) The Song of India

3. Who was Saheb?

- a) A shopkeeper b) A servant c) A ragpicker d) All of the above

4.What was Saheb looking for?

- a) Eggs b) Gold c) Coins d) Toys

5.Why did Saheb not go to school?

- a) Not interested b) Had no money to pay fees
c) Wanted to go for movie d) Wanted to earn money

6.Why is the author calling garbage as 'gold' in the story?

- a) Because of jewels in it b) Because of gems in it
c) Because of gold in it d) Because of its encashment value

Passage-3

It had happened when I was ten or eleven years old. I had decided to learn to swim. There was a pool at the Y.M.C.A. in Yakima that offered exactly the opportunity. The Yakima River was treacherous.Mother continually warned against it, and kept fresh in my mind the details of each drowning in the river. But the Y.M.C.A. pool was safe. It was only two or three feet deep at the shallow end; and while it was nine feet deep at the other, the drop was gradual. I got a pair of water wings and went to the pool. I hated to walk naked into it and show my skinny legs. But I subdued my pride and did it.From the beginning, however, I had an aversion to the water when I was in it. This started when I was three or four years old and father took me to the beach in California.He and I stood together in the surf. I hung on to him, yet the waves knocked me down and swept over me. I was buried in water. My breath was gone. I was frightened.

1. Who is the author of Deep Water?

- a) William Shakespeare b) William George Bernard Shaw
c) William Wordsworth d) William Douglas

2.Y.M.C.A stands for?

- a) Young Men's Christian Authority b) Young Men's Christopher Association
c) Young Men's Christian Army d) Young Men's Christian Association

3.Where did the author go with his father in the story?

- a) Washington b) New Zealand c) California d) Canada

4.Why did he develop a fear of water?

- a) Because of knocking down by waves at a beach b) Because of a young boy
c) Because of instructor d) Because of his mother

5.The story Deep Water is about-----

- a) Fear of water and the way to overcome it b) Fear of people
c) Fear of dogs d) Fear of swimming

6. The word 'aversion' means-

- a) delight b) love c) dislike d) approval

Passage- 4

The world had, of course, never been very kind to him, so it gave him unusual joy to think ill of it in this way. It became a cherished pastime of his, during many dreary ploddings, to think of people he knew who had let themselves be caught in the dangerous snare, and of others who were still circling around the bait. One dark evening as he was trudging along the road he caught sight of a little gray cottage by the roadside, and he knocked on the door to ask shelter for the night. Nor was he refused. Instead of the sour faces which ordinarily met him, the owner, who was an old

man without wife or child, was happy to get someone to talk to in his loneliness. Immediately he put the porridge pot on the fire and gave him supper; then he carved off such a big slice from his tobacco roll that it was enough both for the stranger's pipe and his own. Finally he got out an old pack of cards and played 'mjolis' with his guest until bedtime.

1.The above lines are from the lesson-

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

2.Why did the peddler have to take shelter?

a) Because of his wishes b) Because he wants to steal
c) Because he wants to be with his friends d) Because he had no home

3.Who offered shelter to the Peddler?

a) A beggar b) A friend c) A milkman d) An old man

4.The word 'Unwonted' means ---

a) unusual b) unsafe c) uncomfortable d) unnecessary

5. The peddler compares the world with-

a) cage b) rattrap c) rat d) jigsaw

6. How was the peddler received by the crofter?

Passage-5

Presently, the landlords learned that Germany had developed synthetic indigo. They, thereupon, obtained agreements from the sharecroppers to pay them compensation for being released from the 15 percent arrangement.

The sharecropping arrangement was irksome to the peasants, and many signed willingly. Those who resisted, engaged lawyers; the landlords hired thugs. Meanwhile, the information about synthetic indigo reached the illiterate peasants who had signed, and they wanted their money back. At this point Gandhi arrived in Champaran. He began by trying to get the facts. First, he visited the secretary of the British landlord's association. The secretary told him that they could give no information to an outsider. Gandhi answered that he was no outsider.

1. Who developed synthetic Indigo?

(a) India (b) France (c) Germany (d) Nepal

2. What is the opposite of the word 'irksome'?

(a) annoying (b) teasing (c) bothersome (d) pleasant

3. What is 'synthetic'?

(a) natural (b) artificial (c) real (d) original

4. The passage is about—

(a) landlords (b) Champaran (c) Gandhiji's visit to Champaran (d) peasants

5. Why did the secretary refuse to give information to Gandhiji?

Passage 5

Since its invention a little over 130 years ago, the interview has become a commonplace of journalism. Today, almost everybody who is literate will have read an interview at some point in

their lives, while from the other point of view, several thousand celebrities have been interviewed over the years, some of them repeatedly.

So it is hardly surprising that opinions of the interview — of its functions, methods and merits — vary considerably. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.

V. S. Naipaul 'feels that some people are wounded by interviews and lose a part of themselves,' Lewis Carroll, the creator of Alice in Wonderland, was said to have had 'a just horror of the interviewer' and he never consented to be interviewed — It was his horror of being lionized which made him thus repel would be acquaintances, interviewers, and the persistent petitioners for his autograph and he would afterwards relate the stories of his success in silencing all such people with much satisfaction and amusement.

1. What is the primitive view about being photographed?

- a) person's soul is stolen
- b) part of personality is lost
- c) person can be commanded
- d) All these

2. In what way interviews have become a common place of journalism?

- a) because of its power, influence and medium of communication
- b) because of its pomp
- c) because of its glory
- d) because of its rapport

3. What does V.S. Naipaul feel about interviews?

- a) horror
- b) happy
- c) wounded
- d) none

4. What does Naipaul present in his travel books?

- a) his feelings
- b) his feelings about interviews
- c) impression of the country of his ancestors that is India
- d) none

5. Who is the author of the lesson 'The Interview'?

- a) Christopher Priest
- b) Christopher Silvester (1959)
- c) J.B. Priestley
- d) Alfred John Churchly

6. What are some of the positive traits of interviews?

- a) brings out the truth and gives vivid impression of contemporaries
- b) helps finding hidden talents
- c) useful medium of communication
- d) All the above

Extracts from poems (Flamingo)

Extract 1

She was as old as she
looked but soon
put that thought away, and
looked out at Young
Trees sprinting, the merry children spilling out of their homes,

1. Name the poet of this poem.
2. What did the poet notice in the outside world?
(a) roads (b) happy children
(c) birds (d) both 'a' and 'b'
3. Find out the word from the passage which means 'running fast'.

Extract 2

I looked again at her, wan, pale
as a late winter's moon and felt that old
familiar ache, my childhood's fear,
but all I said was, see you soon,
Amma,
all I did was smile and smile and
smile.

1. What was the poet's childhood fear?
a. Losing mother b. Shifting from parental house c. Shifting to a new city d. Darkness
2. What has been compared to 'late winter's moon'?
a. best friend b. mother c. daughter d. sister
3. What do the poet's parting words suggest?

Extract-3

Driving from my parent's
home to Cochin last Friday
morning, I saw my mother, beside me,
doze, open mouthed, her face
ashen like that
of a corpse and realised with pain
that she was as old as she looked....

1. Name the poem.
2. What did the poet notice about her mother?
3. Find out the word from the passage which means 'dead body'.

Extract 4-

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

1. From which poem has the extract been taken?

- a) My Mother at Sixty Six b) A Thing of Beauty
c) Keeping Quiet d) An Elementary School Classroom School in a Slum

2. Who is the poet of 'Keeping Quiet'?

- a) Kamala Das b) Stephen Spender c) Pablo Neruda d) John Keats

3. What does the poet want others to do?

- a) To keep quiet and introspect b) To make noise and find fault
c) To spread wars all around d) None of the above

4. Why should we keep quiet according to the poet?

- a) For attaining peace b) for maintaining brotherhood c) for silence d) All of the above

Extract 5

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

1. Name the poem and the poet.
2. What is the effect of this 'immortal drink' on us?
a) gives immortality b) gives immense joy and pleasure
c) gives wealth d) gives power
3. Write the words from the extract which mean-
(i) stories (ii) magnificence

Extract 6

Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching: yes, in spite of all,
Some shape of beauty moves away the pall
From our dark spirits.

1. Why are we despondent?
2. What removes pall from our dark spirits?
(a) Trees old, and young
(b) all the unhealthy things
(c) Nature's beauty
3. What is the meaning of gloomy?
a) all the unhealthy things b) dark spirits
c) dull and depressive d) none

Extract 7

The little old house was out with a little new shed

In front at the edge of the road where the traffic sped,
A roadside stand that too pathetically pled,
It would not be fair to say for a dole of bread,
But for some of the money, the cash, whose flow supports
The flower of cities from sinking and withering faint.

1. Name the poem and the poet.
2. What do the flowers of cities in a roadside stand refer to?
(a) city people (b) city cars (c) urban crowd (d) The pleasures of cities

3. What is a Roadside Stand in the poem?

- | | |
|--|--------------------|
| a) a bus stop | b) a waiting point |
| c) a shed outside a roadside old house | d) none |

Extract 8

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

1. Who are the greedy doers?

- a) the government b) old people
c) The rural people d) The polished city folk

2. Who are beasts of prey in the poem?

- a) The government officials b) Rural folk
c) The city folk d) All of the above

3. What promise was the government making to relocate the villagers?

- a) to give them all the luxuries b) to show them movies
c) their all needs will be looked after d) all the above

Extracts from Vistas (SUPPL. READER)

1. After a few days, the maharaja's son's third birthday was celebrated. Till that time the king had been so engrossed in tiger hunting that he had never spent any time with his family. Now, as he had fulfilled his vow of killing hundred tigers, he gave his attention to his child. King Jung Jung Bahadur wanted to give a special gift to his son on his birthday and so he went to the shopping centre in Pratibandapuram. He searched every shop but could not find any suitable gift for his son. Finally, he saw a wooden tiger in a toy shop and considered it to be the perfect gift. The wooden tiger cost only two annas and a quarter. But the shopkeeper knew that if he quoted such a low price to the Maharaja, he would be punished under the rules of the Emergency. So, he said,

“Your Majesty, this is an extremely rare example of craftsmanship. A bargain at three hundred rupees!”

1. What birthday gift did the Maharaja present to his 3 years old son?

(a) a toy (b) gold coins (c) a palace (d) a toy tiger

2. What was the cost of the wooden tiger?

3. How did the king fulfill his vow?

a) by donating coins (b) by killing hundred tigers

c) by building a palace (d) by planting trees

4. The word ‘rare’ means-

(a) common (b) typical (c) unique (d) standard

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

1. What were the writer’s feelings on reaching the continent?

a) of relief and amazement (b) tired and fatigued (c) sad (d) none

2. The word ‘isolation’ means-

(a) separation (b) society (c) company (d) connection

3. What kind of atmosphere does Antarctica have?

(a) coldest (b) driest (c) windiest (d) All the above

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

3. To make the sound effect of how the skunk knocked the door, Jack knocked on the window sill and Jo was thrilled. Jack continued that the old man with a long white beard and a blue pointed hat came out. Then Jack made his favourite sound effect and continued that the wizard asked Roger what he wanted and that he had a very bad body odour. Then to this Roger replied that he knew that he smelled bad and told him that all the other animals ran away from him. He also told the wizard that the wise owl had told him that he could help him. Then the old man replied that maybe he could and asked Roger skunk to follow him inside and not to get too close. Then Jack describes how the house of the wizard was really dirty from inside because he did not have a cleaning lady to which Jo asked why was it so. He then replied that because he was a very old man and also a wizard, he did not require any cleaning lady. Then Jo again interrupted and asked that would the wizard die, to which again Jack replied that wizards never die. Then the wizard started looking out for something and took out an old stick called the magic wand. He asked Roger what he wanted to smell like and he replied that he wished to smell like roses. Jo was happy about the fact that he wanted to smell like a rose. Then Jack said the magical words in the voice of a wizard.

1. What did the Wizard ask Roger?

- a) what did he want to have b) what did he want to eat
 c) what did he want to smell like? d) None
2. What did Roger want to smell like?
 (a) marigold (b) Sunflower (c) Jasmine (d) Rose
3. The word 'wizard' means-
 (a) magician (b) master (c) doctor (d) novice
4. What advice did the wise owl give to Roger Skunk?
 a) to visit his friends b) to think deeply
 c) to consult his mother d) to consult the wizard

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

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

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

Short Answer Questions from **Flamingo** (Text book)

Prose section.

Lesson 1 **The Last Lesson**

1. What was Franz expected to be prepared with for school that day?
2. What did Franz notice that was unusual about the school that day?
3. What had been put up on the bulletin board?
4. What changes did the order from Berlin cause in school that day?
5. How did Franz's feelings about Mr. Hamel and school change?
6. What was the fear in little Franz's mind when he started for school in the morning?

7. Why did Franz not want to go to school that day?
8. What did Franz see while he was going to school?
9. The teacher did not scold Franz for his coming late to school. Why?
10. How did M. Hamel dress for school on his last day to school?
11. Why did Hauser and the other villagers come to attend "The Last Lesson?"
12. What information did M. Hamel give to the children in his class?

Lesson 2 **Lost Spring**

1. What is Saheb looking for in the garbage dumps? Where is he and where has he come from?
2. What explanations does the author offer for the children not wearing footwear?
3. Is Saheb happy working at the tea-stall? Explain.
4. What makes the city of Firozabad famous?
5. Mention the hazards of working in the glass bangles industry.
6. How is Mukesh's attitude to his situation different from that of his family?
7. What could be some of the reasons for the Migration of people from villages to cities?
8. Why should child labour be eliminated and how?
9. How can Mukesh realise his dream?

Lesson 3 **Deep Water**

1. Why was Douglas determined to get over his fear of water?
2. How did the instructor 'build a swimmer' out of Douglas?
3. How did Douglas overcome his fear of water?
4. How did the experience of throwing by the bully affect him?
5. What is the 'misadventure' that William Douglas speaks about?
6. What did Douglas experience when he was thrown into the pool again?
7. How did this experience affect him?
8. How did Douglas make sure that he conquered the old terror?
9. "All we have to fear is fear itself." Explain the statement in your own words.

Lesson 4 **The Rattrap**

1. From where did the peddler get the idea of the world being a rat trap?
2. Why was he amused by this idea?
3. Did the peddler expect the kind of hospitality that he received from the crofter?
4. Why was the crofter so talkative and friendly with the peddler?
5. Why did he show the thirty kroner to the peddler?
6. Did the peddler respect the confidence reposed in him by the crofter?

7. What made the peddler think that he had indeed fallen into the rattrap?
8. Why did the ironmaster speak kindly to the peddler and invite him home?
9. Why did the peddler decline the invitation?
10. What made the peddler accept willmansson's invitation?
11. What doubts did Edla have about the peddler?
12. When did the ironmaster realise his mistake?
13. What did the peddler say in his defence when it was clear that he was not the person the ironmaster had thought he was?
14. Why did Edla still entertain the peddler even after she knew the truth about him?
15. Why was Edla happy to see the gift left by the peddler?
16. What made the peddler finally change his ways?
17. How does the metaphor of the rattrap serve to highlight the human predicament?

Lesson 5 **Indigo**

- 1 . Why is Rajkumar Shukla described as being resolute?
2. Why do you think the servants thought Gandhi to be another peasant?
3. Why did Gandhi agree to a settlement of 25% refund to the farmers?
4. How did the episode change the plight of the peasants?
5. How was Gandhi able to influence lawyers?
6. Why did Gandhi consider the Champaran episode to be a turning point in his life?
7. What was the attitude of the average Indian in smaller localities towards advocates of 'home rule'?
8. What was Gandhi's politics intertwined with?
9. Why did Gandhi chide the lawyers of Muzaffarpur?
10. "Freedom from fear is more important than legal justice for the poor." How is this statement relevant in today's scenario?

Lesson 7 **The Interview**

- 1 .Why do most celebrity writers despise being interviewed?
2. What do you understand by the expression "thumbprints on his windpipe"?
3. How does Eco find the time to write so much?
4. What was distinctive about Eco's academic writing style?
5. What is the reason for the huge success of the novel, 'The name of the rose'?
6. How have interviews become a common place of journalism?
7. Why did Rudyard Kipling refuse to be interviewed?

Flamingo (Poetry section)

Poem 1 **My Mother at Sixty Six**

- 1 . What is the kind of pain and ache that the poet feels?
2. Why are the young trees described as 'sprinting'?
3. Why has the mother been compared to the 'late winter's moon'?
4. What do the parting words of the poet and her smile signify?
5. What worried the poet when she looked at her mother?
6. What were the poet's feelings at the airport? How did she hide them?

Poem 2 **An Elementary School Classroom in a Slum**

- 1 . What does the poet want for the children of the slums? How can their lives be made to change?
2. How is the atmosphere inside an elementary school classroom in a slum different from the one outside it?

Poem 3 **Keeping Quiet**

- 1 . Why does the poet ask us to keep still?
2. What symbol from Nature does the poet invoke to say that there can be life under apparent stillness?

Poem 4 **A Thing of Beauty**

- 1 . What pleasure does a beautiful thing give us?
2. Why is 'grandeur' associated with the 'Mighty dead'?
3. What image does the poet use to describe the beautiful bounty of the earth?
4. What makes human beings love life in spite of trouble and suffering?

Poem 5 **A Roadside Stand**

- 1 . Where was the stand situated and how was it made?
2. What will be a great relief to the poet? How can the problems of the rural people be solved?

Vistas : supplementary reader

Lesson 2 **The Tiger King**

- 1 . Who is Tiger King? Why does he get that name?
2. What did the royal infant grow up to be?
3. What is the author's indirect comment on subjecting innocent animals to the willfulness of human beings?
4. Which matter about the Tiger King is of extraordinary interest?
5. Why did the Maharaja ban tiger hunting in the state?
6. Why did the Maharaja order the Deewan to double the land tax?
7. How did the hundredth tiger take its revenge upon the Tiger King?

Lesson 3

Journey to the End of the Earth

- 1 . What was the purpose of the visit to Antarctica?
2. What unique opportunities does the Antarctic environment provide to scientists?
3. What are phytoplanktons?
4. How do geological phenomena help us to know about the history of humankind?
5. 'The world's geological history is trapped in Antarctica'. How is the study of this region useful to us?

Lesson 4 **The Enemy**

- 1 . What did Dr Sadao and his wife do with the man?
2. Why was Dr Sadao kept in Japan and not sent abroad with the troops?
3. Where did Dr. Sadao and Hana meet?
4. In what condition did Dr Sadao and Hana find the white man at the seashore?
5. How did Dr Sadao help Tom, the white man to escape?
6. Describe the difficulties faced by Dr sadao and his wife, Hana, when they tried to help the enemy soldier?

Lesson 5 **Should Wizard Hit Mommy?**

- 1 . What was the basic plot of each story told by Jack?
2. What was Roger Skunk's problem? Why did his mother not like her son smelling like roses?
3. Why did Jo want the wizard to hit Roger Skunk's mommy?
4. Why is an adult's perspective on life different from that of a child?
5. What is the moral issue that the story raises?

Lesson 6 **On the Face of It**

- 1 . What kind of a person was Evans?
2. Who visited Evans on the morning of the examination? What did they visit him for?
3. What two purposes did the correction slip serve? Which of them did Evans consider more important?
4. How was Evans able to devise a foolproof plan for escape from prison?
5. Should criminals in prison be given the opportunity of learning and education? Give reasons in support of your answer.

Answer key to question no. - 8

1 - the	11 - in	21 - may	31 - shall	41 - for
2 - catches	12 - should	22 - for	32 - than	42 - develop
3 - A little	13 - to	23 - anyone	33 - me	43 - grow
4 - may	14 - a	24 - any	34 - would	44 - job
5 - some	15 - many	25 - will have	35 Despite being	45 - am playing
6 - an	16 - The	26 - about	36 - had	46 - beyond
7 - any	17 - of	27 - so that	37 - a	47 - while
8 - either	18 - may	28 - need	38 - off	48 - then
9 - should	19 - fallen	29 - each	39 - in	49 - as
10 - to play	20 - among	30 - at	40 - out	50 - to be answered